

The Effect of Teachers' Self Leadership Perceptions on Job Satisfaction

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Abstract

The aim of this study was to determine the relationship between self-leadership perceptions and job satisfaction of teachers working at Anatolian high schools. The study was based on survey model among descriptive research methods. During the data collection process, the study group including 477 teachers working at Anatolian high schools in Gaziantep were administered "Self-Leadership Scale", "Job Satisfaction Scale" and self-description form. Correlation analysis was used to determine the relationship between the variables while multiple regression analyzes were performed to examine the effect of independent variable on the dependent one. In addition, path analysis was conducted to confirm the model that was created through regression analysis. According to the findings of the study, it was concluded that there was a moderate, positive and significant relationship between self-leadership perceptions and job satisfaction of teachers. The results of regression analysis yielded that teachers' self-leadership perception was a significant predictor of their level of job satisfaction. Moreover, it was confirmed that the goodness of fit indices of the obtained model were within acceptable limits based on the path analysis. As a result of research, it can be claimed that job satisfaction levels of individuals increase together with the rise in self-leadership perceptions and that trainings to enhance teachers' self-leadership behaviors will contribute to individual and organizational development.

Keywords: *Self leadership, job satisfaction, teacher*

Öğretmenlerin Öz Liderlik Algılarının İş Doyumları Üzerine Etkisi

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Öz

Bu arařtırmanın amacı, Anadolu liselerinde görev yapan öğretmenlerin öz liderlik algıları ile iş doyumları arasındaki ilişkinin belirlenmesidir. Arařtırma, betimsel arařtırma yöntemlerinden tarama modelindedir. Arařtırma sürecinde Gaziantep ilindeki Anadolu liselerinde görev yapan 477 öğretmen-den oluşan katılımcı gruba “Öz Liderlik Ölçeđi”, “İş Doyum Ölçeđi” ve kişisel bilgi formundan oluşan veri toplama araçları uygulanmıştır. Arařtırmada, deđişkenler arasındaki ilişkiyi belirlemek amacıyla korelasyon analizi, bağımsız deđişkenin bağımlı deđişken üzerindeki etkisini incelemek için ise çoklu regresyon analizleri yapılmıştır. Ayrıca regresyon analizi ile ortaya çıkan yapının doğrulanması için yol analizi yapılmıştır. Arařtırma bulguları incelendiđinde, öğretmenlerin öz liderlik algıları ile iş doyumları arasında orta düzeyde pozitif ve anlamlı bir ilişki olduđu sonucuna ulařılmıştır. Regresyon analizi sonuçlarına göre ise öğretmenlerin öz liderlik algısı, iş doyum düzeyinin anlamlı bir yordayıcıdır. Ayrıca yapılan yol analizinde, kurgulanan modelin uyum iyiliđi indeks deđerlerinin de kabul edilebilir deđerler içerisinde yer aldıđı sonucuna ulařılmıştır. Arařtırma sonuçlarına bađlı olarak, öz liderlik algısı arttıkça bireylerin iş doyum düzeylerinin de arttıđı ve öz liderlik davranışlarını arttırıcı eđitimlerin öğretmenlere verilmesinin bireysel ve örgütsel gelişime katkı sağlayacađı söylenebilir.

Anahtar Kelimeler: Öz liderlik, iş doyumunu, öğretmen

Introduction

The importance of employee role in achieving organizational achievement is increasing day by day. The growth in the flow and dissemination of information and technological developments particularly reduce the need of employees in organizations for the traditional leadership role by making it necessary to change organizational structures and to form self-governing teams. Consequently, the expectations of the followers from the leaders are diminished as current leadership theories are inadequate to prompt the self-directed teams (Barry, 1991, p.32). In today's organizations, the need for self-directed people to reduce the bureaucratic structure of the job and to ease the workload on the leader has increased, and thus, the concept of self-leadership has emerged. Self-leadership is characterized as a type of leadership in which leading is shared through empowering the employees, external leaders act as consultants, and commitment to traditional leadership is reduced. In the literature, self-leadership, also called super leadership by Manz and Sims (1991), enables the individual to become aware of and develop his/her talents, and includes a radical paradigm shift from traditional leadership theories (Çelik, 2003; Göksoy, Emen and Yenipinar, 2014). Self-leadership is also defined as auto-leadership in the literature as it is conceptualized to be the process of influencing, motivating and directing oneself. In addition, personal responsibility develops and individual performance and pleasure taken from the work increases as self-leadership is a process of self-evaluation and influencing, which eliminates the individuals' sense of inadequacy, changes their negative thinking structures, and encourages them to think positively (Özsoy, 2012). It is observed that different techniques and approaches have recently been adopted in the practices aimed at increasing employee motivation in order to step up organizational productivity, and especially the efforts for self-control and self-leadership of employees have gained momentum (İner, 2010, cited in Özmen, 2017). Industrial developments since the beginning of the 1800s, boost in production and differentiation in demands have led to a rise in the need for employees in some sectors, it causes theirs to fall in some sectors. It can be said that caused all in those their physical, social and psychological wear of the employees. Therefore, various theories and leadership approaches have been developed and studies have been carried out to participate the individuals

