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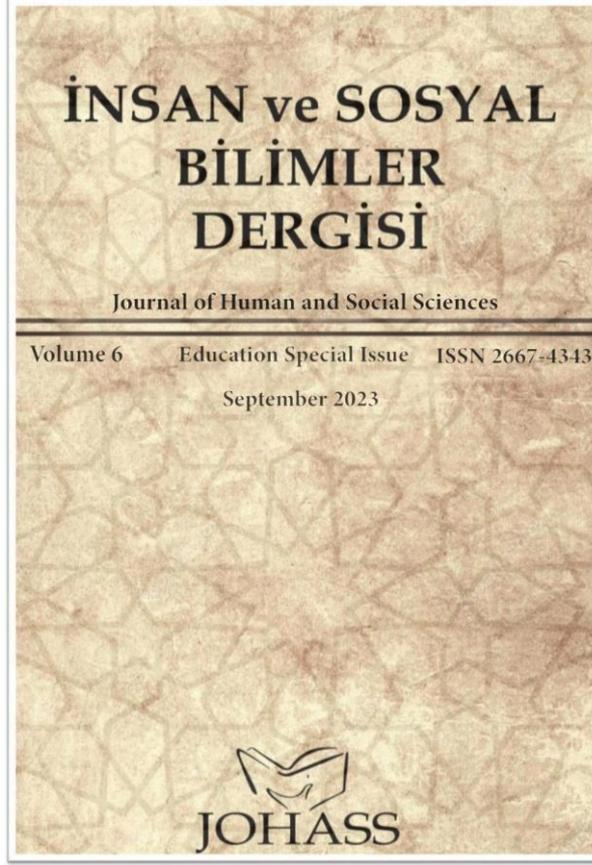
## Self-Leadership Levels of Pre-Service Social Studies Teachers

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| Abstract | Research Article |
|---|---|
| The aim of this study is to determine the level of self-leadership behaviors of pre-service social studies teachers. In this direction, it was tried to determine the self-leadership levels of the students in Çanakkale Onsekiz Mart University, Faculty of Education, Department of Social Studies Education, by applying a questionnaire, which is one of the quantitative methods. In this study where the survey model was used. The survey application planned to be made on 200 students was completed with 165 students. The findings obtained as a result of the research completed with a participation rate of 82.5 %, it has been revealed that the sub-dimension of imagining successful performance by setting goals only for oneself has a positive and significant relationship with other dimensions. It is seen in the conclusion section self-talk (r=0.66; p<0.05), evaluating thoughts and ideas (r=0.62; p<0.05), self-observation (r=0.75; p<0.05), setting reminders (r=0.45; p<0.05), self-punishment (r=0.73; p<0.05), self-rewarding (r=0.57; p<0.05), and focusing thoughts with natural rewards (r=0.47; p<0.05). Due to results there is a positive relationship between theese indicators. With this study, it has been shown that there is a need to increase the number of studies that will improve pre-service teachers' self-leadership levels. | |
| **Keywords:** Self-leadership, social studies, pre-service teachers | |

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## Introduction

The word "Lider" comes into our language from the English word "leader", which in English means "leading", "guiding" and "pioneering". Leadership is considered as a process and a leader is defined as a person who is involved in and manages this process. Since the beginning of history, leaders have been in a different position from other people and have been characterized as "powerful" with different sources. Power as a source has been attributed to the person who is referred to as a leader, sometimes physically, sometimes spiritually, and sometimes both physically and spiritually.

Leadership, as a management style, has been the subject of research at different times and in different geographies since it entered the scientific literature. In the early days of the research, Classical Leadership Approaches, especially Trait Theory, talked about a single type of leadership, while in the recent era, Modern Leadership theories have made new contributions to the literature in the focus of leader and follower. While the classical leadership approach is categorized as Trait Theory, Behavioral Theory and Situational Theory, there are many leadership approaches such as transformative leadership, visionary leadership, ethical leadership, paternalistic leadership and self-leadership in modern leadership theories. One of the modern leadership approaches, self-leadership, is shaped by the belief that, unlike other leadership approaches, one should lead oneself first.

Northouse (2014) mentions that leadership is a process and influence business. The first studies about leadership in the management literature started with the Big Man Theory in the first half of the 1900s. After the Big Man Theory, the characteristics approach gained weight in the 1940s. Especially in the 1930s and 1940s, a lot of research has been conducted on what characteristics successful leaders have. In these studies, it was emphasized that some people are born as natural leaders and differ from others in terms of their characteristics (Koçel, 2018).

The concept of self-leadership has been explained as "a process in which individuals control, influence and direct their own behavior by using specific behavioral and cognitive strategies" (Cristofaro & Giardino, 2020). Self-leadership is the process of one person influencing a group of people to achieve a common goal (Northouse, 2014). While in other types of leadership, the leader acts on his/her followers, in self-leadership, the individual acts on and inspires himself/herself (Maykrantz & Houghton, 2020: 89). Leadership theorists argue that individuals can direct their own behavior by setting their own standards, that is,

they can self-manage and appreciate their own performance based on self-assessment (Abid vd. 2020: 300).

