

Self-leadership Strategies as the Predictor of Self-esteem and Life Satisfaction in University Students

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Abstract

Self-leadership is human resource that can be developed. It is self-influence through behavioral and cognitive strategies and can influence both self-esteem and life satisfaction. The present study aims to determine whether and to what degree self-leadership strategies used by university students predict their self-esteem and life satisfaction. The study, using relational survey model and quantitative paradigm, was conducted with 360 university students. The findings indicated that there were positive and significant correlations between the use of self-leadership strategies (behavior-focused strategies and constructive thought strategies) and self-esteem and life satisfaction. Of the strategies, behavior-focused strategies were found to be the strongest predictor of university students' self-esteem and life satisfaction.

Key Words Self-leadership strategies • Self-esteem • Life satisfaction

DOI: 10.29329/ijpe.2019. 189.6

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INTRODUCTION

The development of human resource is one of the important issues of societies. Interest in the issue has been increasing due to the currently need for the effective and efficient use of human resource. Thus, studies on human potential have been conducted, and efforts have been made to accumulate knowledge and plan application-oriented interventions. Self-leadership, which has gained importance in the area of management and has become the subject of research in recent years (Amundsen and Martinsen, 2014; Carmeli, Meitar & Weisberg, 2006; D'Intino, Goldsby, Houghton, & Neck, 2007; Furtner, Baldegger & Rauthmann, 2013), is considered a human-specific potential that can be developed and contribute to the development of human resource. This potential can increase self-esteem and life satisfaction by leading to greater individual effectiveness. However, it isn't examined whether self-leadership is related to self-esteem and life satisfaction in especially university students in Turkey. Therefore, this paper aims to determine the relationship of self-leadership with self-esteem and life satisfaction.

Self-leadership Strategies

Self-leadership is a human potential that needs to be considered in developing human resource (Manz & Manz, 1991). Self-leadership, a new concept suggested in the field of leadership, is based on the concept that one should lead oneself before leading others. The concept was first put forward by Manz (1986), and it means that an individual makes himself take action and thus live his life effectively (Haisten, 2008). In other words, self-leadership is the process of an individual's influencing himself by managing and observing his own thoughts and behaviors. This is intrinsic, specific to humans. Humans set themselves in motion to achieve their self-determined goals in this process (Carmeli et al, 2006). In this case, the basic source motivating an individual's behaviors and thoughts and allowing his control over them is his own inner world.

Self-leadership consists of several strategies. Individuals use a series of cognitive, behavioral and emotional strategies in controlling their own behaviors, affecting themselves and leading themselves (Neck & Houghton, 2006; Unsworth & Mason, 2012). These strategies are named behavior-focused strategies, constructive thought strategies and natural reward strategies.

The first strategy, behavior-focused strategies lead an individual to determine ineffective behaviors and display them by replacing effective ones (Neck & Houghton, 2006). These strategies result in an individual's focusing on his own behaviors and thus making modifications to his behaviors. Behavior-focused strategies are composed of strategies of observing oneself, rewarding oneself, punishing oneself, setting goals for oneself and determining reminders for oneself (Neck & Houghton, 2006). Self-observation helps individuals to become aware of their behaviors (D'Intino et al., 2007). In this way, an individual can know through self-observation when, why and how to display particular behavior (Houghton & Neck, 2007; Stewart, Courtright, & Manz, 2011). Self-rewarding means an individual's rewarding oneself mentally or physically to perform a task or an activity (Houghton, Dawley & DiLiello, 2012). It affects action in positive ways and leads to new achievement (Manz, 1992). This strategy is an individual's congratulating oneself for his achievement (Boss & Sims, 2008; Neck & Houghton, 2006) and making oneself happy. Self-punishment, is an individual's criticism of oneself or his negative reactions to himself for his failure (James, 2009). Undesirable behaviors can be brought under control through self-punishment. Self-goal setting strategies are to create realistic long term and short term goals. The last one is determining reminders for oneself. This is a strategy one uses to remember important tasks, which attracts attention to important behaviors and in which reminders are used; and thus behaviors are focused on (Manz, 1992). In this respect, the use of the strategy is a measure against probability of forgetting important tasks.

