A STUDY ON THE SELF-LEADERSHIP OF NON-COMMISSIONED OFFICER ACADEMY STUDENTS

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ABSTRACT

Leaders are tasked with making corporate and organizational decisions, leading others, and displaying positive traits, attitudes, emotions, and perspectives in the marketplace. Self-leadership is a self-influence process through which people achieve the self-direction and self-motivation necessary to perform. The purpose of this paper is to provide a thorough review of self-leadership of non-commissioned officer academy students. This research was used to analyze self-leadership data which were collected from 104 students from non-commissioned officer academy in Korea The result for self-leadership was –0.009 from Question 11 to 0.748 for Question 26. The Cronbach's alpha coefficient for the items was 0.933, suggesting that the items had relatively high internal consistency. The coefficient of determination (R^2) was 0.511 and the appropriate regression formula accounts for 51.1% of the total. The Durbin-Watson value was 1.862, which was close to 2, so they were satisfied with their independence. The standardized regression coefficients showed that they affected self-leadership in the order of the major selectors (0.437) and communication (0.340). Self-leadership in Korean Non-commissioned Officer Academy Students was shown a process of behavioral and cognitive self-evaluation

Keywords: Non-commissioned officer academy, self-leadership, self-motivation.

INTRODUCTION

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). In addition, self-leadership is a process through which individuals control their own behavior, influencing and leading themselves through the use of specific sets of behavioral and cognitive strategies (Neck and Houghton, 2006). Behavior-focused strategies include self-observation, self-goal setting, self-reward, self-punishment and self-cueing.

From Manz (1986) perspective, an entity (individual or team) self-regulates by first perceiving the situation and comparing its current state with identified standards. Next, a gap between the entity's current state and desired state is addressed by engaging in behavior to reduce the discrepancy from standards.

Self-leadership (Manz and Neck, 1999) is a process through which people influence themselves to achieve the self-direction and self-motivation necessary to behave and perform in desirable ways. This process of self-influence is facilitated through the use of both behavioral and cognitive strategies. Self-leadership has also been linked to more specific personal work outcomes (Mahembe et al., 2013), such as enhanced individual innovation and creativity

potential (Curral and Marques-Quinteiro, 2009), entrepreneurship (D'Intino, Goldsby, 2007) and productivity (Birdi et al., 2008).

Kezar and Eckel (2002) suggest that academic leader should create leaning environments that include cultural awareness, strategic thinking, engagement, and a sense of collective identity as collaborators in developing knowledge and active investigators into practice. In fact, these traits suggested for prosper of higher education are what is planned in organizations of quantum age (Razieh et al., 2013).

Non-commissioned Officer Academy is an officer in the army and an officer in the middle of an officer's position and a soldier's, a professional soldier, who combines disease with leadership, professional skill and knowledge. Non-commissioned Officer (NCO) Academy is an officer who maintains the traditions of the troops and keeps their honor. NCO embody honor, leadership and courage. Therefore, they should be familiar with their duties, take the initiative in everything, supervise the compliance of the regulations and the implementation of the orders of the disease, and guide education training and home life. In addition, the medical institution should identify and lead the disease, prevent safety accidents, and manage various equipment and supplies. The goals of the NCO Academy program are to provide the best academic program possible and to maintain our service's high military standards. This academy is not a college campus, nor is it an extension of basic military training. It is a professional school designed to educate and advance the high ideals necessary for leadership, teamwork, good order and discipline in the Army, Navy and Air Force. They are tasked with making important decisions in stressful situations, and they are entrusted with the safety of the men and women under their command.

Despite the popularity and potential of self-leadership strategies in modern organizations, no acceptably valid and reliable self-leadership assessment scale has heretofore been developed (Prussia et al., 1998; Roberts and Foti, 1998; Houghton and Neck, 2002). Despite its relevance for learning and performance at work, the uptake of self-leadership in managerial and academic settings has been hampered by measurement issues (Manz and Neck, 2004).

The research aim of this study was to investigate the reliability and factorial validity of the revised self-leadership questionnaire on a South Korea sample. The present study tests the reliability and construct validity of a revised self-leadership measurement scale created on the basis of existing measures of self-leadership.