with low job satisfaction, reluctant and unhappy with their work in the management processes, and to play an active role in working life (Küçüksayaç, 2013, cited in Özmen, 2017).

Teachers' being self-directed and satisfied with their jobs is crucial in that they are the workers of educational organizations and have a major impact on the level of development of any country. Orakçı (2015) also points out that the greatest contribution belongs to the teachers in the course of increasing the quality of the educational processes by emphasizing the importance of educational institutions and teachers in creating a promising future for their countries. In addition, it can be said that self-leadership skills, having an impact on the quality of education and educational processes, also make huge contributions to the classroom management skills of teachers and student motivation based on the relevant literature.

Self-Leadership

Leadership, described as the process of gathering, influencing and directing a group around common goals in order to realize certain purposes, is a social phenomenon (Howel and Costley, 2006, p.1). Today, researchers have identified many different types of leadership from their perspectives. In particular, changes in organizational structures and working conditions have altered the leadership perspective, making the concept of self-leadership namely auto-leadership important. Manz (1986, p.589) identified self-leadership as the ability of keeping someone's behaviors under control to direct, motivate and develop different strategies for individual and organizational effectiveness. Self-leadership in self-regulation theory is associated with self direction, self-regulation and self-affection in the relevant literature, and based on Bandura's social learning theory (Manz, 1986). According to self-regulation behavior which is one of the predictions of social learning theory, people have the competence to regulate and control their own lives (Senemoğlu, 2004). Hence, self-leadership is an individual process of influence where individuals can control and motivate themselves to do what they desire to accomplish (Neck and Manz, 1996). Due to the fact that self-leadership is based on revealing the individual's energy for individual and organizational achievement, Neck and Houghton (2006) indicated that self-leadership in theory is the outcome of a wide range of theories from

behavior, motivation and cognitive strategies to self-regulation and self-control. Self-leadership, which has positive effects on individual and organizational performance, consists of three basic strategies: behaviour-oriented, natural reward and constructive thinking strategies (Anderson and Prussia, 1997, Houghton and Neck 2002; Manz and Neck, 2004, Neck and Houghton 2006).

Behavior-oriented strategies include the process of self-management, self-control, and self-determination of the individual (Manz, 1992, p. 27). As self-awareness is expected to be increased with this strategy, five different types of strategies are classified: goal setting, self-rewarding, self-punishment, self-monitoring and self-reminding (Anderson and Prussia, 1997; Neck and Houghton, 2006). The individual is supposed to be effective in setting personal goals for oneself, as s/he will have a vision about his/her own behaviors and performance by means of these strategies. Additionally, this strategy gives the person self-awareness by allowing the individual to question what and why s/he does. According to research results, individuals who have high self-awareness about their behaviors are more motivated and perform high in their job (Houghton and Neck, 2002, p. 673; Neck and Houghton, 2006, p.271; Politis, 2006, p.204).

Natural reward strategies focus on the positive aspects of the work to be done. With this strategy, the individual motivates oneself in his/her job by gaining constructive experiences and strives to improve own performance by identifying rewards to achieve goals (Houghton and Yoho, 2005). This strategy boosts the intrinsic motivation of individuals and creates a sense of self-decision as the natural reward strategy can be interpreted as the process of self-sufficiency with regard to the job or the task to be done (Neck and Houghton, 2006).

Constructive thinking model strategies are based on the idea of creating and controlling desirable thinking models in mind for any kind of job. Constructive thinking models consist of the strategies of imagining successful performance, self-talk and evaluating thoughts (Neck and Houghton, 2006, p. 272). It can be asserted that personal innovativeness and creativity of individuals will increase and they can turn them into permanent behaviors through constructive thinking model strategies.