Stating that it is now known that personality traits affect self-management, Williams (1997) argues that intrinsically motivated self-leadership is closely related to personality. The theoretical basis of the concept of self-leadership is based on social learning theory and social cognition theory (Manz, Sims Jr., 1980). Social learning theory assumes that people learn through observation and cognition; it tries to explain how individuals can influence their cognition, motivation and behavior. On the other hand, social cognition theory is based on the assumption that human beings are in constant interaction with their environment and that the consequences of behavior are the source of knowledge and motivation (Norris, 2008).

**Model Leadership and Self-Efficacy**

Leadership is a phenomenon as old as human history, not only in western societies but also in eastern societies. Buddha, Confucius and the Indian king Asoke were leaders as impressive as Plato and Aristotle. Myths and legends built around leaders have played an important role in the formation of modern societies (Bass, 1990). As long as the world exists, the concept of leadership will emerge as a great power. The use of this power to influence individuals and societies is a weapon that will never grow old.

The phenomenon of management has become an important topic, especially with the scientific approach of the 20th century. Until recently, management has been on the agenda with its impact on societies, but more recently, self-leadership (self-leadership) has become a characteristic that must be achieved before the management of society. The concept of self-leadership was introduced to the literature by Manz in 1983. According to Cristofaro and Giardino (2020), self-leadership is a process in which individuals control, influence, and manage their own behavior through specified attitudinal and cognitive strategies. Manz (1986), on the other hand, defines self-leadership as a process based on leadership and motivation that individuals need while performing their tasks and jobs.

Self-Efficacy (Effectiveness) Theory was first proposed by the famous psychologist Albert Bandura in 1977 within the scope of "Cognitive Behavior Change". The Self-Efficacy Theory, which Bandura introduced to the literature, failed to garner sufficient attention by scientists in its time and was generally understood as an approach that could be used to define talking to oneself. Bandura defined self-efficacy as an individual's judgments about his/her ability to successfully manage the work assigned to him/her (Feltz, et al., 2008). This

approach was defined as an expansion of the Self Management Theory defined by Manz and Sims (1980) in 1980 (Manz, 1986).

Self-efficacy belief is a cognitive process in which an individual influences and directs himself/herself by representing an objective perception of what he/she has and not what he/she is (Morris & Summeres, 1995; Neck & Houghton, 2006). Self-efficacy beliefs affect individuals' judgments about their abilities, their thoughts and emotional reactions, especially when they are in relationship with their environment. Individuals with a sense of inadequacy show inertia and magnify potential difficulties more than they are, while individuals with a strong sense of efficacy are able to focus their attention and take action according to the requirements of the circumstances (Schwarzer & Fuchs, 2005). The higher an individual's perception of self-efficacy, the greater his/her ability to withstand and overcome the difficulties he/she faces. Self-efficacy perception also affects the level of stress and anxiety that individuals experience individually while engaging in an action (Pajares & Schunk, 2001). Individuals with self-efficacy are also expected to have high self-confidence. Individuals with high self-confidence will inevitably be successful in the actions they undertake. Rosenberg (1965) states that individuals with high self-confidence can express themselves correctly, exhibit patient behavior, have high social skills, and have more prominent leadership qualities. (Song & Lee, 2016).

It is possible to see personalities with the leadership qualities mentioned above in Turkish history. For example, Bilge Kagan, Ertuğrul Gazi, Fatih Sultan Mehmet, Yavuz Sultan Selim, Mustafa Kemal Atatürk are leaders who left their mark on Turkish history. When the lives of these leaders are examined, it can be easily seen that they have the leadership qualities mentioned in the literature.

## The Concept of Self Leadership

New leadership approaches emphasize the necessity for leaders to have a vision and the ability to adapt to change (Clegg et al., 1999). The difference between self-leadership and other leadership approaches is that the individual who is attributed as a leader is primarily effective on himself/herself rather than on his/her followers and inspires himself/herself (Maykrantz & Houghton, 2020). Self-leadership has deep roots in many related theories. These theories include Self-Regulation Theory (Kanfer, 1970; Carver & Scheier, 1981), Self-control Theory (Cautela, 1969; Mahoney & Arnkoff, 1978, 1979; Thoresen & Mahoney, 1974), Self-Management Theory (Andrasik & Heimberg, 1982; Luthans & Davis, 1979;

Manz & Sims, 1980), Internal Motivation Theory (Deci & Ryan, 1987), Social Cognition Theory (Bandura, 1977) and Clinical Cognitive Psychology (Beck et al., 1979; Burns, 1980; Ellis, 1977) theories. On this theoretical basis, self-leadership has a set of behaviors and cognitive strategies that positively affect individual performance outcomes (Houghton & Yoho, 2005).

Self-leadership is a broader type of leadership that includes the processes of self-regulation, self-influence and self-management and is identified with the self-motivation of the individual (Manz, 1986). Self-leadership is a prescriptive approach to behavior, motivation, and cognitive strategies that leads to an increase in an individual's performance (Neck & Houghton, 2006). In the light of the definitions of self-leadership, it is understood that individuals with self-efficacy can self-lead. Individuals who know themselves and know when, where and how to behave accept their own leadership and can lead themselves well. In this context, the prerequisite for an individual to lead other individuals and societies is to be able to lead himself/herself.