METHODOLOGY

Study design

This research was used to analyze self-leadership data which were collected from 104 students from non-commissioned officer academy in Korea (Table 1). Although there are actually many male Non-commissioned Officer in the military, there is little difference between the two because the department recruits a certain number of female students. They are two-year university students, and if they pass certain criteria after graduation, they will mostly become Non-commissioned Officer of Korean soldiers. We used appropriateness of questionnaire design for thirty-five questionnaires to measure validity and reliability of the measurement scale factor analysis and while multiple regression was used to determine whether a significantly predictive relationship existed between the variables (Table 2). The difference between first and second graders is due to the fact that there are students who drop out of school.

Table 1. The demographic data

Category		Number	%
Gender	Man	57	54.8
	Woman	47	45.2
School	First grade	59	56.7
	Second grade	45	43.3

Table 2. Thirty-five questionnaires on the Self-leadership of Non-commissioned Officer Academy Students

Category	Questionnaire
Self-awareness of personal values	1. Analysis of Question 1: I set specific goals for studying or homework.
	2. I carry out my study or homework with my goals in mind.
	3. I try hard to achieve my own specific goals.
	4. I tend to think about short-term goals as well as long-term goals in life that I want to achieve in the future.
Behavior	5. I draw up specific goals in order to achieve results. 6. When I successfully complete my assignment, I encourage and reward myself by doing my favorite activities.
	7. When the results of works or study are good, I reward myself by holding special events such as a nice evening, watching movies, or shopping.
	8. I am proud of myself by doing my homework well or by doing my exams well, and by doing my favorite activities.
Self-reflection or personal perspective	9. I feel heavy and disappointed in myself when I don't perform as well as I expected.
	10. When the results of my assignment are not good, I tend to think hard about myself.
	11. I often blame myself for not doing my homework properly or failing an exam.
	12. Sometimes when I don't do my job well, I reveal and express my dissatisfaction or displeasure with myself.
	13. I always check to see if I'm doing well in school 14. I make sure I'm doing well in the process of carrying out the task about school life.

	15. When I do my study or homework, I keep in mind whether I am doing well.
	16. I carefully check the progress and progress of my part of the assignment.
	17. Don't forget what I have to do and write it down so I can remember it well.
	18. I use specific ways (note, list, cell phone, notepad) to remind me of these things in order to increase the concentration and performance of what I have to do.
	19. I think more pleasant aspects of school or academic activities than unsatisfactory ones.
	20. I try to keep things or people around me that help me do the right thing.
	21. When I take on a task, I try to do it in a way that I can entertain rather than just worry about finishing it.
	22. I am interested in finding the most interesting areas of work or study that I can do while enjoying.
	23. I envision my own way of pleasantly performing any task.
	24. When I take on an important task, I imagine I'm doing it well.
	25. I first imagine myself doing the tasks or events successfully before I do the works.
	26. I picture in my mind a successful performance before I actually do anything.
Problem solving	27. I imagine myself coping well with difficult challenges.
	28. When I have a difficult problem, I will demonstrate in my head how I can use it before I actually solve it.
	29. There are times when I talk to myself (with voice or thought) to help solve difficult problems.
	30. There are times when I would say to myself, "I can do well" to overcome difficult situations well.
	31. When I'm in a difficult situation, I tell myself a story that helps me overcome.
	32. Whenever there is a difficult situation, I will examine if there are any problems with my beliefs or processes.
	33. When I experience hard work, I try to assess whether my thoughts or judgments about the situation are appropriate.

	34. When I disagree with others, I try to analyze honestly and clearly whether my ideas or beliefs are right.
	35. I usually think about whether my basic beliefs or processes are reasonable.

Factor analysis

Factor extraction involves making a choice about the type of model as well the number of factors to extract. The partitioning of variance differentiates a principal components analysis from what we call common factor analysis. A factor analysis was performed to determine whether the questions made up of each variable can be used as a function of the relationship between the variables.

Statistical analyses

Analyzing questionnaires used in mixed-method research that blends qualitative and quantitative data requires an approach that distinguishes between closed questions in which responses are provided in an easily quantified format and open questions that seek qualitative responses. Data were analyzed using the SPSS version 21 (SPSS Inc, Chicago, IL) statistical software package (IBM Corp, 2012).

RESULTS

The results of the component sequence obtained by performing the factor analysis were given in Table 3. Because the first factor (factor 1) for all variables in the analysis of factors had positive values, the questions corresponding to each variable were averaged (or summed) and then scaled to the value of that variable.

