THE LEADERSHIP STYLES OF SCHOOL OF PHYSICAL EDUCATION AND SPORTS IN DEPARTMENT OF COACHING EDUCATION STUDENTS¹

BEDEN EĞİTİMİ ve SPOR YÜKSEKOKULU ANTRENÖRLÜK EĞİTİMİ BÖLÜMÜ ÖĞRENCİLERİNİN LİDERLİK STİLLERİNİN İNCELENMESİ

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Öz: Amaç: Farklı yaş kategorilerindeki gruplara liderlik yapacak olan antrenörlük eğitimi bölümü öğrencilerinin iyi bir lider olabilmeleri, çalıştıkları spor kulüplerinde üstlerine düşen görevleri en iyi şekilde yerine getirebilmeleri açısından önemlidir. Bu yüzden çalışmamız antrenörlük eğitimi bölümü öğrencilerinin liderlik tiplerini belirleyebilmek amacıyla yapılmıştır. **Materyal ve Yöntem:** Bu çalışma, tarama (survey) modeli niteliğindedir. Veriler, Marmara Üniversitesi Beden Eğitimi ve Spor Yüksekokulu'nda okuyan Antrenörlük Eğitimi Bölümü öğrencilerinin liderlik ile ilgili görüş ve düşünceleri alınarak toplanmıştır. Çalışmamıza, 60'ı male, 50'si kız toplam 110 öğrenci gönüllü katılmıştır. Veri toplama aracı olarak, Richard Daft (2008) tarafından geliştirilen Liderlik Ölçeği kullanılmıştır. Antrenörlük Eğitimi Bölümü öğrencilerinin algılarına göre, davranışsal liderlik özelliklerinin farklılaşp farklılaşmadığının incelenmesinde tanımlayıcı istatistik (frekans-yüzde) ve ki kare-testi kullanılmıştır. Araştırmada anlamlılık düzeyi 0.05 olarak kabul edilmiştir. **Bulgular:** Antrenörlük eğitimi bölümü öğrencilerinin cinsiyetlerine göre liderlik davranışları incelendiğinde genel olarak insan odaklı ve görev odaklı liderlik tiplerinin ikisine de uydukları ve cinsiyetler arasında fark olmadığı tespit edilmiştir ($p>0.05$). Branşlar arasındaki insan ve görev odaklı liderlik davranışının puanlaması değerlendirildiğinde görev odaklı davranış tipinde branşlar arasında istatistiksel açıdan fark olmadığı ($p>0.05$), ancak insan odaklı davranış tipinde branşlar arasında istatistiksel açıdan anlamlı fark olduğu ($p<0.05$) belirlenmiştir. **Sonuçlar:** Antrenörlük eğitimi bölümü öğrencilerinin davranışsal liderlik stiline göre görev odaklı ve insan odaklı liderlik özelliğini hemen hemen eşit oranlarda sergiledikleri ve cinsiyetler arasında fark olmadığı belirlenmiştir. Liderlik stillerinin branşlara göre farklılıklarının incelenmesi sonucunda ise bazı branşlarda fark olmasına rağmen genel ortalamayı bozmadığı ve her iki tip liderlik özelliğini de taşıdıkları tespit edilmiştir. Bu tarz liderlik özelliği sportif anlamda başarının daha kolay edilemesini sağlayacağı düşünülmektedir.

Anahtar Kelimeler: Beden Eğitimi ve Spor, Antrenörlük Eğitimi, Davranışsal Liderlik, Liderlik Ölçeği

Abstract: Aim: It is really important for students of coaching education program who will lead different age groups in trainings to be good leaders in terms of accomplishing the tasks given by the sport clubs which they work in. Because of this, our research is done to find the leadership styles of students of coaching education program. **Material and Methods:** This research has the characteristic of survey model. Data is collected by asking the opinions and thoughts on leadership to the students from Marmara University School of Physical Education and Sports Department of Coaching Education. 110 students are participated in our research and while 60 of them are male students 50 of them are female. Leadership Questionnaire developed by Richard Daft (2008) is used as data collector. Descriptive statistics (frequency-percentage) and Chi-square-test are used to analyze if behavioral leadership qualifications become different or not according to perception of coaching education program. **Results:** When we analyze the leadership behaviors of coaching education students according to their gender, it is found that they are fit to both people oriented and job oriented leadership types and there is not a difference between genders ($p>0.05$). When the scoring of people oriented and job oriented leadership behaviors between branches is reviewed, it is found that there is not a significant difference in job oriented behavior between branches ($p>0.05$). However, a significant difference in people oriented behavior is found ($p<0.05$). **Conclusion:** It is found that Coaching Education students show equal rate of job oriented and people oriented leadership qualifications in behavioral leadership style and also it is found there is no difference between genders. In the result of analyzing the difference of leadership styles of according to branches, even though there are some differences between some branches, this difference does not disturb the general average and they carry two different type of leadership. This kind of leadership characteristics help to gain sportive success.

Key Words: Physical Education and Sport, Coaching Education, Behavioral Leadership, Leadership Scale

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INTRODUCTION

Leaders have been subjects of many studies that have always attracted attention since they influence the lives of societies and change the course of history. Leadership enables the effective functioning of an organization by influencing people in order to achieve organizational goals (Aydın, 1994:1-2) Not all managers have leadership abilities, but being a good manager requires having a leadership ability (Sabuncuoğlu, 2001).