The second strategy, constructive thought strategies are composed of imagining, self-talk and evaluating beliefs and assumptions. Constructive thought strategies focus on an individual's thoughts, and they involve the re-regulation of those thoughts according to whether they are healthy. This

strategy aims to identify and change unhealthy thoughts that are based on wrong beliefs and hypotheses (Neck & Houghton, 2006). Thus, constructive thought strategies are the strategies that involve considering non-functional assumptions and beliefs, imagining speaking to oneself positively and controlling oneself and one's performance (Houghton & Jinkerson, 2007). These strategies help individuals control their emotional states by changing their irrational and unrealistic beliefs and thus improving their performance (Neck & Manz, 1992). Such strategies can cause individuals to feel better in the positive atmosphere created by positive statements that are logical and not destructive to identity (Neck & Manz, 1992).

Consequently, constructive thought strategies help individuals increase their effectiveness by facilitating the management of thought patterns, on the one hand (Manz, 1986), and helping control emotions by changing irrational and unreal statements and creating positive effects on performance, on the other hand. Individuals using this strategies can thus be considered to be successful in life and to have positive internal speech and imagination (Neck & Manz, 1992).

The third strategy, natural reward strategies are emotional strategies involving highlighting the enjoyable and satisfying aspects of a job or a task and ignoring the unpleasant or difficult parts of it (Houghton, Bonham, Neck, & Singh, 2004), thus increasing the pleasure taken from the task or job (Unsworth & Mason, 2012). Therefore, negative experiences about the task fulfilled are ignored, and positive experiences are focused on in natural reward strategies (Carmeli et al. 2006).

Studies conducted in the field of self-leadership have demonstrated that self-leadership strategies have positive effects on individuals' lives. According to research findings, self-leadership strategies contribute to participants' effectiveness in problem solving and in coping with negative feelings and lead to healthier and better living conditions (Yun et al, 2014). Individuals who could act as self-leaders had high prolificacy, job satisfaction and positive feelings (Stewart et al., 2011). In addition, self-leadership has been found to be negatively correlated with burnout (Garipağaoğlu & Güloğlu, 2015) but positively correlated with psychological empowerment (Wilson, 2011) and learned resourcefulness (Garipağaoğlu & Güloğlu, 2015).

Individuals who are self-leaders have the ability to use adaptive coping abilities (Wang, Xie & Cui, 2016) and to generate new solutions and ideas (Carmeli et al, 2006) in addition to their personal resources. In a sense, self-leadership allows more effective self-management and self-influence (Neck & Houghton, 2006). Therefore, individuals with self-leadership strategies are knowledgeable about how to manage themselves and what road maps to follow in differing situations (Carmeli et al, 2006). In addition, self-leadership strategies function as effective mechanisms for individuals to cope with a given situation in a healthy way (Georgianna, 2015). Consequently, in this context, self-leadership can be associated with self-esteem and life satisfaction.

Self-leadership strategies and Self-esteem

Self-esteem is an important human need (Branden, 2001) and an important psychological source (Mruk, 2013). It is an individual's judgement about his own value. It is dependent on judgemental and emotional components, is influenced by experiences, and develops in positive ways depending on the success of previous experiences (Ross, 2014). In this case, self-leadership strategies can feed the development of self-esteem. Individuals who consider themselves successful have positive feelings about themselves, and they also make positive judgements about themselves (Ross, 2014).

Self-esteem is described as an individual's inference made on the basis of his observation of his abilities and behaviors (Mann, Hosman, Schaalma, & De Vires, 2004). According to the theory of self-perception, individuals make evaluations about themselves through their observations of their actions and the results of those actions (Rosenberg & Pearlman, 1978). Self-esteem is influenced by what one does, and what one does determines one's level of self-esteem (Branden, 1994). When individuals feel they are successful, they feel good and have higher self-esteem (Rey, Extremera, &

Pena, 2011). Making a positive evaluation of oneself leads to an increase in self-esteem. Hence, it can be thought that behavior-focused strategies may lead to an increase in self-esteem.

On the other hand, individuals can feel better and make positive evaluations about themselves by replacing non-functional assumptions and beliefs with more constructive ones through the use of constructive thought strategies. According to the quality of an individual's internal talk, an individual can feel good and valuable. When the individual's self-talk is encouraging, it leads to positive statements and higher self-esteem; when it is critical, it leads to negative statements about oneself and lower self-esteem (Brinthaupt, Hein, & Kramer, 2009). In addition, constructive thought strategy involving imagining successful performance can serve individuals' positive self-evaluations and help them to feel good.