Table 3. Analysis of factor loading for primary factor by variable.

Question	Factor loading	Question	Factor loading	Question	Factor loading
1	0.507	13	0.634	25	0.571
2	0.676	14	0.653	26	0.748
3	0.694	15	0.652	27	0.711
4	0.718	16	0.573	28	0.656
5	0.667	17	0.495	29	0.430
6	0.639	18	0.551	30	0.513
7	0.543	19	0.548	31	0.596
8	0.668	20	0.636	32	0.611
9	0.215	21	0.585	33	0.564
10	0.004	22	0.628	34	0.673
11	-0.009	23	0.620	35	0.720
12	0.109	24	0.628		

The result for self-leadership was –0.009 from Question 11 to 0.748 for Question 26. However, Question 11 was negative and negligible because it was a value close to zero. Question 10 and Question 11 showed the question close to zero.
The Cronbach's alpha coefficient for the items was 0.933 (Table 4), suggesting that the items had relatively high internal consistency.

Table 4. The Cronbach's alpha coefficient for the items

Variable	Question	Cronbach's alpha
Self-leadership	35	0.933

Multiple linear regression analysis was performed for hypothesis testing and the stepwise method was used as a parameter selection method.
The coefficient of determination (R^2) was 0.511 and the appropriate regression formula accounts for 51.1% of the total (Table 5). The Durbin-Watson value was 1.862, which was close to 2, so you are satisfied with your independence.

Table 5. Multiple linear regression analysis for hypothesis testing by the stepwise method

Step	R	R^2	Modified (R^2)	Standard error	Durbin-Watson
1	0.671	0.450	0.444	0.35820	
2	0.715	0.511	0.501	0.33939	1.862

The significance test of the regression formula resulted in a p-value of 0.001 and the regression formula (steps 1 and 2) were significant (Table 6).

Table 6. Testing the significance of a regression on the self-leadership of non-commissioned officer academy students

Step	Source of variance	Sum of squares	DF	Mean square	*F*	*P*
1	Linear regression	10.697	1	10.697	83.371	0.001
	Residual	13.087	102	0.128		
	Total	23.784	103			
2	Linear regression	12.151	2	6.075	52.745	0.001
	Residual	11.633	101	0.115		
	Total	23.784	103			

The regression analysis showed that self-preservation variables were not selected, and that both of the remaining variables were obtained with a p-value of 0.001 and were significant under the significant level of 0.01 (Table 7). The final suitable regression formula was as follows:
Self-leadership = 0.499 + 0.382 x Major selection motor + 0.439 x Communication
The standardized regression coefficients showed that they affected self-leadership in the order of the major selectors (0.437) and communication (0.340).

Table 7. The results of regression analysis

Step	Model	Unstandardized Coefficients		Standardized coefficients	*t*	*p*	Collinear statistic	
		B	Standardization error	*β*			Tolerance	VIF
1	Constant	1.237	0.253		4.896	0.001		
	Major selection motor	0.586	0.064	0.671	9.131	0.001	1.000	1.000
2	Constant	0.499	0.317		1.574	0.119		
	Major selection motor	0.382	0.084	0.437	4.566	0.001	0.528	1.892
	Communication	0.439	0.123	0.340	3.553	0.001	0.528	1.892

The value of multicollinearity was found to be between 5 and 10, and that it is smaller than the status index 30, so there is no multiple porosity (Table 8).

Table 8. The results of multicollinearity

Step	Dimension	Eigenvalue	Conditional index	Variance proportion		
				Constant	Major selection motor	Communication
1	1	1.990	1.000	0.00	0.00	
	2	0.010	14.316	1.00	1.00	
2	1	2.986	1.000	0.00	0.00	0.00
	2	0.010	17.528	0.59	0.50	0.00
	3	0.004	27.625	0.41	0.50	1.00

A frequency analysis of the self-preservation questions was conducted for a total of 35 paragraphs. All 35 were omitted for elongation. However, only the first of the details was given. In question 1 the students' goals were most often not yet clear. In particular, the negative percentage of the goal was higher in the second grade than in the first grade (Table 9).

Table 9. Analysis of Question 1: I set specific goals for studying or homework

Category and response		Frequency	%	Effective %	Accumulative %
Effective	Not at all	10	1.7	2.3	2.3
	Not	59	10.1	13.4	15.6
	Normal	207	35.3	46.9	62.6
	Generally yes	127	21.6	28.8	91.4
	Very yes	38	6.5	8.6	100.0
	Total	441	75.1	100.0	
Missing	System	146	24.9		
Total		587	100.0		

In terms of behavior, self-rewarding was higher than negative (Table 10).