In short, it can be said that the necessity of self-leadership for effective leadership and job satisfaction can constitute a significant source of data for

leadership literature and this concept, which aims to develop the self-leadership of individuals, is consistent with the 21st century leadership skills.

Job Satisfaction

Job satisfaction can be described as the attitudes and feelings that a person has developed about one's own job. According to Locke (1976, p.1304), job satisfaction is an individual's feeling of pleasure as a result of his/her evaluation of the experiences gained at work. In other words, it is the satisfaction or dissatisfaction of employees from their work (Davis, 1988). Based on these definitions, it is possible to say that job satisfaction is the general attitude of employee towards his/her job and that individuals who are satisfied with his/her job will develop more positive thoughts towards their jobs. Telman and Ünsal (2004) stated that meeting the expectations of individuals with high job satisfaction is an indication that they are satisfied with the job. If the individual can reconcile the features of his/her work with own characteristics, s/he will be satisfied with the work and be motivated to struggle more. Thus, employees will carry out activities aimed at achieving their own goals and objectives and those of their organizations (Kayıkçı, 2005, p.509).

It can be claimed that individuals with high job satisfaction are in positive mood (Erdoğan, 1999) and that they transform their negative thoughts towards their work, workplace, manager and colleagues into favourable ones, and bring out the positive aspects of their work. Considering that job satisfaction is important not only for employees but also for managers and organizations, it is observed that job commitment decreases, job absences and organizational stress perceptions increase in the organizations with low job satisfaction while it is noticed that the organizational performance is higher, productivity boosts and organizational and individual objectives are more easily achieved in the organizations with high job satisfaction (Telman and Ünsal, 2004). As job satisfaction has an unstable structure, organizations need to observe and evaluate it. That's why, the individuals with low job satisfaction will tend to escape from work and alienate not only physically but also psychologically. It can be regarded that the reason why organizations give importance to job satisfaction is that it affects productivity and performance. Therefore, motivational sources of employees gain importance (Keser, 2006). The individuals' success in the institution they work is highly

related to be well-motivated and have job satisfaction. There are two sub-dimensions of job satisfaction: intrinsic satisfaction and extrinsic satisfaction. Intrinsic satisfaction is specified as the satisfaction of the individual about the extent to which s/he carries out his/her duties in the organization. This factor corresponds to self-realization in Maslow's hierarchy of human needs, and motivating factors in Herzberg's two-factor theory. On the other hand, extrinsic satisfaction can be expressed as the job satisfaction experienced by the individual with regard to the acquisitions gained in exchange for the work to be done in the organization. This factor correlates with physiological needs, safety needs and social needs in Maslow's hierarchy of needs and hygiene factors in Herzberg's two-factor theory (Erdil, Keskin, İmamoglu and Erat, 2004, p.18).

Educational institutions, intending to continue their activities in line with the educational objectives, aim to increase productivity and organizational commitment and to determine the needs of personnel. Teachers with high level of satisfaction are more effective in management processes, have increased productivity, build good relationships, and are more courageous and willing to set new goals (Bursalioğlu, 2013, p.16-38). Moreover, it can be said that the teachers' high level of job satisfaction is an indicator that the schools are well managed. As the teacher with high job satisfaction will also reflect the positive mood to the classroom environment, disciplinary problems will be lower, tolerance and achievement will be higher in these classrooms.

The Relationship between Self-leadership - Job satisfaction

The new organizational structures, expect employees to have self-leadership behaviors in order to increase their job satisfaction in behalf of benefit more from the human resources. The self-leadership approach, which emerged in the 1980s and began to be extensively investigated after the 1990s, allows individuals to develop behavioral and cognitive strategies (Prussia, Anderson and Manz, 1998, p. 535). It can be asserted that the self-leadership approach, which generally stands out with the formation of self-governing teams and staff empowerment practices, focuses on the basic strategies that the employee should have in order to improve job satisfaction, employee productivity and organizational performance. As stated by Neck and Manz

(1996), two main outputs of self-leadership are developing positive feelings towards a job or a task and job satisfaction.

