RESEARCH ARTICLE

SELF-LEADERSHIP OF PRIMARY SCHOOL PRINCIPALS, KHONKAEN PROVINCE

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ARTICLE INFO	ABSTRACT
	This research aims to study the behaviors of Primary school principals that reflect self-leadership in Khon Kaenprovince and to compare behavior by gender, work experience, and levels of education. The survey methodology was used, gathering data from a sample of the population who are public Primary school principals in KhonKaen province, Thailand. The results showed that: (1) female primary school principals exhibit behavior that reflects the self-leadership higher than male, (2) primary school principals in Khon Kaen with work experience of 5-15 years showed behavior that reflects self-leadership more than two of those work experiences; less than 5 years and more than 15 years and (3) primary school principals in Khon Kaen who graduated with doctoral degree had behavior reflecting self-leadership more than those who graduate a bachelor and master degrees.

INTRODUCTION

The concept of self-leadership, expanding on previous theories of self-management, first emerged in the 1980's in the work of Charles C. Manz (1983, 1986). Its conceptual foundations lie in social cognitive theory, self-determination theory and positive psychology. It has been further developed over the years by Manz himself and other renowned leadership scholars and practitioners including Christopher P. Neck, Jeffrey D. Houghton, Henry P. Sims and Ken Blanchard, who applies it through his Situational Leadership model. Self-Leadership or self-leadership, is having a developed sense of who you are, what you can do, where you are going coupled with the ability to influence your communication, emotions and behavior on the way to getting there (Bryant, Kazan 2012). A more succinct definition is: "Self-leadership is the process by which you influence yourself to achieve your objectives." Self-leadership equates to the leadership competencies of Self Observation and Self-Management but most importantly self-leadership impacts all aspect of your life, your health, your career and your relationships. Self-leaders are self-motivated to take purposeful action and therefore make better leaders, entrepreneurs, and team members. Self-leadership to occur we have met our survival needs of food and shelter and begin to look for meaning in our lives. The first skill of Self leadership is to STOP and STEP BACK from the things that trigger us to react; because when we react we are being controlled by the trigger.

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The second skill is to consider our INTENTION. Intention is what is important to us, our values and what we are trying to achieve. By being intentional we can start to live a life of choice. Self-leaders are constantly developing, Self-awareness, Self-confidence and Self-efficacy (Andrew Bryant, 2016). The Self-leadership model developed consists of three categories of cognitive strategies as follows. Individuals who use self-leadership strategies enhance their personal effectiveness through three strategies: 1) behavior-focused, 2) natural reward, and 3) constructive thought patterns. Behavior-focused strategies are directed towards enhancing the self-consciousness and the management of essential, sometimes unpleasant, behaviors. Natural reward strategies focus on the positive experience associated with a task and the process through which it is achieved, help individuals shape perceptions and build enjoyable aspects into activities, and constructive thought pattern refer to those thought patterns that are constructive in nature, create positive ways of thinking. (Neck, Manz, and Houghton, 2016). As a result of a literature review and research analysis on self-leadership, the researcher was interested in understanding demonstrated performance of self-leadership by Thai elementary school principals related to behavior-focused strategies, natural reward strategies, and constructive thought pattern strategies.

Purpose

This research aims to study how much the behavior of primary school principals reflects Self-leadership and, when analyzed by the different gender, work experience, and education levels of the primary school principals, whether those reflect different

levels of Self-leadership or not in both the overall and each aspect of the study; 1) behavior-focused, 2) natural reward, and 3) constructive thought patterns in order to get empirical research as a guide to develop primary school principals.

Hypothesis

In the case of a comparative study of behavior of primary school principals reflects Self-leadership by the different gender, work experience, and education levels. The research result will be differences, statistically significant at the 0.05 level.

MATERIALS AND METHODS

This study is a survey research. Survey population is the public primary school principals in Khon Kaen province which is a large province in the Northeast of Thailand of1, 307. Determining the sample size by using Yamane in the level of significance at 0.05 (Taro Yamane, 1973) on a sample of 316. Collecting data from a sample with a simple random sampling method is applied. Using the questionnaire titled "Self-leadership" developed by Neck, Manz, and Houghton (2016). The questionnaire has a scale of about a fifth of translating the respective value of more for less is 5 = highest, 4 = high, 3 = moderate, 2 = little, and 1 = least. In data collection, received 278 copies of questionnaires were returned, representing 87.98 percent of all queries sent. Information received was analyzed using a computer program to determine the mean, the standard deviation, t-test and F-test (Tabacnick and Fidell, 2001).

FINDING

Considering the criteria of the mean is between 4:51 to 5:00 = highest, 3:51 to 4:50 = high, 2:51 to 3:50 = moderate, 1:51 to 2:50 = less, and 0:01 to 1:50 = least. The result was found the public primary school principals had behavior that reflects Self-leadership overall at "high" level ($\overline{X}$ = 4.22, S.D. = 0.51). When considering in each aspect, it was found in descending order from the highest to the lowest as follows: 1)Behavior-focused($\overline{X}$= 4.21), 2) Natural Reward ($\overline{X}$= 4.23), and 3) Constructive Thought Patterns ($\overline{X}$= 4.23).

To compare the behavior of primary school principals that reflects Self-leadership by gender. The differences are statistically significant at the 0.05 level was found between male and female primary school principals, thus accepting the set hypothesis as indicated in Table 1.

Table 1 Comparison of the behavior of primary school principals that reflects Self-leadership by gender

Gender	N	Mean	S.D.	t	Sig. (2-tailed)
Male	166	4.17	.47	-2.304	.022
Female	112	4.31	.55		

* Statistically significant at the 0.05 level.

