

Multicultural Education

Research Article

Homepage: www.MC-caddogap.com**SELF LEADERSHIP AND PERSONALITY DIMENSIONS OF UNIVERSITY STUDENTS****Dr. Ghazanfar Ali***Institute of Education, University of Sargodha Pakistan***Dr. Zunaira Fatima Syeda (corresponding author)***Institute of Education, University of Sargodha Pakistan***Ms. Aleeza Afzal***Institute of Education University of Sargodha Pakistan***ABSTRACT**

In recent times, self-leadership has gained significant attention due to its positive impact on both personal and organizational outcomes. The purpose of this study was to explore the interplay among self-leadership, self-esteem and big five personality traits of university students. For fulfilling the objectives, students of the University of Sargodha enrolled in different programs of sciences and social sciences faculty were the target population of the study. A total of 200 students were selected including 106 students of social sciences and 94 students of sciences using stratified sampling technique. Correlational quantitative research design was used in this study for the data collection. A set of questionnaire comprised of (62 items) was used in the study for data collection. Research instruments were validated through expert opinions and pilot testing process. Data were analyzed through Pearson Correlation, independent sample t test and Multiple Regression Analysis using Statistical Package for Social Sciences SPSS. The findings of the study revealed that correlation of self-leadership was found positive and significant with Self Esteem, Extraversion and openness to experience. But correlation of self-leadership was not significant with agreeableness, conscientiousness and neuroticism. Correlation of Self Esteem was found significant with Extraversion, Conscientiousness, Neuroticism and Openness to experience. Correlation of Extraversion was found positive and significant with Openness to experience. But correlation is not significant among Agreeableness, Conscientiousness and Neuroticism. Correlation of Agreeableness was found positive and significant with Conscientiousness, Neuroticism and Openness to experience. Correlation of Conscientiousness was found positive and significant with Neuroticism and Openness to experience. Correlation of Neuroticism is not significant with Openness to experience. There was a significant difference in Neuroticism of male and female students. The mean of female students is greater than male students; this signifies that female students are relatively better than male students in Neuroticism. Additionally, no notable differences were identified in self-leadership, self-esteem, and Big Five personality traits among university students based on gender and faculty. The results of a Multiple Regression analysis revealed a significant effect of Self-Esteem, Extraversion, on Self-Leadership of university students.

ARTICLE INFO*Keywords:*

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1. INTRODUCTION

In recent times, self-leadership has gained significant attention due to its positive impact on both personal and organizational outcomes. This refers to an individual's ability to guide, motivate, and influence them towards accomplishing their objectives. As stated by Manz and Neck (2017), self-leadership is the process of inspiring oneself to establish self-direction and self-motivation required to complete a task or attain a goal. It involves taking responsibility for one's actions and outcomes in a proactive manner. Self-leadership is the process of self-evaluation and self-influence in which individuals use their cognitive and behavioral abilities to positively shape their actions and improve their overall performance. This definition emphasizes the importance of self-direction and self-motivation in achieving personal and professional success (Houghton, Dawley, and DiLiello, 2012)

Self-leadership entails cognitive and behavioral self-regulation that incorporates various techniques and strategies used by individuals to regulate their emotions and thoughts and steer their behavior towards their goals. Self-regulation is an essential element of self-leadership because it allows individuals to recognize areas that require improvement and devise strategies to overcome obstacles and challenges. It involves setting goals, envisioning success, and developing optimistic self-talk because it helps individuals to resist temptation, delay gratification, and remain committed to their objectives (Houghton and Neck, 2002). Self-control is another critical aspect of self-leadership, referring to the ability to manage one's thoughts and emotions to stay focused and disciplined, as per (Manz and Neck, 2017).

Self-awareness is also a crucial aspect of self-leadership that involves comprehending one's strengths, weaknesses, values. Self-motivation is another significant component of self-leadership, referring to an individual's capability to generate and maintain their own motivation and helps individuals to persevere even when they face challenges or setbacks (Manz and Neck, 2017). Finally, executing plans effectively is a fundamental requirement of self-leadership, according to Manz and Neck (2017). This component involves developing strategies to overcome obstacles, seeking feedback and support from others, and continually learning and adapting to new situations (Houghton & Neck, 2002).