Individual's success in his/her work, his/her feeling the satisfaction of achievement and accordingly improved job performance are regarded to be the variables within the self-leadership strategies. The review of literature proves that self-leadership increases individual performance (Neck, Stewart and Manz, 1995, p.297; Prussia et al., 1998, p.535), facilitates organizational change (Neck, 1996, p.200), contributes to the organizational performance through increasing the innovativeness and creativity of employees (Diliello and Houghton, 2006, p. 332; Carmeli, Meitar and Weisberg, 2006, p.85), and provides job satisfaction (Politis, 2006, p.212). In addition, according to the studies related to self-leadership, it is observed that self-leadership strategies are embraced together with the variables such as job satisfaction, job performance, motivation and self-efficacy (Politis 2006; Konradt, Andreben and Ellwart, 2008; Curral 2009; Konradt and Andreben 2009). Likewise, Uğurluoğlu (2010), Houghton and Jinkerson (2007), Neck and Houghton (2006) concluded that self-leadership strategies particularly increase organizational performance and the job satisfaction of individuals in their studies on different samples. However, the studies are very limited and mostly on health workers and those in defense industry. A study on the staff of educational institutions has not been encountered in the literature review, yet. Therefore, it is believed that this study will make contribution to the field. In addition, it is possible to assume that Manz's (1992) factors, especially within the behavior-oriented strategies of self-leadership, are predictive factors for job satisfaction.

What made the concepts of self-leadership and job satisfaction important for educational institutions are the increase in the number of schools, students and teachers and the differentiating expectations and demands of stakeholders. The assumptions that underlie the present study has been the job satisfaction of teachers who are supposed to be self-leaders would enhance due to their perceptions of self-leadership, and it would also increase their self-efficacy and thus the quality of teachers. As a consequence, the aim of this study was to investigate the effects of self-leadership perceptions on job satisfaction of teachers, having positive reflections on both individual activity and organizational performance. Based on the main purpose of the study, the following sub-problems were sought:

1. Is there a significant relationship between teachers' self-leadership perceptions and their job satisfaction?
2. Are teachers' self-leadership strategies significant predictors of their job satisfaction?
3. Are teachers' self-leadership perceptions significant predictors of their job satisfaction?
4. What kind of model can be proposed for the effect of teachers' self-leadership perceptions on job satisfaction?

Methodology

The study was based on survey model among descriptive research methods in which the views, interests or attitudes of the participants about an issue or event have been attempted to be identified (Özmantar, 2019). The main purpose of survey model is to determine the present situation. In addition, it allows to work on larger sample groups and to generalize the results.

Study Group

The study group of the study included state Anatolian high schools affiliated to the Ministry of National Education located in the city center and districts of Gaziantep. There were 75 schools and 2812 teachers in the universe of Gaziantep. Due to the amplitude of the study group, sampling procedure was performed in the study. The study group consisted of 477 teachers working at 18 distinct state Anatolian high schools specified according to simple random sampling method. In determining the number of samples, Yazıcıoğlu and Erdoğan's (2004, p.40) ability to represent .95 and .05 error margin rules for the universe-sample calculation were taken into consideration. Based on this estimation, 357 samples are considered to be sufficient if the size of universe is up to 5000, though approximately 33% more samples than recommended were taken within the scope of this study to reduce the margin of error and to increase the reliability. 56.6% of the participating teachers worked in the city center and 43.4% of them in the districts. Among the participants, 31.7% were between 25-30, 27% were between 31-35, 19.9% were between 36-40, 11.3% were 24 years and younger, and 10.1% were 41 years and over. While 86.6% of the participants were undergraduate, 13.4%

were graduate. According to the distribution of participating teachers based on their seniority, 45.5% had between 2-5 years, 30.4% had between 6-10 years, 12.6% had 11 years and over, and 11.5% had 1 year of professional seniority.

Data Collection Tools

Research data were collected through self-leadership and job satisfaction scales.

Self Leadership Scale: In the study, self-leadership scale developed by Houghton and Neck (2002) and adapted into Turkish by Konan and Atik (2015) for educational settings was used. The scale consists of 29 items, 9 sub-dimensions and 3 strategies namely behavior-oriented strategies, natural reward-oriented strategies, and constructive thinking model strategies. The items in the scale are followed by a 5-point Likert type grading. The reliability coefficients of the overall scale and its sub-dimensions for the original scale and those based on the responses of the participants in the present study were shown in Table 1

Table 1. Cronbach's Alpha Reliability Coefficients of the Overall Self Leadership Scale and Its Sub-Dimensions

Strategies	Sub-dimensions	Coefficients of original scale	Coefficients of present study
Behavior-oriented strategies	Goal setting	.70	.71
	Self-rewarding	.75	.72
	Self-punishment	.72	.70
	Self-monitoring	.67	.70
	Self-reminding	.75	.72
Natural reward strategies	Focusing the idea on natural rewards	.75	.74
Constructive thinking model strategies	Imagining successful performance	.69	.70
	Self-talk	.71	.72
	Evaluating thoughts/opinions	.72	.71
	Overall scale		.92

According to Table 1, Cronbach's alpha internal consistency coefficient of the overall scale was estimated to be .92. The reliability coefficient of the sub-dimensions varied between .70 and .74. According to the responses given by the participating group of this study, it can be said that the scale

was highly reliable as the reliability coefficient of the overall scale was between 0.80 and 1.00 (Ural and Kılıç, 2011).