Self-leadership encompasses behavioral and consciousness-oriented strategies that are shaped to positively influence individual effectiveness. Scholars refer to three different dimensions of self-leadership that can create changes in an individual's behavior (Prussia et al., 1997; Houghton & Neck, 2002; Neck & Houghton, 2006).

Behavior-Focused Strategies: It is related to the individual's ability to direct the behaviors that he/she exhibits and/or will exhibit with self-discipline. Which behavior will be more appropriate in the face of events and situations is evaluated within the scope of this strategy. The focus of control is on behavioral outcomes.

Natural Reward Strategies: This type of strategy is the motivational component of self-leadership in which the task is satisfied in a natural way. Natural rewards aim to increase the intrinsic motivation of the individual while performing the task (Manz & Neck, 2004). Natural reward strategies are the work of creating situations in which the individual is naturally motivated or rewarded by the work and actions performed (Manz & Neck, 2004; Manz & Sims, 2001).

Constructive Thought Pattern Strategies: This model represents the cognitive dimension of self-leadership.

According to Burns (1980), Ellis (1977), Manz and Neck (2004), and Neck and Manz (1992), these strategies include identifying and eliminating dysfunctional beliefs and predictions, daydreaming, and positive self-talk, and the individual should first pay attention

to his/her thought patterns and replace dysfunctional beliefs and predictions with more constructive thought processes.

Teachers are expected to have leadership qualities. Teachers with leadership qualities can create a more effective learning environment and provide more effective guidance. In connection with this, the problem situation that the research wants to draw attention to is to reveal how pre-service teachers' self-leadership perceptions are. In this context, the research questions can be expressed as follows;

1. At what level do pre-service social studies teachers exhibit self-leadership behaviors?
2. Do grade level and gender have an effect on pre-service social studies teachers' self-leadership behaviors?
3. Do self-leadership behaviors have a relationship with each other in sub-dimensions?

## Method

### Model

This research was conducted on the students of Social Studies Teacher Education at Çanakkale Onsekiz Mart University, Faculty of Education. In this study, which was conducted on 165 students, a questionnaire application was used as one of the quantitative research methods. In this study where the survey model was used. The survey model is all of the processes applied to describe a situation in the past or present as it exists, for the realization of learning and the development of desired behaviors in individuals. In the general survey model, in a universe consisting of a large number of elements, a survey is conducted on the whole universe or a group of samples or samples to be taken from it in order to make a general judgment about the universe (Karasar, 2011).

### Data Collection Instruments

In this study, the Turkish form of the Self-Leadership Scale developed by Houghton and Neck (2002) and adapted into Turkish by Tabak et al. (2013), consisting of 29 items, was used. The findings obtained as a result of the study conducted by Tabak et al. (2013) show that the Turkish Form of the Self-Leadership Scale consisting of 29 items and 3 dimensions is a reliable and valid scale. Although the scale has 3 basic dimensions as behavior-oriented,

natural reward, constructive thinking strategies and 8 sub-dimensions listed under these dimensions, the research was concluded by taking into account the sub-dimensions.

**Analysis of Data**

Firstly, the gender and grade levels of the students were determined and analyzed descriptively. The Self-Leadership Scale was used to measure the self-leadership perceptions of social studies students. According to the demographic characteristics of Social Studies students, the dimensions of self-leadership behaviors with their sub-dimensions were measured by ANOVA and the meaning relationship between the dimensions was measured by Pearson Correlation tests.

**Compliance with Ethical Standard**

The questionnaire study, planned to be applied on pre-service teachers, was ethically approved by the decision of Çanakkale Onsekiz Mart University School of Graduate Studies Scientific Research Ethics Committee dated 30.03.2023 and numbered 04/72.

**Findings**

**Participant Group**

Table 1 shows the distribution of the pre-service social studies teachers who participated in the study according to their descriptive characteristics.

**Table 1**

*Distribution of Participants According to Their Descriptive Characteristics*

| Descriptive Characteristics | Groups | n | % |
|---|---|---|---|
| Gender | Woman | 118 | 71,5 |
| | Male | 47 | 28,5 |
| Class level | 1st grade | 40 | 24,2 |
| | 2nd grade | 45 | 27,3 |
| | 3rd grade | 50 | 30,3 |
| | 4th grade | 30 | 18,2 |

Of the 165 pre-service social studies teachers who participated in the study, 71.5% were female and 28.5% were male. Of the participants, 24.2% were in the first grade, 27.3% in the second grade, 30.3% in the third grade, and 18.2% in the fourth grade.

## Descriptive Findings

Table 2 shows the descriptive statistics of self-leadership scale scores.