Self-leadership plays a vital role for both personal and organizational accomplishment. It maintains a proactive approach to personal leadership and mandates the individuals to take accountability for their own actions and the consequences of these actions. Self-leadership as a self-regulation process involves cognitive and behavioral aspects, such as self-awareness, self-motivation, self-control, and taking action. Knowing and comprehending these elements of self-leadership can assist individuals in developing the skills and tactics necessary to attain their objectives and maximize their potential (Houghton & Neck, 2002).

Self-esteem is a core element of one's personality, which refers to the general belief an individual has about their own self-worth and self-respect. Self-esteem is an individual's overall idiosyncratic appraisal of their own worth as a person (James, 1890). It plays a crucial role in shaping a person's behavior, emotions, and attitudes (Baumeister et al., 2003). This construct is vital to a person's mental health and well-being and has been extensively researched in the field of psychology. William James conducted some of the initial theoretical work on self-esteem, regarding it as a "feeling of one's own worth" that arises from social feedback and self-reflection (James, 1890). Later, Abraham Maslow and Carl Rogers, distinguished psychologists, underscored the importance of self-esteem for personal growth and self-realization (Baumeister, Campbell & Krueger, 2003).

In general, research indicates that self-leadership and self-esteem are positively linked. When people practice self-leadership, they can manage their lives and build self-efficacy and mastery, which can lead to higher self-esteem (Manz and Sims, 1987; Prussia et al., 1998; Neck and Houghton, 2006).

The Five-Factor Model (FFM) is a widely accepted framework for comprehending personality. This model categorizes personality into five wide dimensions, which are commonly referred to as openness, conscientiousness, extraversion, agreeableness, and neuroticism. Research has shown that these dimensions are relatively stable over time and have a significant impact on an individual's behavior, emotions, and social outcomes (Judge, Bono, Ilies & Gerhardt, 2002).

In general, the results from various studies consistently indicate that self-leadership has a positive correlation with extraversion and conscientiousness, but a negative correlation with neuroticism. However, the findings regarding openness and agreeableness are not consistent, as some studies report negative correlations, while others show no significant correlation (Huang, Law, and Yang, 2015; Shao, Webber, and Khuntia, 2016; Shah & Shah's, 2019).

Numerous studies have demonstrated how self-leadership and personality dimensions interact in a complex

and dynamic way. The findings of these studies had inspired the researcher to investigate this dynamic interaction in Pakistani context.

2. LITERATURE REVIEW

Self-leadership is a term that describes a comprehensive theory of self-influence, which has gained significant popularity and promising potential for application in modern organizations. In simple terms, self-leadership, as defined by Manz and Neck (1999), is the process by which individuals motivate themselves to act and perform in desired ways by using a combination of behavioral and cognitive strategies. These self-leadership strategies can be categorized into three main groups: behavior-focused strategies, natural reward strategies, and constructive thought pattern strategies.

Behavior-focused strategies involve regulating one's behavior through self-assessment, self-reward, and self-discipline. These approaches are intended to promote positive and desirable behaviors while discouraging ineffective ones. Behavior-focused strategies are especially valuable for managing behaviors related to necessary but unpleasant tasks. Natural reward strategies involve actively seeking enjoyable aspects of work, focusing on these pleasant elements rather than the challenging or unpleasant parts of a job or task. Lastly, constructive thought pattern strategies entail developing and sustaining productive thought patterns. Specific thought-based strategies include questioning and challenging irrational beliefs, visualizing successful future performance, and practicing positive self-talk. When combined, these strategies constitute a powerful set of self-influence techniques with significant potential for use in today's ever-evolving business organizations (Anderson & Prussia, 1997; Manz & Neck, 1999; Prussia, Anderson, & Manz, 1998).

Self-esteem is a crucial element in healthy development, spanning from childhood to adulthood. In essence, it refers to an individual's overall self-worth or the extent to which they value themselves (Rosenberg, 1965). Self-esteem is a component of one's self-concept, which encompasses their knowledge and beliefs about their personal attributes (Mann et al., 2004). It is interconnected with concepts like self-efficacy (how capable one believes they are), an internal locus of control (feeling in control of one's life), and self-compassion (showing kindness to oneself) (Bolger & Patterson, 2001; Lamoureux et al., 2012; Neff, 2003). Collectively, these factors contribute to overall well-being and resilience when facing life's challenges. According to research, several factors contribute to the development and maintenance of self-esteem, such as social support, optimistic self-talk and success experiences. Conversely, experiences like criticism, rejection, and failure can erode self-esteem and lead to adverse outcomes such as depression and anxiety (Baumeister, Campbell, Krueger & Vohs, 2003).