Job Satisfaction Scale: Turkish adaptation of the Minnesota Job Satisfaction Scale, developed by Weiss, Dawis, England and Lofquist (1967), was performed by Baycan (1985). Cronbach's alpha coefficient of the scale was found to be .77 in the study conducted by Baycan. It is a 5-point Likert-type scale consisting of 20 items and two sub-dimensions namely intrinsic satisfaction and extrinsic satisfaction. The Cronbach's alpha internal consistency coefficient of the scale was estimated to be .80 based on the responses given by the participating group of this study. In addition, Cronbach's alpha coefficients of the sub-dimensions were found to be .75 for the sub-dimension of intrinsic satisfaction and .76 for the sub-dimension of extrinsic satisfaction.

Data analysis

Within the scope of the study, multiple regression analysis was used to determine to what extent the teachers' level of self-leadership perception predict job satisfaction. Multiple regression is a type of analysis for estimating the dependent variable based on two or more independent variables (predictive variables) associated with the dependent one (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2010). In order to ascertain the level of model representation for each independent variable, stepwise regression, which is one of the multiple regression analysis methods, was used. In this method, the researcher can examine the effect of the variables that s/he identified (by considering the others to be the control variables) on the predicted variable (Can, 2017). The assumptions of the relevant method should be tested first in order to check whether statistical methods are suitable for the research data. Therefore, the assumptions about regression analysis were initially examined. One of the assumptions of the analysis is that dependent and independent variables should be continuous ones at least on interval scale and distribute normally (Büyüköztürk et al., 2010). The measures of central tendency and skewness and kurtosis coefficients were investigated to check whether the predictive and predicted variables showed normal distribution and submitted in Table 2.

Table 2. Descriptive Statistics for Predictive and Predicted Variables

	Self leadership	Job satisfaction
Mean	3,48	3,71
Median	3,57	3,78
Mode	3,63	3,81
Skewness	-,27	-,69
Kurtosis	-,64	1,0
Kolmogorov-Smirnov	0,08, p>0,05	0,06, p>0,05

According to Table 2, it was observed that the mean, median and mode had similar estimates and the skewness and kurtosis coefficients were close to ± 1 . The second assumption of regression analysis is whether the relationship between the predictive variables and the predicted ones is linear. The scatter plot has to be drawn to control this assumption. When the linear graph for the presence of linear relationship was examined, it was concluded that the scatter plot created for the standardized residual values and the standardized predicted values defined a linear relationship and the normal distribution curves demonstrated normal distribution. In addition, variance inflation factors (VIF) and tolerance values were examined to determine the correlation between the predictive variables. As there were no estimations more than 10 among VIF values ($VIF=1/(1-R^2)$, $1,6<10$), less than 0.2 among tolerance values ($TV=1-R^2$, $0,6>0,2$), and more than 30% among the coefficients of variation ($df/mean= 0.23$, $df/mean=0.17$), it was uncovered that there was no multiple correlation. As outliers in the regression process would impair the compatibility of the available regression equation with the prospective theoretical model (Can, 2017), Mahalanobis distances were also assessed and evaluated. In the study, since the number of independent variables was two and the values with Mahalanobis distance over 9.210 for $p=0.01$ were outliers, no data deletion was performed as there were no estimations more than 9.210 in the data set.

Findings

It is hoped that the regression analysis does not have a high correlation among the predictive variables (multicollinearity) in order to yield accurate results (Büyüköztürk et al., 2010). To check multicollinearity, the correlations between the variables were examined and shown in Table 3.