**Table 2**

*Descriptive Statistics of Scale Scores*

| Size | N | Min. | Max. | X̄ | SS | Skewness | kurtosis |
|------|---|------|------|-----|-----|----------|----------|
| Imagining Successful Performance by Setting Goals for Yourself | 165 | 2,00 | 5,00 | 3,93 | 0,60 | -0,48 | 0,19 |
| Self-Talk | 165 | 2,33 | 5,00 | 3,92 | 0,64 | -0,58 | -0,23 |
| Evaluating Thoughts and Ideas | 165 | 2,00 | 5,00 | 4,00 | 0,61 | -0,63 | 0,41 |
| Self Observation | 165 | 2,00 | 5,00 | 3,95 | 0,59 | -0,67 | 0,92 |
| Setting Reminders | 165 | 2,00 | 5,00 | 4,05 | 0,70 | -0,50 | 0,07 |
| Self Punishment | 165 | 2,00 | 5,00 | 3,97 | 0,55 | -0,59 | 0,58 |
| Self-Rewarding | 165 | 2,33 | 5,00 | 4,04 | 0,68 | -0,54 | -0,37 |
| Focusing Thought with Natural Rewards | 165 | 2,00 | 5,00 | 4,07 | 0,67 | -0,56 | 0,59 |
| **SELF LEADERSHIP** | 165 | 2,11 | 4,93 | 3,97 | 0,50 | -0,38 | 0,74 |

The self-leadership behaviors scale score was found to be 3.97±0.50, and according to the lowest (1) and highest (5) scores that can be obtained from the scale, it was determined that the self- leadership behaviors of the pre-service social studies teachers participating in the study were in the "usually" range. The highest self-leadership behaviors were found to be focusing thoughts with natural rewards (4,07±0,67), setting reminders (4,05±0,70), and self-rewarding (4,04±0,68). Based on the skewness (between -.67 & -.38) and kurtosis (between -.37 & .92) values normality assumption was met.

## Comparison of Self-Leadership Behavior Scores According to Demographic Variables

Table 3 shows the results of the independent two sample t-test for the comparison of self- leadership behaviors scores according to gender.

**Table 3**

*Comparison of Self-Leadership Behaviors Scores According to Gender*

| Size | Gender | n | X̄ | SS | t | p |
|------|--------|---|-----|-----|-----|-----|
| Imagining Successful Performance by Setting Goals for Yourself | Woman | 118 | 3,94 | 0,56 | 0,62 | 0,538 |
| | Male | 47 | 3,88 | 0,67 | | |
| Self-Talk | Woman | 118 | 3,93 | 0,66 | 0,39 | 0,700 |
| | Male | 47 | 3,89 | 0,59 | | |
| Evaluating Thoughts and Ideas | Woman | 118 | 4,05 | 0,59 | 1,58 | 0,117 |
| | Male | 47 | 3,88 | 0,66 | | |
| Self Observation | Woman | 118 | 3,99 | 0,56 | 1,49 | 0,138 |
| | Male | 47 | 3,84 | 0,66 | | |
| Setting Reminders | Woman | 118 | 4,03 | 0,69 | -0,60 | 0,549 |
| Male | | 47 | 4,11 | 0,73 | | |
| Woman Self Punishment | | 118 | 3,99 | 0,53 0,94 | | 0,350 |
| Male | | 47 | 3,90 | 0,61 | | |
| Woman Self-Rewarding | | 118 | 4,09 | 0,68 1,71 | | 0,089 |
| Male | | 47 | 3,89 | 0,66 | | |
| Woman Focusing Thought with Natural Rewards | | 118 | 4,03 | 0,63 -1,09 | | 0,279 |
| Male | | 47 | 4,16 | 0,76 | | |
| Woman **SELF LEADERSHIP** | | 118 | 4,00 | 0,48 0,94 | | 0,348 |
| Male | | 47 | 3,92 | 0,53 | | |

It was determined that the scale and sub-dimension scores of self-leadership behaviors did not differ significantly (p>0.05) according to gender.

Table 4 shows the ANOVA test results of the comparison of self-leadership behaviors scores according to grade level.

**Table 4**

*Comparison of Self-Leadership Behaviors Scores According to Grade Level*

| Size | Classroom | n | X̄ | SS | F | p | Significant Difference |
|------|-----------|---|-----|-----|---|---|------------------------|
| | | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Imagining Successful Performance by Setting Goals for Yourself | A-1st grade | 40 | 3,90 | 0,62 | | |
| | B-2nd class | 45 | 3,86 | 0,60 | | |
| | | | | | 1,65 | 0,181 |
| | C-3rd grade | 50 | 4,08 | 0,57 | | |
| | D-4th grade | 30 | 3,81 | 0,59 | | |
| Self-Talk | A-1st grade | 40 | 3,86 | 0,70 | | |
| | B-2nd class | 45 | 3,86 | 0,61 | | |
| | | | | | 0,50 | 0,685 |
| | C-3rd grade | 50 | 3,97 | 0,67 | | |
| | D-4th grade | 30 | 4,00 | 0,58 | | |
| Evaluating Thoughts and Ideas | A-1st grade | 40 | 3,87 | 0,70 | | |
| | B-2nd class | 45 | 3,94 | 0,66 | | |
| | | | | | 1,54 | 0,206 |
| | C-3rd grade | 50 | 4,10 | 0,50 | | |
| | D-4th grade | 30 | 4,12 | 0,56 | | |
| Self Observation | A-1st grade | 40 | 3,90 | 0,68 | | |
| | B-2nd class | 45 | 3,90 | 0,62 | | |
| | | | | | 0,66 | 0,579 |
| | C-3rd grade | 50 | 4,05 | 0,52 | | |
| | D-4th grade | 30 | 3,93 | 0,55 | | |
| Setting Reminders | A-1st grade | 40 | 4,05 | 0,91 | | |
| | B-2nd class | 45 | 3,88 | 0,66 | | |
| | | | | | 2,10 | 0,103 |
| | C-3rd grade | 50 | 4,08 | 0,58 | | |
| | D-4th grade | 30 | 4,28 | 0,55 | | |
| Self Punishment | A-1st grade | 40 | 3,91 | 0,69 | | |
| | B-2nd class | 45 | 3,96 | 0,52 | | |
| | | | | | 1,26 | 0,291 |
| | C-3rd grade | 50 | 4,09 | 0,41 | | |
| | D-4th grade | 30 | 3,87 | 0,59 | | |
| Self-Rewarding | A-1st grade | 40 | 3,88 | 0,69 | | **D>A,B** |
| | B-2nd class | 45 | 3,97 | 0,74 | | |
| | | | | | 2,89 | **0,037** |
| | C-3rd grade | 50 | 4,05 | 0,65 | | |
| | D-4th grade | 30 | 4,33 | 0,54 | | |
| | A-1st grade | 40 | 4,04 | 0,79 | | |