In terms of natural reward strategies, individuals focus on more enjoyable or pleasant features of task and activity rather than on unpleasant or difficult features (Houghton et al., 2004). Focusing on enjoyable features of task or activity can increase competence and self-control (Ricketts, Carter, Place, & McCoy, 2012). On the other hand, self-esteem is perception that person is capable and efficacious (Cast & Burke, 2002). In this regard, natural reward strategies can be related to self-esteem.

The issue of how self-esteem develops and how it occurs is controversial (Robins & Trzesniewski, 2005). While self-esteem is considered the predictor variable in some self-esteem studies, in others, it is considered the result variable or the instrumental variable (Brown, Dutton, & Cook, 2001). The rationale behind this is the fact that self-esteem functions in human life as both a risk creator and a protector from threats (Mann et al, 2004). For this reason, self-esteem should be considered both a cause and a consequences (Mann et al, 2004). A person maintains his feeling that he is good and valuable dependent on active and effective experiences, such feelings can be increased through self-leadership strategies practicing. Self-esteem can be the result of doing well, rather than its cause (Neff, 2011). Anderson and Prussia (1997) and Neck and Houghton (2006) in their article suggested studying the relationship between self-leadership and self-esteem. This study aims to demonstrate if self-leadership strategies have determinant effects on self-esteem that has not been studied to date.

Self-leadership Strategies and Life Satisfaction

Life satisfaction is a useful and meaningful psychological structure in human life (Pavot & Diener, 1993). In general, people with high life satisfaction can adapt to their environment and have no psychological problems (Diener, Emmons, Laresen, & Griffin, 1985). Life satisfaction, which is considered important for human health, is the degree to which one enjoys his life, in which he acts as a leader (Veenhoven, 1991). An individual's life satisfaction diminishes to the extent that his feeling of controlling life events diminishes (Veenhoven, 1996). A study found that life satisfaction diminished as a consequence of an increase in stress levels due to a lack of coping resources (Gnilka, Ashby, Matheny, Chung, & Chans, 2015). Researchers have concluded that increasing coping resources would contribute to life satisfaction. Accordingly, individuals who are not skilful personally will have a higher probability of encountering negative experiences (Veenhoven, 1996). While individuals' belief in their ability to control their life ensures more satisfaction (Chen, Cheung, Bond, & Leung, 2006), the participation of people who believe that they have control over their life in more satisfying activities can lead to more satisfaction (Palmore & Luikart, 1972). Individuals who can control their feelings, thoughts and behaviors can cope with difficulties, establish healthy relations and reach personal inner peace and satisfaction (Maddux, 2002). Feeling that one can control one's life and actualise one's plans can be an important step towards increasing one's life satisfaction (Lewinsohn, Redner, & Seeley, 1991).

According to self-leadership theory, individuals' self-determined behavior, attitudes and beliefs all affect their success in life and their life satisfaction (Jooste & Maritz, 2014). Individuals with strong self-leadership strategies have the ability to regulate their own thoughts and behaviors (Furtner, Rauthmann, & Sachse, 2010). Such people can set appropriate goals, and they can select

actions and thoughts to attain those goals. Accordingly, people who set important goals for themselves have more efficacy and happier and more meaningful lives (McGregor & Little, 1998).

Self-leadership strategies can influence individuals' happiness (D'Intino et al., 2007) and life satisfaction through natural reward strategies focusing on the enjoyable aspects of a task or activity and through constructive thinking strategies leading more optimistic thinking. Self-leadership strategies help one cope with difficulties even if an activity is difficult to do. In addition, self-leadership strategies ensure that the content of internal talk changes in positive ways or that it focuses on the positive aspects of life and thus can help individuals' mental recovery (Boss & Sims, 2008).

Individuals who do not make use of self-leadership strategies, on the other hand, can have difficulty in setting goals and coping with stress, engage in unpleasant aspects of a task or activity and concentrate on the negative sides of life (Unsworth & Mason, 2012), and they may not be satisfied with life. As a result, it can be suggested that there is a relationship between self-leadership strategies and life satisfaction. But this relationship has not been studied so far. Therefore, this study has tried to determine the relationship between life satisfaction and self-leadership strategies, which is usually studied in the field of management.