To compare the behavior of primary school principals that reflects Self-leadership by work experiences. The differences are statistically significant at the 0.05 level among the three groups of working less than 5 years, 5-15 years, and more than 15 years, thus accepting the set hypothesis as indicated in Table 2.

Table 2. Comparison of the behavior of primary school principals that reflects Self-leadership by work experiences

Years of Work Experience	N	Mean	S.D.	F	Sig.
less than 5 years	57	4.16	.42	9.473*	.000
5 - 15 years	123	4.37	.46		
more than 15 years	98	4.08	.57		

*Statistically significant at the 0.05 level.

The results revealed differences as such. The researchers tested the difference in mean coupled with Scheffe's method and found that primary school principals who have 5-15 years of work experience exhibit behavior that reflects the Self-leadership over the school principals group with work experience less than 5 years and more than 15 years of data analysis in Table 3.

Table 3. Test results, the difference of the paired means by Scheffe 'method

Years of work experience	less than 5 years	5 - 15 years	More than 15 years
less than 5 years	-	-.20488*	-.08095
5 - 15 years		-	-.28583*
more than 15 years			-

* P-value < .05

To compare the behavior of primary school principals that reflects different behavior of self-leadership by levels of education; bachelor degree, master degree, and doctoral degree which is based on the assumptions set as indicated in Table 4.

Table 4. Comparison of the behavior of primary school principals that reflects Self-leadership by levels of education

Education Level	N	Mean	S.D.	t	Sig.
bachelor degree	58	4.04	.69	9.097	.000
master degree	205	4.25	.44		
doctoral degree	12	4.69	.17		

* statistically significant at the 0.05 level.

The results revealed differences as such. The researchers tested the difference in mean coupled with Scheffe's method and found that primary school principals who hold a doctoral degree had behavior reflecting the Self-leadership higher than ones holding a bachelor and master degree as data analysis in Table 5.

Table 5. Test results, the difference of thepaired means by Scheffe 'method

	bachelor degree	master degree	doctoral degree
bachelor degree	-	-.20303*	-.64253*
master degree		-	-.43950*
doctoral degree			-

* P-value < .05

DISCUSSION

The study found the primary school principals in KhonKaen province, with overall behavior that reflects the Self-leadership at "high" level in descending order from the highest to the lowest as; 1) behavior-focused, 2) natural reward, and 3) constructive thought patterns. This may be due to the need to meet the educational reform policy of the Ministry of Education. As can be seen from the National Education Act (1999), the basic criteria for school administrators to develop

self-efficacy. Additionally, the establishment of professional standards for school administrators in 2013, the 11thstandard; leaders and to be leaders, defines about professional executives would builds corporate culture by convincing, implementing, organizing the work consistent with the corporate culture, and rewarding those who have worked successfully. That is consistent with the study of Akkharadet *et al*. (2016), the visionary leadership of elementary school principals in the era of a new paradigm in education for the 21stcentury; it was found that primary school principals in Khon Kaen province had leadership behavior sat high extent. Principal is the important school leader who has a vision for self-development, be a role model, honest, behave well in compliance with ethical and ethical standards. The result of the research showed that male and female primary school principals in Khon Kaen province exhibit self-leadership behavior differently; female primary school principals exhibit behavior that reflects the self-leadership higher than male. This can be a result of the equitably opportunity given by agency that lead female principal are recognized and honored for entering high school management positions. That is consistent witht he study of Transformational Leadership by Supattra Watcharakate (2014) found that most leaders are female, who have transformational leadership behaviors rather than male.

The comparison research result showed that the primary school principals in Khon Kaen province who have 5-15 years of work experience showed behavior that reflects the Self-leadership is at higher level than those primary school principals in groups of work experience less than 5 years and more than 15 years. Probably due to the fact that less than 5 years' work experience primary school principals has just been to appoint a position which affect to less confident in administration. And other those who worked more than 15 years are nearly to be retired, so they have less motivation to work on. This is consistent with the research, Distributed leadership of Elementary School Principals as Perceived by Teachersin Khon Kaen Province, of Akkharadet *et al*. (2017) found that as teachers' view, school principals have different working experiences. The comparison result showed that the primary school principals in Khon Kaen province who graduated with a doctoral degree reflects the Self-leadership behavior is at higher level than those who graduated with a bachelor and master degree. This can be demonstrating the importance of education; the higher level of education would affect to the personal's opportunity for gaining both in depth and width of knowledge that would be helpful to strengthen the self-leadership better, especially in 21st century paradigm. In consistent with the research, Desirable Behavior of Elementary School Principals as Perceived by Teachers of Khon Kaen Province, of Akkharadet *et al*. (2017) found that administrators and teachers under the Singburi Primary Educational Service Area Office who graduated in a higher degree would have a better understanding and higher expectation than those who graduated in the lower education degree.

Recommendation

Research has found that the behavior of primary school principals in Khon Kaen province that reflects self-leadership is different by gender, work experience, and education levels. Anyway, primary school principals and higher agencies should be required to develop and strengthen self-leadership constantly in each aspect of the study as follow; 1) Behavior-focused; primary school principals should think about job progress, make a point to keep on track, pay attention to ajob, and keep a record of job progress. 2) Natural reward; primary school principals should focus to extend area of responsibility beyond assigned responsibilities. And 3) constructive thought patterns in order to get empirical research as a guide to develop primary school principals; primary school principals should create new solution strategies with positive changes in the job. Additionally, study in other factors and additional relationships that affect the self-leadership in educational area should be explored in order to develop new knowledge and be able to develop both principals and schools are the suggestions for the next research.

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