| | | | | | |
|---|---|---|---|---|---|
| | B-2nd class | 45 | 4,00 | 0,58 | |
| Focusing Thought with Natural Rewards | | | | | 0,490,690 |
| | C-3rd grade | 50 | 4,09 | 0,71 | |
| | D-4th grade | 30 | 4,18 | 0,56 | |
| | A-1st grade | 40 | 3,91 | 0,60 | |
| | B-2nd class | 45 | 3,91 | 0,51 | |
| **SELF LEADERSHIP** | | | | | 1,040,378 |
| | C-3rd grade | 50 | 4,06 | 0,42 | |
| | D-4th grade | 30 | 4,01 | 0,44 | |

It was determined that the sub-dimension scores of imagining successful performance by setting goals for oneself, self-talk, evaluating thoughts and ideas, self-observation, setting reminders, self-punishment, focusing thoughts with natural rewards and self-leadership scale score did not differ significantly (p>0.05) according to the grade level. Self-rewarding sub-dimension score showed a significant difference according to the grade level (F=2.89, p<0.05). According to the results of the LSD post hoc test conducted to determine which groups the difference is between, the self-rewarding score of the participants studying in the 4th grade is significantly higher than the score of the participants studying in the 1st and 2nd grades.

Table 5 presents the results of the two-factor ANOVA test for the joint effect of gender and grade level on self-leadership behaviors.

**Table 5**

*ANOVA Results of Self-Leadership Behavior Scores According to Gender And Grade Level*

| Sub Dimensions | Source of Variance | Squares Total | sd | Squares Average | F | p |
|---|---|---|---|---|---|---|
| Imagining Successful Performance by Setting Goals for Yourself | Class level | 0,00 | 1 | 0,00 | 0,01 | 0,910 |
| | Gender | 0,64 | 3 | 0,21 | 0,62 | 0,605 |
| | Grade Level x Gender | 1,92 | 3 | 0,64 | 1,85 | 0,140 |
| | Error | 54,43 | 157 | 0,35 | | |
| | Total | 2602,41 | 165 | | | |
| | Class level | 0,06 | 1 | 0,06 | 0,16 | 0,693 |
| | Gender | 0,73 | 3 | 0,24 | 0,59 | 0,621 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Self-Talk | Grade Level x Gender | 2,03 | 3 | 0,68 | 1,65 | 0,181 |
| | Error | 64,70 | 157 | 0,41 | | |
| | Total | 2599,22 | 165 | | | |
| Evaluating Thoughts and Ideas | Class level | 0,86 | 1 | 0,86 | 2,50 | 0,116 |
| | Gender | 1,92 | 3 | 0,64 | 1,87 | 0,137 |
| | Grade Level x Gender | 5,26 | 3 | 1,75 | 5,12 | **0,002** |
| | Error | 53,69 | 157 | 0,34 | | |
| | Total | 2703,56 | 165 | | | |
| Self Observation | Class level | 0,59 | 1 | 0,59 | 1,69 | 0,195 |
| | Gender | 0,08 | 3 | 0,03 | 0,08 | 0,972 |
| | Grade Level x Gender | 1,98 | 3 | 0,66 | 1,91 | 0,130 |
| | Error | 54,34 | 157 | 0,35 | | |
| | Total | 2630,72 | 165 | | | |
| Setting Reminders | Class level | 0,06 | 1 | 0,06 | 0,12 | 0,728 |
| | Gender | 3,20 | 3 | 1,07 | 2,28 | 0,082 |
| | Grade Level x Gender | 3,41 | 3 | 1,14 | 2,42 | 0,068 |
| | Error | 73,57 | 157 | 0,47 | | |
| | Total | 2792,50 | 165 | | | |
| Self Punishment | Class level | 0,07 | 1 | 0,07 | 0,25 | 0,619 |
| | Gender | 0,42 | 3 | 0,14 | 0,46 | 0,710 |
| | Grade Level x Gender | 1,67 | 3 | 0,56 | 1,84 | 0,141 |
| | Error | 47,26 | 157 | 0,30 | | |
| | Total | 2648,31 | 165 | | | |
| Self-Rewarding | Class level | 2,01 | 1 | 2,01 | 4,61 | 0,033 |
| | Gender | 5,25 | 3 | 1,75 | 4,02 | 0,009 |
| | Grade Level x Gender | 1,68 | 3 | 0,56 | 1,29 | 0,281 |
| | Error | 68,46 | 157 | 0,44 | | |
| | Total | 2764,22 | 165 | | | |
| Focusing Thought with Natural Rewards | Class level | 0,49 | 1 | 0,49 | 1,15 | 0,286 |
| | Gender | 0,90 | 3 | 0,30 | 0,71 | 0,550 |
| | Grade Level x Gender | 5,85 | 3 | 1,95 | 4,57 | **0,004** |
| | Error | 67,00 | 157 | 0,43 | | |
| | Total | 2806,75 | 165 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | Class level | 0,02 | 1 | 0,02 | 0,61 | 0,434 |
| | Gender | 0,05 | 3 | 0,02 | 0,55 | 0,648 |
| **SELF LEADERSHIP** | Grade Level x Gender | 0,31 | 3 | 0,10 | 3,73 | **0,013** |
| | Error | 4,37 | 157 | 0,03 | | |
| | Total | 334,18 | 165 | | | |