In recent years, scholars studying the concept of self-esteem have raised concerns about its role in personal development. They argue that self-esteem is often built upon external factors, such as receiving praise or seeking approval from others. As a result, self-esteem can be quite unstable, fluctuating based on the feedback we receive, and may lead to defensive behaviors when we feel it's under threat. However, it's essential to distinguish between fragile self-esteem and genuine self-esteem. Unlike fragile self-esteem, true self-esteem is more stable, internally motivated, and not reliant on external validation. Instead of being fragile, true self-esteem is the type that fosters healthy development and overall well-being.

Personality can be described in various ways. According to Larsen and Buss (2005), it encompasses the psychological traits and mechanisms within an individual that are structured, relatively enduring, and affect their interactions with and adjustments to their internal, physical, and social surroundings. Another definition defines personality as the unique attributes of a person that explain consistent and regular patterns of thoughts, feelings, and actions (Pervin, Cervone & John, 2005). In an individual, personality is an organized and developed system that reflects the combined functions of the major psychological subsystems of that person (Mayer, 2007).

The Five Factor Model of personality, often regarded as the most comprehensive framework for understanding personality and its traits, consists of five major factors: openness, conscientiousness, neuroticism, extraversion, and agreeableness (Costa & MacCrae, 1992; Digman, 1990). Openness relates to an individual's inclination for intellectual curiosity, active imagination, and sensitivity to aesthetics and emotions. Conscientiousness pertains to being organized, ambitious, determined, reliable, and purposeful. Neuroticism is associated with the tendency to experience negative emotions like guilt, anger, fear, and sadness. Extraversion characterizes individuals who are talkative, assertive, active, and enjoy socializing in large groups. Agreeableness reflects a person's trustworthiness, altruism, and cooperativeness (Major, Turner, & Fletcher, 2006). The Five Factor Model is widely accepted as a fundamental framework for understanding personality, with one of its key benefits being that an individual's personality, as assessed by the Big Five, tends to remain

relatively stable over a four-year period across different age groups (Cobb-Clark & Schurer, 2012).

The Big Five model has been studied and validated across cultures and languages, and it has been applied to various fields such as organizational behavior, clinical psychology, and education (Lahey, 2009). For instance, conscientiousness has been found to predict job performance, while extraversion is associated with leadership effectiveness in the workplace. In clinical psychology Barrick, & Mount (1991) Neuroticism is often linked to mood disorders, while agreeableness is associated with better interpersonal relationships. Overall, the Big Five model is a useful framework for understanding and predicting individual differences in behavior, emotions, and social outcomes (Costa & McCrae, 1988).

3. OBJECTIVES OF THE STUDY

The study is planned to attain the objectives described below.

1. To find out the level of Self Leadership, Self Esteem and Big Five Personality Traits among university students.
2. To find out relationship among Self Leadership, Self Esteem and Big Five Personality Traits of university students.
3. To find out differences in self-leadership, self-esteem and big five personality traits with respect to gender and faculty.

4. HYPOTHESIS

The following Hypothesis framed in order to achieve the research objectives.

1. There is no significant relationship between self-leadership and self-esteem.
2. There is no significant relationship between self-leadership and big five personality traits.
3. There is no significant relationship between Self Esteem and big five personality traits.
4. There is no significant difference in Self Leadership of male and female undergraduate university students.
5. There is no significant difference in Self Esteem of male and female undergraduate university students.
6. There is no significant difference in big five personality traits of male and female undergraduate university students.

5. RESEARCH METHODOLOGY

The study was quantitative in nature, and a correlational design was used. The researcher employed this research design to specify the interplay among the variables. For the present study, the population included all the students of the faculties of Sciences and Social Sciences at the Sargodha University. The stratified sampling technique was used to select students from the faculties of Social Sciences and Sciences.