Purpose

This study seeks to answer the following questions, with the general aim of demonstrating the importance of self-leadership as a human resource that can be developed in university students to increase their self-esteem and life satisfaction:

1. Are there any significant correlations between the general self-leadership and self-leadership strategies components of university students and their self-esteem and life satisfaction? What is the level of the correlation between students' general self-leadership and self-leadership strategies and their self-esteem and life satisfaction?
2. Do self-leadership strategies that university students use predict their self-esteem? If so, to what extent do university students' self-leadership strategies predict their self-esteem?
3. Do self-leadership strategies that university students use predict their life satisfaction? If so, to what extent do university students' self-leadership strategies predict their life satisfaction?

METHOD

Research Model

This study, aiming to determine whether or not the self-leadership strategies used by university students predict their self-esteem and life satisfaction, employs relational survey model. It uses quantitative paradigm method. In this method, numerical data gathered by questionnaire, survey and experiment are analysed with statistical methods (Hittlemann & Simon, 1997).

Participants

This study was conducted with 360 university students between 18 and 27 years old ($M = 20.21$, $SD = 1.65$), 257 (71.4%) of whom were girls, 100 (27.8%) of whom were boys and 3 (8%) of whom did not specify gender. The measurement tools were used with the participants on different days and at different times to collect the data in the classrooms. The participants' names were not requested to allow sincere answers to the questions, and the participants volunteered to take part in the study.

Measures

Self-Leadership Scale (SLS)

The version of Anderson and Prussia's (1997) scale, which was revised and re-arranged by Houghton and Neck (2002), was used to measure university students' self-leadership strategies in this research. The Turkish version of the scale was developed by Tabak, Sıgır and Türköz (2013). Confirmatory factor analysis showed that the fit indices for the scale were acceptable ($X^2/SD = 2.90$, RMSEA = .07, GFI = .96, NFI = .91, CFI = .96, IFI = .94, RMR = .04, TLI = .91). The three components of the Self-Leadership Scale are behavior-focused strategies, constructive thought strategies and natural reward strategies. Cronbach's alpha for the reliability of the scale was found to be .88, and that for the sub-scales was found to range between .90 and .51. The results showed that the Cronbach's alpha for the scale was .86, whereas it was .70 for behavior-focused strategies, .84 for constructive thought strategies and .35 for natural reward strategies. Because natural reward strategies demonstrated poor internal consistency, they were not included in data analysis.

Rosenberg Self-Esteem Scale (RSES)

The 10-item Likert type scale developed by Rosenberg (1965) was used in this research to determine the university students' self-esteem. The scale was adapted into Turkish by Çuhadaroğlu (1986). Rehearsal-based reliability for the scale was found to be .75, and the internal consistency coefficient between the items was found to be .71. Cronbach's alpha for the scale was .87.

Life Satisfaction Scale (LSS)

The scale developed by Diener et al. (1985) was used in this study to determine the university students' life satisfaction. This scale is a 5-item and 7-point Likert type scale. The scale was adapted into Turkish by Köker (1991). The reliability coefficient for the scale based on three-week intervals was .85 using the test-retest method (76). The correlations between total item scores were found to be between .71 and .80 (77) in item analysis. Cronbach's alpha for life satisfaction scale was found to be .83.

Data Analysis

The research data were analysed using SPSS version 21. Measures of central tendency (median, mean and mode), skewness and kurtosis were used in testing the normality assumption. Consequently, it was found that the measures of central tendency took on similar values and that the skewness and kurtosis values were within the ± 1 interval (Büyüköztürk, 2011). Self-esteem and life satisfaction were considered as the predicted variables, and the components of self-leadership strategies were considered as the potential predictor variables in entering the data in SPSS. Whether there were any linear correlations between the predicted and predictor variables was checked with a scatterplot in the multiple regression analysis, and linear correlations were found. The facts that the highest correlation between variables was smaller than .80 ($r = 0.51$), that the VIF scores were below 10 and that the tolerance scores were above 0.2 indicated that there were no multiple correlation problems. In addition, because the Durbin Watson value (1.50-2.50) was 1.95 for self-esteem and 2.09 for life satisfaction, it was concluded that there were no autocorrelation problems (Karagöz, 2016).