Table 3. Teachers' Self-leadership and Job Satisfaction Levels and Mean, Standard Deviation and Binary Correlation Matrix of the Included Variables

	\bar{X}	Sd	1	2	3	4	5	6	7
Behavior-oriented strategies	3.53	0.74	1	.867**	.912**	.652**	.531**	.976**	.645**
Natural reward strategies	3.41	1.0		1	.889**	.605**	.437**	.929**	.574**
Constructive thinking model strategies	3.44	0.91			1	.624**	.471**	.973**	.601**
Intrinsic satisfaction	3.78	0.66				1	.724**	.655**	.950**
Extrinsic satisfaction	3.61	0.72					1	.509**	.904**
Self-leadership (Overall)	3.48	0.81						1	.638*
Job satisfaction (Overall)	3.71	0.61							1

* $p < .01$, ** $p < .05$

Based on Table 3, it was observed that teachers mostly used behavior-oriented strategies ($\bar{X} = 3.53$) and teachers' intrinsic satisfaction ($\bar{X} = 3.78$) was higher than their extrinsic satisfaction ($\bar{X} = 3.61$). Based on the correlation coefficients, it was revealed that there was a positively high and significant relationship between behavior-oriented strategies and the sub-dimensions of job satisfaction (.65, .53). On the other hand, there was a statistically significant relationship at moderate level (.63) between teachers' self-leadership and job satisfaction levels. In other words, teachers' self-leadership perceptions increase together with the rise in job satisfaction.

Multiple linear regression analysis was conducted to determine self-leadership strategies, which were the best predictors of teachers' job satisfaction. The results of the regression analysis were presented in Table 4.

By controlling the demographic variables, the results of the hierarchical multiple regression analysis concerning self-leadership strategies that predict the overall job satisfaction were given in Table 4. After adding control variables with the enter method in step 1, three sub-dimensions of self-leadership strategies were added to the model using the stepwise method in step 2. It was found that only one of these dimensions significantly predicted the overall job satisfaction, and the remaining other strategy sub-dimensions were excluded from the model as the correlation coefficients were non-significant. It can be observed that this strategy of self-

leadership explained 41.5% of the variance in job satisfaction when demographic variables were controlled ($\Delta R^2_{\text{change}} = .415$, $p < .001$).

Table 4. Results of Multiple Linear Regression Analysis to Determine Self-leadership Strategies as the Best Predictors of Job Satisfaction

Model	Predicted Variable: Job Satisfaction					
	Predictive Variables	B	ShB	β	t	p
1 (Enter method)	(Constant)	1,633	,209		7,798	,000
	School location	,105	,051	,081	2,071	,059
	Age	-,034	,021	-,061	-1,595	,111
	Level of education	,116	,070	,062	1,667	,096
	Seniority	-,024	,060	-,014	-,0394	,069
	(Constant)	1,622	,225		7,374	,000
	School location	,075	,048	,055	1,542	,124
2 (Stepwisemethod)	Age	-,036	,021	-,036	-1,029	-,047
	Level of education	,112	,070	,058	1,664	,097
	Seniority	-,022	,060	-,013	-,220	,826
	Behavior-oriented strategies	,556	,030	,645***	18.417	,000

$$R^2 = .417 \quad \Delta R^2 = .415^{***}$$

* $p < .05$, ** $p < .01$, *** $p < .001$

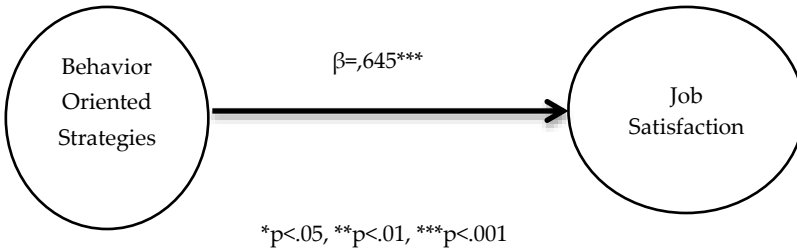


Figure 1. Determining behavior-oriented strategies predicting job satisfaction

As shown in Figure 1, the self-leadership dimension of identifying behavior-oriented strategies emerged as the best predictor of job satisfaction ($\beta = .645$). That is, a one-unit of determining behavior-oriented strategy leads to an increase of 0.645 units in job satisfaction.

Hierarchical multiple regression analysis was conducted to investigate the effect of teachers' self leadership perception on job satisfaction. The analysis findings are given in Table 5.

Table 5. Results of Hierarchical Multiple Regression Analysis for Predicting Teachers' Job Satisfaction by Their Self-leadership Perceptions

Dependent Variable: Job Satisfaction							
Predictive Variable	B	ShB	β	t	p	R ²	ΔR^2
Self leadership	,501	,028	,638***	18,044	,000	,407	,405

***p<0.001

The examination of Table 5 proved that teachers' levels of self-leadership perception predicted job satisfaction significantly based on the hierarchical multiple regression analysis with the control variables ($\beta=.638$). Accordingly, 40.5% of the variance in job satisfaction was explained by this model ($\Delta R^2_{change} = .405, p < .001$), (Figure 2).