The study's sample included two faculties: Social Sciences and Sciences. A total of 200 students were selected using the stratified sampling technique, with 100 students from each faculty. The Social Sciences faculty included students from the Education, Psychology, Economics, International Relations, and Non-Business School departments. The Sciences faculty included students from the Physics, Computer Science, Information Technology, Botany, Statistics, Mathematics, and Zoology department.

6. RESEARCH INSTRUMENT

According to Abowitz & Toole (2010), there are several factors to consider when selecting appropriate instruments for data collection, such as the nature of the variable, nature of the population, research questions, and required nature of data, money, time, and resources. Since the study was descriptive, the researcher deemed it necessary to develop a questionnaire as the research instrument. The researcher reviewed literature and related research about self-leadership, self-esteem, and the Big Five personality traits. A questionnaire consisting of 62

items was adapted by the researcher based on three scales. All participants were requested to rate the statements using a 5-point Likert scale, ranging from 'strongly disagree' to 'strongly agree'.

Self-Leadership scale: The questionnaire used in this study was designed to assess self-leadership among undergraduate students and was a validated questionnaire developed by Houghton, Dawley, & DiLiello (2012). It consisted of 9 items and was administered to collect data from the students. 5 points scale are used by researcher to rate the items.

Self-esteem scale: The self-esteem questionnaire used in this study was developed and validated by Rosenberg in (1965) and was comprised of 10 items. The questionnaire was used to assess the self-esteem of undergraduate students and was administered to collect data from the students. 5 points scale are used by researcher to rate the items.

Big Five Personality Traits scale: The questionnaire used in this study was designed to assess the Big Five personality factors of undergraduate students, and was a validated questionnaire developed by (John & Srivastava, 1999). It consisted of 43 items and was administered to collect data from the students. 5 points scale are used by researcher to rate the items.

7. ETHICAL CONSIDERATIONS

- The researcher took steps to ensure that no harm was caused to participants in this study, whether physically, psychologically, or emotionally.
- The data was collected in accordance with all legal rights and regulations from students enrolled in the sciences and social sciences faculties at the University of Sargodha.
- The collected data was kept confidential, and no information from the respondents was revealed at any level.
- The overall process followed proper rules and regulations, and no illegal or dishonest acts were committed during the study.

8. DESCRIPTION OF DEMOGRAPHIC VARIABLES

Table 1: Demographic Analysis

Variable	Categories	Frequency	Percentage in Sample
Gender	Male	67	32.8
	Female	113	65.2
Faculty	1 Sciences	94	47.0
	2 Social Sciences	106	53.0
Department	1 Education	47	23.0
	2 Psychology	10	4.9
	3 Islamic studies	13	6.4
	4 NBS	14	6.9
	5 Physics	21	10.3
	6 Economics	10	4.9
	7 CS&IT	14	6.9
	8 Botany	11	5.4
	9 IR	12	5.9
	10 Statistics	12	5.9
	11 Mathematics	18	8.8
	12 Zoology	18	8.8
Semester	1 2 nd	52	25.5
	2 4 th	58	28.4
	3 6 th	31	15.2
	4 8 th	58	28.4

Table 1 shows the numbers and percentages of participants with respect to their demographic variables. The sample of the study contained two hundred students belonging to faculties of Social Sciences and Sciences and twelve departments from both faculties.

The descriptive analysis revealed that 94 of the respondents of the study were from faculty of Social Science and 106 from faculty of Sciences. Statistics shown that 133 female respondents participated in this study, while 67 were male respondents who participated in the study. Table shows 52 of respondents were from 2nd semester, 58 of respondents were from 4th semester, 31 of respondents from 6th semester and 58 of respondents from 8th semester.

Table 2: Overall reliability statistics (Cronbach's Alpha) of items

Variables	Cronbach's Alpha	No of Items
Self-leadership	.894	9
Self-esteem	.840	10
BFI (Extraversion)	.723	7
BFI (Agreeableness)	.743	9
BFI (Conscientiousness)	.780	9
BFI (Neuroticism)	.710	8
BFI (Openness to experience)	.712	9

Table 2 shows the determined value of Cronbach's Alpha that implies that the internal consistency between items is reliable. Reliability of the instruments was established to ensure the internal consistency within items by applying Cronbach's Alpha. The Alpha value is greater than 0.8 is considered to be excellent while 0.7 to 0.6 is adequate Law, (2004).

