

The Concept 'Self-Leadership in Nurse Educators': An Integrative Literature Review

Dr. Vhothusa Edward Matahela

Department of Health Studies, University of South Africa

Prof. Gisela Hildegard Van Rensburg

Department of Health Studies, University of South Africa

Abstract

The existing body of research on leadership has revealed that leadership attributes at individual level are essential for the success of organisations, where self-leadership is alluded to as a critical facilitator of successful organisational leadership. Despite a wealth of knowledge about the self-leadership of managers accessible in literature, not much is known about the self-leadership of nurse educators. The aim of this integrative literature review is to understand the meaning of nurse educator self-leadership in a nursing education institution context to improve quality of nursing education. The keyword 'self-leadership' was used to conduct a comprehensive computer-assisted literature search. Databases such as Google Scholar, CINAHL, ProQuest, PubMed, SAGE, MEDLINE, ERIC, and EMERALD were used to ensure a comprehensive search. The integrative literature review focused its search on studies that were and available in the English language from years 2000 to 2019. Fourteen peer-reviewed research articles were included following a critical review. The themes that emerged relate to *self-leadership benefits*; *lack of self-leadership* and *factors that enable self-leadership in educators*. Regardless of an educational setting, self-leadership improved the performance of educators. However, the way nurse educator self-leadership is practiced in nursing education institutions remains unknown, owing to insufficient literature on the phenomenon. It is essential that the concept of nurse educator self-leadership be further explored to obtain a comprehensive understanding of the concept and its practice in a nursing education context.

Key words: improved academic performance, motivation, nurse educators, nursing education institution, self-leadership.

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