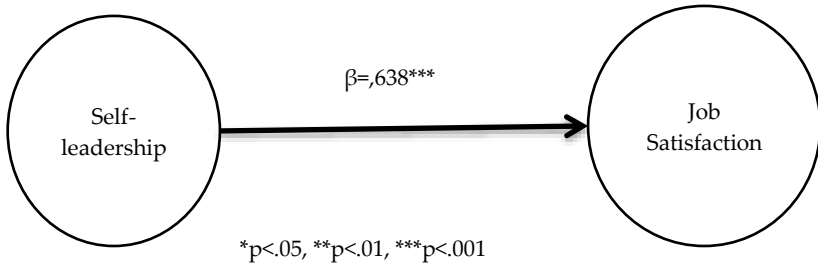


Figure 2. Self-leadership Perception predicting Job Satisfaction

The theoretical model created for the relationship between self-leadership and job satisfaction was tested through the structural equation modelling. Four different models were built for structural equation and the model that had the best fit was attempted to be identified. The models established for structural equation are given in Table 6.

Table 6. Structural Equation Models

Model 1	Self-leadership 3 strategies	Job satisfaction overall
Model 2	Self-leadership overall	Job satisfaction 2 sub-dimensions
Model 3	Self-leadership 3 strategies	Job satisfaction 2 sub-dimensions
Model 4	Self-leadership overall	Job satisfaction overall

It was concluded that model 4 was the one which had the best fit based on the goodness of fit indices obtained through testing different models. Goodness of fit indices of the model also supported this finding (Table 7).

Table 7. Standard Goodness of Fit Criteria

Goodness of fit	Perfect Fit	Acceptable Fit	Fit Indices
RMSEA	$0 \leq \text{RMSEA} \leq 0,05$	$0,05 \leq \text{RMSEA} \leq 0,08$	0,062
NFI	$0,95 \leq \text{NFI} \leq 1,00$	$0,90 \leq \text{NFI} \leq 0,94$	0,92
NNFI	$0,95 \leq \text{NNFI} \leq 1,00$	$0,95 \leq \text{NNFI} \leq 0,96$	0,92
CFI	$0,95 \leq \text{CFI} \leq 1,00$	$0,95 \leq \text{CFI} \leq 0,96$	0,96
IFI	$0,95 \leq \text{IFI} \leq 1,00$	$0,95 \leq \text{IFI} \leq 0,96$	0,97
GFI	$0,95 \leq \text{GFI} \leq 1,00$	$0,90 \leq \text{GFI} \leq 0,94$	0,90
AGFI	$0,90 \leq \text{AGFI} \leq 1,00$	$0,85 \leq \text{AGFI} \leq 0,90$	0,91
RFI	$0,90 < \text{RFI} \leq 1,00$	$0,85 < \text{RFI} \leq 0,90$	0,89
SRMR	$0 \leq \text{SRMR} \leq 0,05$	$0,5 < \text{SRMR} \leq 0,10$	0,04
χ^2	$0 \leq \chi^2 \leq 2df$	$2df \leq \chi^2 \leq 3df$	261,90
χ^2/df	$0 < \chi^2/df \leq 2$	$2 \leq \chi^2/df \leq 3$	2,49

As shown in Table 7, χ^2/df below 3, RMSEA below 0.008 and CFI, AGFI and GFI above 0.90 indicated that the goodness of fit of the tested scales was above the acceptable threshold. According to Hooper, Caughlan & Muller (2008), 0.90 is recognized to be the acceptable fit criteria and 0.95 as the perfect fit criteria for GFI, CFI, NFI, IFI and AGFI indices. In light of these, it can be asserted that the effect of teachers' self-leadership perceptions on their job satisfaction was confirmed by structural equation modelling.

Discussion and Conclusion

Self-leadership, a concept that naturally emerges based on experience, has individual and organizational outputs such as developing positive feelings towards one's work and satisfying one about own job. In this study, the effect of teachers' self-leadership perceptions on job satisfaction was investigated with the idea that self-leadership concept is in the basis of job satisfaction, job involvement and job performance (Neck and Houghton, 2006).