FINDINGS

Correlations between General Self-leadership, Self-leadership Strategies, Self-esteem and Life Satisfaction

Correlation analysis was applied to demonstrate the correlations between the university students' levels of general self-leadership, self-leadership strategies (behavior-focused strategies and constructive thought strategies) with self-esteem and life satisfaction. Table 1 shows medium-level, positive and significant correlations between general self-leadership levels and self-esteem ($r = .50, p < .01$) and between self-leadership levels and life satisfaction ($r = .39, p < .01$). Self-esteem and life satisfaction may increase due to the increase in the level of general self-leadership. Examination of the correlations between self-esteem and the self-leadership strategies showed that the strongest correlation was behavior-focused strategies ($r = .51, p < .01$), followed by constructive thought strategies ($r = .37, p < .01$). Examination of the correlations between self-leadership strategies and life satisfaction showed that the highest correlation was with behavior-focused strategies ($r = .36, p < .01$), followed by constructive thought strategies ($r = .30, p < .01$).

Table 1 Descriptive Statistics and Correlation Coefficients on Self-leadership, Self-leadership Strategies, Self-esteem and Life Satisfaction

Variables	1	2	3	4	5
1. Self-esteem					
2. Life satisfaction	.46**				
3. General self-leadership	.50**	.39**			
4. Behavior-focused strategies	.51**	.36**	.84**		
5. Constructive thought strategies	.37**	.30**	.89**	.51**	
Mean	31.09	23.19	108.43	44.68	55.60
SD	4.73	5.66	12.05	6.09	6.86

N = 360 $p < .01$ **

Prediction of Self-esteem by Self-leadership Strategies

Multiple regression analysis was used to determine whether the university students' self-leadership strategies predicted their self-esteem. The analysis results showed that self-leadership strategies altogether predicted self-esteem significantly ($F(2,357) = 66.941, p < .0001$) (see Table 2). Accordingly, 27 % of the variance in self-esteem was explained by self-leadership strategies. Of self-leadership strategies, behavior-focused strategies ($\beta = .43, p < .0001$) and constructive thought strategies ($\beta = .14, p < .006$) significantly predicted self-esteem.

Table 2 Multiple Regression Analysis Results on Predicting Self-esteem

Predictors	B	B SE	β	t	Zero-order	Partial r
Constant	10.48	1.94		5.47		
Behavior-focused strategies	.34	.04	.43	8.23*	.51	.40
Constructive thought strategies	.10	.04	.15	2.76*	.37	.15

$R = .52$ $R^2 = .27$ $F = 66.94$ * $p < .0001$

Prediction of Life Satisfaction by Self-leadership Strategies

Multiple regression analysis was used to determine whether the university students' self-leadership strategies predicted their life satisfaction in this research. Self-leadership strategies were found to have the power of prediction on life satisfaction ($F(2,357) = 31.63, p < .0001$) (See Table 3). Self-leadership strategies explained 15 % of the variance in life satisfaction. Behavior-focused

strategies ($\beta = .28, p < .0001$) and constructive thought strategies ($\beta = .16, p < .006$) were found to be significant in predicting life satisfaction.

Table 3 Multiple Regression Analysis Results on Predicting Life Satisfaction

Self-leadership Strategies	B	B SE	β	t	Zero-order	Partial r
Constant	4.22	2.50		1.70		
Behavior-focused strategies	.27	.05	.28	5.01*	.36	.26
Constructive thought strategies	.13	.05	.16	2.75*	.30	.14

R = .39 R² = .15 F = 31.63 * p < .0001

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to explore whether self-leadership strategies influences self-esteem and life satisfaction. General self-leadership was found to be correlated with self-esteem, which were based on subjective perception in this research. The findings obtained agree with those obtained in previous studies (Kim, 2014; Kim & Kim, 2012; Yang Choi, Kim & Kim, 2016). Relationship between general self-leadership and self-esteem supports the interpretation that self-esteem is influenced by experience and that an individual's feelings and judgements about himself will be positive depending on the success or failure of experience (Ross, 2014).

Self-esteem consists of two dimension as efficacy-based self-esteem and worth-based self-esteem (Cast & Burke, 2002). The first one point outs how individual perceives himself as capable and effective. The second one point outs the extent to which people feel that they are valuable. In their study, Erol and Orth (2011) found that individuals have higher self-esteem when sense of mastery level is high. They suggested, for many people, being a capable and control over life are favorite. In this context, self-esteem is suggested to be closely related to a sense of agency or mastery and control over environment (Lyubomirsky, Tkatch & Dmatteo, 2006). On the other hand, according to theory self-leadership, self-leadership strategies enable individual to exercise control over himself (Maykrantz &Houghton, 2018) and his environment. In addition, self-leadership leads to have control over one's life and effectiveness. Shortly self-leadership practise can increase mastery and control. Thus, self-esteem can be increased through self-leadership experience. Supporting this situation relationship between general self-leadership and self-esteem is also consistent with the ones obtained in studies concluding that self-leadership education increases self-esteem (Jung, 2005).