According to Table 5, it was found that gender and grade level did not have a common effect on the behaviors of setting goals for oneself and imagining successful performance, self-talk, self- observation, setting reminders, self-punishment, and self-rewarding (p>0.05).

Morover it was determined that gender and grade level had a common effect on the behavior of evaluating thoughts and ideas (F (3; 157) = 5.12; p<0.05). According to the Bonferroni multiple comparison results in Table 6, the score of male participants in the 4th grade on the behavior of evaluating thoughts and ideas is significantly higher than the score of male pre-service teachers in the 1st grade.

Additionally gender and grade level had a common effect on the behavior of focusing thoughts with natural rewards (F (3; 157) =4.57; p<0.05). According to the results of multiple comparisons (Bonferroni) between pores in Table 6;

- The 4th grade male participants' score for the behavior of focusing thought with natural rewards was significantly higher than the score of the 2nd grade female pre-service teachers.
- The 4th grade male participants' score for the behavior of focusing thoughts with natural rewards is significantly higher than the score of 4th grade female pre-service teachers.

Also gender and grade level had a common effect on self- leadership behaviors (F(3; 157) =3,73; p<0,05). According to the results of multiple comparisons (Bonferroni) in Table 6;

- The 4th grade male participants' self-leadership behaviors score is significantly higher than the score of the 1st grade male pre-service teachers.
- The 4th grade male participants' self-leadership behaviors score is significantly higher than the score of the 3rd grade male pre-service teachers.
- The 4th grade male participants' self-leadership behaviors score is significantly higher than the score of 4th grade female pre-service teachers.

Table 6 shows the results of the Bonferroni post-hoc test for the comparisons of pore means in the tests where the joint effect of gender and grade level on self-leadership behaviors was significant.

**Table 6**

*Comparison Results of Pore Averages*

| Sub Dimensions | Pore (I) | Pore (J) | Difference | p |
|---|---|---|---|---|
| Evaluating Thoughts and Ideas | 1st grade - Male | 1st grade - Female | -0,323 | 1,000 |
| | | 2nd grade - Women | -0,354 | 1,000 |
| | | 2nd grade - Male | 0,017 | 1,000 |
| | | 3rd grade - Female | -0,511 | 0,116 |
| | | 3rd grade - Male | 0,010 | 1,000 |
| | | Grade 4 - Women | -0,192 | 1,000 |
| | | 4th grade - Male | -0,744 | **0,022** |
| Focusing Thought with Natural Rewards | 4th grade - Male | 1st grade - Female | 0,542 | 0,388 |
| | | 1st grade - Male | 0,709 | 0,112 |
| | | 2nd grade - Women | 0,657 | **0,049** |
| | | 2nd grade - Male | 0,592 | 0,836 |
| | | 3rd grade - Female | 0,511 | 0,338 |
| | | 3rd grade - Male | 0,767 | 0,247 |
| | | Grade 4 - Women | 0,861 | **0,012** |
| SELF LEADERSHIP | 4th grade - Male | 1st grade - Female | 0,218 | 0,180 |
| | | 1st grade - Male | 0,452 | **0,013** |
| | | 2nd grade - | | |

| | | |
|---|---|---|
| Women | 0,278 | 0,071 |
| 2nd grade - Male | 0,384 | 0,058 |
| 3rd grade - Female | 0,099 | 0,507 |
| 3rd grade - Male | 0,430 | **0,047** |
| Grade 4 - Women | 0,387 | **0,031** |

**Findings on the Relationship between Self-Leadership Behaviors**

Table 7 presents the results of Pearson correlation analysis of the relationship between self- leadership behaviors.