Table 10. Analysis of Question 6: When I successfully complete my assignment, I encourage and reward myself by doing my favorite activities

Category and response		Frequency	%	Effective %	Accumulative %
Effective	Not at all	5	0.9	0.9	0.9
	Not	39	6.6	6.7	7.5
	Normal	208	35.4	35.6	43.2
	Generally yes	233	39.7	39.9	83.0
	Very yes	99	16.9	17.0	100.0
	Total	584	99.5	100.0	
Missing	System	3	0.5		
Total		587	100.0		

When I didn't perform as well as I expected in terms of self-reflection or personal perspective, I felt heavy and disappointed in myself was low in frequency (Table 11).

Table 11. Analysis of Question 9: I feel heavy and disappointed in myself when I don't perform as well as I expected

Category and response		Frequency	%	Effective %	Accumulative %
Effective	Not at all	16	2.7	2.7	2.7
	Not	68	11.6	11.6	14.4
	Normal	214	36.5	36.6	50.9
	Generally yes	221	37.6	37.8	88.7
	Very yes	66	11.2	11.3	100.0
	Total	585	99.7	100.0	
Missing	System	2	0.3		
Total		587	100.0		

When faced with difficult challenges in terms of problem solving, it was normal or more to overcome them (Table 12).

Table 12. Analysis of Question 27: I imagine myself coping well with difficult challenges

Category and response		Frequency	%	Effective %	Accumulative %
Effective	Not at all	8	1.4	1.4	1.4
	Not	69	11.8	12.0	13.3
	Normal	271	46.2	47.0	60.3
	Generally yes	172	29.3	29.8	90.1
	Very yes	57	9.7	9.9	100.0
	Total	577	98.3	100.0	
Missing	System	10	1.7		
Total		587	100.0		

DISCUSSION

To lead others, one must lead one's own self (Michel, 2012). In defining leadership as the process of influencing others, Charles Manz stated that self- leadership could be considered as influencing our own "self" (Malmir and Azizzadeh, 2013). This is defined as learning behavior and is at the very heart of the leadership development. Self- leadership can be split into three areas: 1- self-awareness of personal values; 2- intentions and behavior; 3- personal perspective. Our questionnaires can be divided into four categories. Questionnaires 1 to 5 belong to the goals or self-awareness of personal values. Questionnaires 6 to 8 belong to behavior. Questionnaires 9 to 26 belong to self-reflection or personal perspective. Questionnaires 27 to 35 belong to problem solving. The process of setting goals helps we choose where we want to go in life. Students who choose non-commissioned officers have different goals from other ordinary universities. By knowing precisely what they want to achieve, they know where they have to concentrate their efforts. Self-awareness of personal values involves knowing that who we are, is just as important, if not more so, than who and what we want to be. Leadership development depends on not only self-awareness and understanding, but also our desire to be influenced by others (Malmir and Azizzadeh, 2013). As for building a personal perspective: what somebody wants to be or achieve can be defined as a self- leadership foundation. Just as when organizations lack a clear perspective, individuals can make similar mistakes without the correct perspective to guide their energies. Developing personal perspective requires serious thought about own desires.

It seemed that through self-awareness, the participants sought new ways of doing things and shaping their environment, while encouraging their followers to be a part of the changing process (Jooste and Frantz, 2017). Self-leadership of academics fundamentally refers to being driven by motivation and self-influence to direct oneself towards achieving optimum performance in a situation (Jooste et al., 2015). Perceptions of who leads, and why they lead, are as important as what they do and how and where they do it. Now, perhaps more than ever, leadership is seen to be associated with those who manage to create and promote a compelling and meaningful sense of their own values and identity (Jooste and Frantz, 2017).

Conclusion, Self-leadership in Korean Non-commissioned Officer Academy students was shown a process of behavioral and cognitive self-evaluation and self-influence whereby people achieve the self-direction and self-motivation needed to shape their behaviors in positive ways in order to enhance their overall performance. The researchers have further indicated that self-leadership can be represented by a hierarchical latent factor structure, where a general factor drives more specific dimensions of self-leadership.

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