9. ANALYSIS OF INFERENTIAL STATISTICS (PEARSON CORRELATION COEFFICIENTS)

Table 3: Correlation Matrix

	Self-Leadership	Self Esteem	Extraversion	Agreeableness	Conscientiousness	Neuroticism
Self- Leadership						
Self Esteem	.323**					
Extraversion	.300**	.358**				
Agreeableness	.123	.041	-.002			
Conscientiousness	.131	.155*	.079	.395**		
Neuroticism	-.025	.171*	-.056	-.244**	-.270**	
Openness to experience	.139*	.268**	.281**	.203**	.315**	.075

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).*

Table 3 reflects that Correlation of Self Leadership is positive and significant among Self Esteem ($r = .323, p >.01$), Extraversion ($r = .300, p >.01$) and openness to experience ($r = .139, p >.01$). But Correlation is not significant among Agreeableness ($r = .123, p >.01$), Conscientiousness ($r = .131, p >.01$) and Neuroticism ($r = -.025, p >.01$). Correlation of Self Esteem is positive and significant among Extraversion ($r = .358, p >.01$), Conscientiousness ($r = .155, p >.01$), Neuroticism ($r = .171, p >.01$) and Openness to experience ($r = .268, p >.01$). But Correlation is not significant among Agreeableness ($r = .041, p >.01$). Correlation of Extraversion is positive and significant between Openness to experience ($r = .281, p >.01$). But correlation is not significant among Agreeableness ($r = -.002, p >.01$), Conscientiousness ($r = .079, p >.01$) and Neuroticism ($r = -.056, p >.01$). Correlation of Agreeableness is positive and significant among Conscientiousness ($r = .395, p >.01$), Neuroticism

($r = .244, p > .01$) and Openness to experience ($r = .203, p > .01$). Correlation of Conscientiousness is positive and significant among Neuroticism ($r = -.270, p > .01$) and Openness to experience ($r = .315, p > .01$). Neuroticism Correlation is not significant between Openness to experience ($r = .075, p > .01$).

Table 4 Multiple Regression Analysis Showing the effect of SE, EX, OP on SL of students:

Variables	R2	Beta
SE	.143	.244
EX		.208
OP		.015

Table 4 presents the results of a Multiple Regression analysis in which Self-Esteem, Extraversion, and Openness to Experience are considered as predictor variables, and Self-Leadership is the outcome variable. The findings indicate that Self-Esteem ($B = 0.2, p < 0.05$) and Extraversion ($B = 0.2, p < 0.05$) have a significant effect, while Openness to Experience ($B = 0.01, p > 0.05$) has an insignificant effect on the Self-Leadership of students.

Independent sample t tests were used to find out the difference between perceptions of male and female regarding self-leadership, self-esteem and big five personality traits (Extraversion, Agreeableness, Openness to experience, Neuroticism and Conscientiousness. Results showed There was a significant difference in Neuroticism of male and female students. The mean of female students is greater than male students; this signifies that female students are relatively better than male students in Neuroticism. Otherwise, no notable differences were identified in self-leadership, self-esteem, and Big Five personality traits among university students based on gender and faculty. It was concluded that there is a significant difference between views of male and female regarding Neuroticism. Female students exhibited relatively higher levels as compared to their male counterparts.

10. CONCLUSION

Based on the results, the given conclusions are drawn.

1. Correlation of self-leadership was found positive and significant with self-esteem, extraversion and openness to experience. but correlation self-leadership was not significant with agreeableness, conscientiousness and neuroticism.
2. Correlation of self-esteem was found significant among extraversion, conscientiousness, neuroticism and openness to experience. However, correlation of self-esteem was not significant with agreeableness.
3. Correlation of extraversion was found positive and significant with openness to experience. While correlation of extraversion was not significant among agreeableness, conscientiousness and neuroticism.
4. Correlation of agreeableness was found positive and significant with conscientiousness, neuroticism and openness to experience.
5. Correlation of conscientiousness was found positive and significant with neuroticism and openness to experience.
6. Correlation of neuroticism was not significant with openness to experience.
7. There was a significant difference in neuroticism of male and female students. The mean of female students is greater than male students, this signifies that female students are relatively better than male students in neuroticism.
8. The conclusion is that there is a significant effect of Self-Esteem (SE) and Extraversion (EX) on Self-Leadership (SL), while Openness to Experience (OP) has an insignificant effect on the Self-Leadership of university students.