According to the research findings, teachers used behavior-oriented strategies more than the other self-leadership strategies ($\bar{X} = 3.53$). Based on this finding, we can claim that teachers' self-perception was at moderate level. Manz (1992) expressed that individuals with high self-perception can use the information they have effectively and their job performance increases correspondingly. By using behavior-oriented strategies, the individual can set goals for his/her work and reward himself/herself when s/he attains the objectives or review the mistakes if s/he fails (Houghton and Neck, 2002).

That's why, this strategy involves the process of controlling one's own behavior.

In this study, it was concluded that teachers' intrinsic satisfaction ($\bar{X} = 3.78$) was higher than their extrinsic satisfaction ($\bar{X} = 3.61$). In parallel with the research findings, Yavuzkurt (2017) and İdi (2017) revealed that teachers' intrinsic satisfaction levels were high. Based on this finding, we can infer that teachers are in perception that they integrate themselves into their jobs and that the general characteristics of the job are similar with their feelings towards it. In support of this discourse, Dinham and Scott (1996) also found that intrinsic satisfaction levels of the staff who internalized and embraced their job were high. Intrinsic satisfaction, that is a feeling of individual during his/her work, can be regarded as an indicator of the peacefulness of the employees and the pleasure they take from their job. In the study, it was determined that teachers' overall job satisfaction was high ($\bar{X}=3.71$). Based on this finding, we can interpret that teachers' personal value judgments and job expectations match together. Barutçugil (2004) defines job satisfaction as a sense of pleasure that an employee experiences about what s/he gets in return for his/her work as a result of the overlap between the needs and personal value judgments.

In the study, it was found that determining behavior-oriented strategies was the best predictor of job satisfaction among self-leadership strategies. Identifying behavior-oriented strategies include behaviors such as self-rewarding, self-punishment, setting goals for the job, observing oneself and raising personal awareness (Anderson and Prussia, 1997). Therefore, it can be asserted that the teachers' positive or negative behaviors at work are closely related to the satisfaction they get from their job. In a study investigating the relationship between self-leadership strategies and team performance at a manufacturing company, Politis (2006) uncovered that there is a positively high relationship between behavior-oriented strategies and job satisfaction. As a result, it can be interpreted that they are consistent with the existing research results and that employees feel safer and more comfortable in the jobs they have control over.

In the study, it was discovered that self-leadership predicted job satisfaction significantly ($\beta=.638$). In support of this finding, Houghton, Neck and Manz (2003) indicated that the contributions of cognitive efforts based on self-leadership on job satisfaction and performance will positively affect

commitment and sustainable performance in team works. We can allege that a positive and significant relationship between teachers' self-leadership perceptions and job satisfaction is quite an important result both in terms of educational perspective and developing positive relationships with colleagues and school administration. Based on their study, Konradt, Andreben and Ellwart (2008) extrapolated that self-leadership strategies positively affect the performance, motivation and job satisfaction of the employees in organizations. Moreover, it was observed that teachers with high self-efficacy perceptions had higher levels of self-efficacy and the job satisfaction of self-sufficient teachers were found to increase. It indicates that teachers have enhanced classroom management skills, superior impact on student achievement and advanced ability to set high professional goals for themselves as teachers with high self-leadership perceptions have higher levels of self-efficacy (Akkuş, 2018). In addition, the relevant literature also show that self-leadership affects the organizational commitment, job satisfaction, and the level of innovative behaviors of individuals (Diliello and Houghton, 2006).

In conclusion, revealing the outcomes of individuals' positive or negative behaviors within the organization and determining how they affect job satisfaction, which is among the possible outcomes of self-leadership, will contribute significantly to both the individuals and the field of organizational behavior in order to increase organizational and individual effectiveness and productivity. In this study, it was ascertained that self-leadership had a significant effect on job satisfaction, that is, the more self-leadership perception is, the more the job satisfaction levels of individuals be. One another conclusion of the study was that determining behavior-oriented strategies was more effective on job satisfaction than other strategies according to the effect sizes of self-leadership strategies on job satisfaction. Depending on the finding that developing self-leadership skills of teachers will increase job satisfaction, individual and organizational contributions of providing trainings to develop teachers' self-leadership behaviors should be considered. Further researchers may also conduct different studies examining the relationship between self-leadership and other correlating organizational behaviors. This study is limited in terms of the generalizability of the results as it was conducted only on Anatolian high schools in Gaziantep. Therefore, it is

recommended that the studies be conducted on a larger scale by taking samples from different provinces in the future

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