**Table 7**

*The Relationship between Self-Leadership Behaviors*

| Dimensions | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|
| 1-Imagine Successful Performance by Setting Goals for Yourself | 0,66** | 0,62** | 0,75** | 0,45** | 0,73** | 0,57** | 0,47** | 0,89** |
| 2-Self Speech | 1 | 0,61** | 0,55** | 0,49** | 0,46** | 0,61** | 0,55** | 0,78** |
| 3-Evaluating Thoughts and Ideas | | 1 | 0,59** | 0,58** | 0,57** | 0,75** | 0,53** | 0,83** |
| 4-Self Observation | | | 1 | 0,49** | 0,80** | 0,51** | 0,51** | 0,85** |
| 5-Determining Reminder | | | | 1 | 0,45** | 0,52** | 0,65** | 0,68** |
| 6 - Self Punishment | | | | | 1 | 0,41** | 0,44** | 0,80** |
| 7 - Rewarding Yourself | | | | | | 1 | 0,41** | 0,75** |
| 8-Focusing Thought with Natural Rewards | | | | | | | 1 | 0,67** |
| **9- SELF LEADERSHIP** | | | | | | | | 1 |

 *p<0,05          **p<0,01

According to Table 7, self-talk (r=0.66; p<0.05), evaluating thoughts and ideas (r=0.62; p<0.05), self-observation (r=0.75; p<0.05), setting reminders (r=0.45; p<0.05), self-punishment (r=0.73; p<0.05), self-rewarding (r=0.57; p<0.05), and focusing thoughts with natural rewards (r=0.47; p<0.05).

Furthermore there is a positive correlation between the self-talk score and the scores of evaluating thoughts and ideas (r=0.61; p<0.05), observing oneself (r=0.55; p<0.05), setting

reminders (r=0.49; p<0.05), punishing oneself (r=0.46; p<0.05), self-rewarding (r=0.61; p<0.05), focusing thoughts with natural rewards (r=0.55; p<0.05).

In addition to that there was a positive and significant relationship between the score of evaluating thoughts and ideas and the scores of self-observation (r=0.59; p<0.05), setting reminders (r=0.58; p<0.05), self-punishment (r=0.57; p<0.05), self-rewarding (r=0.75; p<0.05), and focusing thoughts with natural rewards (r=0.53; p<0.05).

At the same time it was found that there was a positive and significant relationship between the self-observation score and the scores of setting reminders (r=0.49; p<0.05), self-punishment (r=0.80; p<0.05), self-rewarding (r=0.51; p<0.05), and focusing thoughts with natural rewards (r=0.85; p<0.05).

On top of those findings, it was found that there was a positive and significant relationship between the reminder setting score and self-punishment (r=0.45; p<0.05), self-rewarding (r=0.52; p<0.05), and focusing thoughts with natural rewards (r=0.65; p<0.05) scores.

Moreover it was found that there was a positive and significant relationship between self-punishment score and self-rewarding (r=0.41; p<0.05), and focusing thoughts with natural rewards (r=0.44; p<0.05) scores.

Finally there is a positive and significant relationship between the self-reward score and the score of focusing thoughts with natural rewards (r=0.41; p<0.05).

## Discussion and Results

In the last century, studies on leadership have increased and new research has led to the emergence of new types of leadership. The increasing importance of the human factor has increased this diversity and has found a wide field of study. One of the modern leadership approaches is self- leadership. This understanding of leadership, which explains that the person who is attributed as a leader initiates the leadership in himself/herself and can direct his/her perceptions and behaviors by controlling himself/herself, is considered to be very important for prospective teachers who will be in a leadership position as teachers in the future. In this context, the self-leadership behaviors of Çanakkale Onsekiz Mart University, Faculty of Education, Department of Social Studies Teaching students were measured. In the light of the findings, it was found that there was a positive and significant relationship between the dimension of imagining successful performance by setting goals for oneself and

the dimensions of self-talk, evaluating thoughts and ideas, observing oneself, setting reminders, punishing oneself, rewarding oneself, and focusing thoughts with natural rewards; there is a positive and significant relationship between the dimension of self-talk and the dimensions of evaluating thoughts and ideas, self-observation, setting reminders, self-punishment, self-punishment, self-reward, focusing thought with natural rewards; there is a positive and significant relationship between the dimension of evaluating thoughts and ideas and the dimensions of self-observation, setting reminders, self-punishment, self-punishment, self-reward, focusing thought with natural rewards; There is a positive and significant relationship between the dimension of self-observation and the dimensions of setting reminders, self-punishment, self-rewarding, self-rewarding, focusing thought with natural rewards; there is a positive and significant relationship between the dimension of setting reminders and the dimensions of self-punishment, self-rewarding, focusing thought with natural rewards; there is a positive and significant relationship between the dimension of self-punishment and the dimension of self-rewarding, focusing thought with natural rewards; and there is a positive and significant relationship between the dimension of self-rewarding and the dimension of focusing thought with natural rewards.

