

## **A study to assess the reliability and construct validity of the Abbreviated Self-leadership Questionnaire: a South African study**

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### **Abstract**

Self-leadership has been recognised as a fundamental competency for effective learning and job performance. The primary goal of this study was to validate the Abbreviated Self-leadership Questionnaire on a South African sample. Numerous questionnaires have been developed to measure self-leadership, with the Revised Self-leadership Questionnaire being the most widely used questionnaire. However, the Revised Self-leadership Questionnaire has been deemed too long; hence, the authors abbreviated the measure. Therefore, there is a need to assess the reliability and construct validity of the abbreviated Self-leadership Questionnaire on a South African sample. A non-probability sample consisting of 400 students drawn from a university in the Western Cape was used. The reliability of the Abbreviated Self-leadership Questionnaire was evaluated using SPSS, while construct validity was assessed via confirmatory factor analyses in the LISREL program. Moderate levels of reliability were found for the subscales of the Abbreviated Self-leadership Questionnaire. Reasonable model fit with the data was found for the first-order measurement model. The study contributes to the requirements of the *Amended Employment Equity Act of South Africa* (Republic of South Africa, 1998) which promotes the use of reliable and valid instruments in South Africa by confirming the psychometric properties of the Abbreviated Self-leadership Questionnaire.

The 21st-century South African organisation is faced with an arduous challenge of meeting the employment equity targets which is largely due to the aftermath of the legacy of apartheid which perpetuated unequal subgroup exposure to education or training particularly for Blacks and women. According to the Commission for Employment Equity (2012), very little progress has been made in transforming the upper echelons of organisations in the private sector. White men still occupy the majority of the top management positions in the private sector (65.4%), Black men with 18.5%, Indian male population with 4.5%, Coloured male population with 3%, and foreigner male population accounting for about 2.1%. One of the reasons behind the skewed distributions is the dearth of suitably qualified employees from the designated groups (Esterhuysen, 2008). Efforts to identify and develop the learning competencies that distinguish between successful and unsuccessful learners are being undertaken (Burger, 2012; De Goede & Theron, 2010; Mahembe, 2014; Van Heerden & Theron, 2014) to help redress the situation. Various models have been developed to identify the competencies and competency potential variables that are characteristic of successful learning/job





























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