General self-leadership was found to be correlated with life satisfaction. This finding supports a study demonstrating the positive effects of self-leadership on life satisfaction (Yang et al, 2016). People who lead themselves are people who can control their own feelings, thoughts and behaviors. People who have control over their life engage in more satisfying activities and more satisfying activities causes more satisfaction. Such a person is competent and can accomplish a life task. Veenhoven (1996) also suggested that incompetent person will have a higher probability of encountering bad living. On the other hand self-leadership, which help in attaining high standards and achieving success, can also help increase life satisfaction.

In this study, multiple regression analysis showed that of the self-leadership strategies, behavior-focused strategies significantly contributed to self-esteem. This was consistent with the idea that self-leadership applications could have positive effects on self-esteem (Williams, 1997). Individuals can have increasingly positive feelings about themselves, and their self-esteem can increase as they become increasingly effective in self-management. On the other hand, in this study constructive thought strategies significantly contributed to self-esteem. Positive and desired thought patterns can be achieved through self-management of thought processes. Negative belief, negative self-talk and dysfunctional thought are replaced by positive, constructive and functional ones. In this case, healthy thoughts may cause the person to feel good and valuable about themselves.

In this study, the results of multiple regression analysis, showed that behavior-focused strategies and constructive thought strategies contributed to life satisfaction. Individuals can cope with stressful situations and hinder the formation of stressful situations through the effective management of their behaviors, and thus, they can increase their life satisfaction. It is suggested that behaviour-focused strategies lead to successful outcomes by encouraging positive, desirable response and by suppressing undesirable behavioral response tendencies (Neck & Houghton, 2006). Achieving desired results may lead to a positive outlook towards oneself, life, future and positive affect. On the other hand, the idea that constructive thought strategies increase subjective well-being (Houghton & Jinkerson, 2007) was supported in this study. Constructive thought strategies have been said to serve satisfaction by functioning as a source for the development of positive thought (Manz, 1992).

Results of this study contribute current literature. In previous studies, self-leadership strategies have not been studied. First of all, this study is first to investigate self-esteem and life satisfaction in terms of self-leadership strategies. The results demonstrated self-leadership strategies (behavioral focused strategies and constructive thought strategies) as a significant predictor of self-esteem and life satisfaction. Of strategies, behavior focused strategies were found to have the strongest effect on both self-esteem and life satisfaction.

The results of this study contribute to the practise. An increase in individuals' self-esteem and life satisfaction can be observed with the effective use of self-leadership strategies. Therefore, self-leadership training intervention needs to be practised in the educational system. Self-leadership strategies can be taught to children and youth in schools at earlier ages within the framework of guidance service, and thus, their self-leadership strategies can be developed. In university, the personal development of students is often neglected. University students can be assisted to learn self-leadership strategies with designed training programs for university environment. Their self-esteem and life satisfaction can be increase through these training programs.

This study had certain limitations. One of them concerned the sample and its small size, composition of only university students and higher distribution of girls than boys. For this reason, due care should be taken in generalising the research findings. The second limitation was related to the self-leadership scale that was administered to the students to determine their general self-leadership and their self-leadership strategies. The sub-scales of natural reward strategies may need revision to make them consistent with the culture, and the number of items for natural reward strategies should be increased. Despite their limitations, this study supports a positive relationship between self-leadership strategies and self-esteem and life satisfaction.

In sum, studies on self-leadership, which leads one to more effectively and efficiently manage oneself, can be performed in the fields of education and psychology in addition to the fields of management and business. Such studies can contribute mainly to the study of self-leadership and to the development of human potential and well-being. In addition, related studies can shed light on the solutions to educational, social and emotional problems. It is assumed that internal forces rather than external forces direct behaviors in the process of self-leadership (Stewart et al, 2011). In a sense, self-leadership is an individual's use of the effects he has on himself. Individuals with self-leadership strategies choose the environments and activities in which they can achieve success, fulfil these activities or tasks, feel proud of themselves (self-esteem) and are satisfied with life.

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