11. DISCUSSION

In the field of self-leadership, different authors have examined various aspects and outcomes of self-leadership behaviors and strategies. The significance or insignificance of the results can vary depending on the specific research context, methodology, and measures used.

This study showed that there were significantly positive relationships among *self-leadership*, *self-esteem*, *extraversion* and *openness to experience* of undergraduate university students. These results were consistent with other studies that found positive relationship between *self-leadership* and *self-esteem* (Manz & Sims, 1987; Prussia, Anderson, & Manz, 1998; Neck & Houghton, 2006); *self-leadership* and *extraversion* (Huang, Law, and Yang, 2015; Shao, Webber and Khuntia, 2016; Shah and Shah's, 2019). However, this result was unlike Huang, Law, and Yang (2015), as they found a negative correlation of *self-leadership* with *openness to experience*.

The results of this study showed a significant correlation among self-esteem, extraversion, conscientiousness, neuroticism and openness to experience.

However, correlation of self-esteem was not significant with agreeableness. These results were consistent with other studies that found positive relationship between *self-esteem*, *extraversion*, and *openness to experience* (Costa & McCrae, 1992). However, this result was Judge, (2003), as they found a negative correlation of *self-esteem* with neuroticism. A viewpoint is that self-esteem can be impacted by personality traits. Studies indicate that individuals with high scores in personality traits such as extraversion, openness to experience, and emotional stability tend to have higher self-esteem Costa & McCrae (1992) Conversely, individuals who score high in neuroticism are inclined to have lower self-esteem (Judge, 2003).

An alternative viewpoint is that self-esteem can have an impact on personality. According to Baumeister Campbell, Krueger & Vohs (2003) people with high self-esteem may be more inclined to be confident and outgoing, whereas those with low self-esteem may be more prone to being reserved and shy. This indicates that self-esteem could play a role in shaping personality as time progresses. Moreover, there is evidence to suggest that the relationship between personality and self-esteem is reciprocal or bidirectional, implying that personality traits and self-esteem can influence each other over time. For instance, Roberts and Robins (2000) suggest that individuals with high self-esteem may develop positive personality traits as time goes by, while those with low self-esteem may be more likely to develop negative personality traits (Judge, 2003). This study examined the relationship among Self Leadership, Extraversion, Agreeableness, Conscientiousness and Neuroticism. Findings show that Correlation of Self Leadership is positive and significant among Self Esteem, Extraversion and openness to experience. But Correlation is not significant among Agreeableness, Conscientiousness and Neuroticism.

In general, the results from various studies consistently indicate that self-leadership has a positive correlation with extraversion and conscientiousness, but a negative correlation with neuroticism. However, the findings regarding openness and agreeableness are not consistent, as some studies report negative correlations, while others show no significant correlation (Shah & Shah's 2019). It's important to note that the significance or insignificance of results can vary depending on the specific context, measurement tools, and methodology used in different studies.

12. RECOMMENDATIONS

Based on the findings of the study, following recommendations are made.

- It is recommended that teachers in class may support students in developing and executing self-leadership skills by improving their self-esteem and other relevant personality traits.
- It is recommended to university authorities may conduct workshops and seminars for students at the end of each semester to develop the value of self-leadership, self-esteem and other relevant personality traits in student life.
- It is recommended to teachers that they should enhance students' self-esteem by praising as well as with rewards on different achievements of students. Encouragement enhances the ability to work.
- It is recommended to teachers that administer the Big Five personality Traits to help students gain insights into their own personality traits. Encourage them to reflect on their results and understand how their

personality influences their behavior, strengths, and areas for growth.

- It is recommended to teachers that Emphasize the Big Five personality is a tool for self-awareness and personal growth, rather than labeling or categorizing students. Encourage students to accept and appreciate their unique traits while also understanding that traits can be developed and adapted.
- It is recommended that University authorities focus on intervention based studies, include practical training and design the curriculum accordingly.

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