To put it in the language of statistics; there is a positive correlation between the self-talk score and the scores of evaluating thoughts and ideas ($r=0.61$; $p<0.05$), observing oneself ($r=0.55$; $p<0.05$), setting reminders ($r=0.49$; $p<0.05$), punishing oneself ($r=0.46$; $p<0.05$), self-rewarding ($r=0.61$; $p<0.05$), focusing thoughts with natural rewards ($r=0.55$; $p<0.05$). There was a positive and significant relationship between the score of evaluating thoughts and ideas and the scores of self-observation ($r=0.59$; $p<0.05$), setting reminders ($r=0.58$; $p<0.05$), self-punishment ($r=0.57$; $p<0.05$), self-rewarding ($r=0.75$; $p<0.05$), and focusing thoughts with natural rewards ($r=0.53$; $p<0.05$). It was found that there was a positive and significant relationship between the self-observation score and the scores of setting reminders ($r=0.49$; $p<0.05$), self-punishment ($r=0.80$; $p<0.05$), self-rewarding ($r=0.51$; $p<0.05$), and focusing thoughts with natural rewards ($r=0.85$; $p<0.05$). It was found that there was a positive and significant relationship between the reminder setting score and self-punishment ($r=0.45$; $p<0.05$), self-rewarding ($r=0.52$; $p<0.05$), and focusing thoughts with natural rewards ($r=0.65$; $p<0.05$) scores. It was found that there was a positive and significant relationship between self-punishment score and self-rewarding ($r=0.41$; $p<0.05$), and focusing thoughts with natural rewards ($r=0.44$; $p<0.05$) scores. And finally there is a positive and significant

relationship between the self-reward score and the score of focusing thoughts with natural rewards (r=0.41; p<0.05).

Although studies on self-leadership have found a place in the literature, the relationship between self-leadership and another variable has been examined. Only Bozyiğit and Çetin (2019) examined the self-leadership levels of Sport Sciences students and obtained results parallel to our study. In this context, in order to be more specific for other studies, in our study, it was preferred to look at the participants' perceptions of self-leadership instead of looking at the relationship of self-leadership with another variable.

In Garipağaoğlu and Güloğlu's (2015) study, pre-service teachers' self-leadership skills, learned empowerment and locus of control were considered as predictors. Göksoy et al. (2014) examined the relationship between teachers' self-leadership roles and organizational citizenship behaviors. In the said study, it was concluded that teachers' self-leadership behaviors were high and it was understood that it was in parallel with our research. Fidan (2020), who examined the relationship between self-leadership and happiness according to teachers' self-leadership perceptions, concluded that teachers' self-leadership perceptions were high. This result is also in parallel with our study. Fidan (2019) examined the relationship between teachers' individual innovation and self-leadership and concluded that their self-leadership behaviors were high and reached the same result as our study.

The subject of self-leadership in the literature is mostly self-efficacy, organizational commitment, ethics, personality traits, job satisfaction, personnel empowerment, entrepreneurship, performance, organizational change, creativity, teams with self-management ability, team success, sustainability (Neck & Houghton, 2006; Goldsby et al., 2021) seems to be considered together with issues such as. The results of Neck and Houghton (2006) and Goldsby et al. (2021) are in line with our results.

Hauschildt and Konradt (2012), who are trying to Decipher the possible effects of self-leadership understanding in teams, stated that self-efficacy and self-leadership phenomena are related considering the studies that found positive relationships between self-leadership and team performance. According to them, the perception of self-efficacy mediates the relationship between self-leadership and high performance. Prussia et al. (1998) examined the mediating role of self-efficacy in the relationship between self-leadership and performance and found that both self-leadership and self-efficacy have a positive relationship with performance separately. Carmeli et al. (2006), who investigated the relationship between self-leadership strategies and innovative behavior in universities, found that self-leadership

strategies increase innovative behavior. The results of Hauschildt and Konradt (2012) and Prussia et al. (1998) are in line with the results obtained. In the literature, significant results have been obtained when the issue of self-leadership is addressed in individual and group contexts (Goldsby et al., 2021; Neck & Houghton, 2006). On the other hand, the results obtained at the organizational level are far from being significant.

Although pre-service social studies teachers' self-leadership behaviors were found to be significant, ideally, they should perceive and behave in a perfect way with self-motivated, self-confident behaviors. The self-leadership behaviors exhibited by pre-service teachers will help them to exhibit self-motivation in their students when they become teachers. Due to the self-developing and transforming characteristics of teaching, they will not stay away from the developments in the world and the continuity of their self-leadership behaviors will be ensured. In this way, it is thought that they will show not only self-leadership behaviors but also transformative, visionary and innovative leadership characteristics that are fully open to development.

## Recommendations

Although there are no studies on leadership for social studies teachers and pre-service teachers in the national and international literature, teacher (instructive) leadership has generally been addressed for teachers and pre-service teachers. In this context, in the national and international literature, this study is considered important as it is the first to address the self-leadership behaviors of pre-service social studies teachers.

According to the findings of the research, the following suggestions can be made;

- Certificate programs can be organized for pre-service teachers to develop their self-leadership behaviors.
- Research on self-leadership with teachers and pre-service teachers can be diversified.
- Elective courses on this subject can be offered in faculties of education in order to train teachers equipped with leadership and self-leadership qualities.

**Compliance with Ethical Standard**

The questionnaire study, planned to be applied on pre-service teachers, was ethically approved by the decision of Çanakkale Onsekiz Mart University School of Graduate Studies Scientific Research Ethics Committee dated 30.03.2023 and numbered 04/72.

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