It has been discussed for a long time whether leadership can be taught or not. It has been determined that the leadership abilities can be taught. An increasing demand has emerged in leadership training and development programs (Mole, 2004). It has been determined that the current training programs for developing leadership skills are not adequate and need to be developed (Elmuti *et al.*, 2005).

In explaining what qualities a successful leader should have, James and Eden (2001) mention the ability to see the future and to keep his/her horizons broad. They state that success-focused leaders proceed to achieve their targets, that they have the skill to always motivate others, that they should be guiding in how to reach a target they have set, and that following the achievement of the target, they should continue to back up the people they lead.

Behavioral approaches have been developed as a consequence of researchers' focusing on how leaders behave and what they do rather than concentrating on their personal characteristics because leadership analysis of the characteristics approach has quite shallow and reductionist aspects. The building block of this theory is constituted by the behaviors of the leaders rather than their personal characteristics. Therefore, the relationships of a leader with his/her audience are not based on leadership characteristics, but on whether his/her attitudes and behavior are accepted by his/her audience. Thus, leaders cannot be thought of separately and independently from the groups that they lead, and they must be evaluated in terms of their relationship with such groups (Gelatt, 2002).

This behavior-focused theory makes a distinction between effective and ineffective leaders. According to this theory, behaviors can be taught, and individuals can be trained and thus enabled to perform better leadership (Gelatt, 2002).

Successful leading coaches in sports recognize that the relationship between themselves and the environment positively affect the performance of athletes. Leadership in sports is an area that requires specialization in many personal and technical abilities. It is not an easy task to influence the actions and behaviors of different players in a team. Especially

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with the changes in the nature of sports in recent years, coaches have come to interact with many persons and groups (Donuk, 2007).

Those leaders who train teams should do their best in order to be perfect in every aspect. Perfect leadership and coaching is dependent on the ability to adequately use psychological skills and especially interpersonal communication skills (Konter, 1996).

Teachers of physical education and sports, coaches, and sports managers assume duties to achieve a certain goal by managing a group. The leadership behaviors of coaches, physical education teachers and sports managers resemble those leadership behaviors in other occupations (Laurent and Bradney, 2007).

Studies dealing with behavioral approach have determined that leadership behaviors are gathered around two main variables. These are the variable of initiating structure and the variable of consideration. The variable of initiating structure refers to task-related behaviors such as shaping the work environment, defining the responsibilities, and planning the tasks. The variable of consideration refers to the behaviors relate to individual relationships such as respect between leaders and followers, trust, and friendship. Based on these definitions, it can be suggested that the variable of initiating structure is related to the

needs of an enterprise while the variable of consideration is related to the needs of workers (Northouse, 2004).

In his study, Stodgill states that successful leaders should focus both on workers – i.e. they should increase workers' skills – and on tasks (Davis, 1997). Considering all the characteristics, the leadership styles of coaches may vary by the characteristics of the athletes in their team and by other external factors (Temel, 2010).

Prospective coaches are expected to exhibit leadership behavior in order to become successful in their occupation. Therefore, the acquisition of leadership behaviors by the students of School of Physical Education and Sports will enable them to be successful in their occupational lives. This research was conducted for the purpose of detecting the opinions of the students from the coaching department and to make recommendations based on the results of the research.

MATERIAL and METHOD

This research employed the survey method. The data were collected by getting the views and opinions of the students of the Department of Coaching Education of the School of Physical Education and Sports of Marmara University.

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The research is significant for the students of the department of coaching education, who will be leading various groups with various age categories in the future, to become good leaders and to adequately fulfill their duties in the sports clubs they will work for.

Respondents of the Questionnaire

Students from the Department of Coaching Education of the School of Physical Education and Sports voluntarily participated in the research. Students were randomly selected.

Research Population and Design

The population of the research includes the students attending the School of Physical Education and Sports, and the sample is composed of 110 persons (60 males and 50 females) studying in the Department of Coaching Education. Questionnaire technique was employed for the research design.

Data Collection

Leadership Questionnaire, developed by Richard Daft (2008) was used as a data collection tool in the research. The questionnaire is made up of 38 questions; 3 of them are demographic questions, and 35 are Likert-type questions. Responses for the Likert-type questions were measured through a 5-point Likert scale (1 = strongly disagree; 5= strongly agree) ($\alpha=0.7627$).

In the leadership scale developed by Richard Daft, the questions 1, 2, 4, 6, 8, 9, 11, 12, 13, 14, 16, 17, 20, 21, 23, 25, 27, 29, 30, 31 and 33 are related to task-oriented leadership, and the questions 3, 5, 7, 10, 15, 18, 19, 22, 24, 26, 28, 32, 34 and 35 are related to people-oriented leadership.

The questionnaire forms were filled in by the respondents themselves, who voluntarily took part in the study. An application was made to the Directorate of the School of Physical Education and Sports of Marmara University with the submission of the questionnaire form and the content of the study. The study was carried out with the permission of the directorate and with the support of the students from the mentioned department.

Statistical Methods Used

Descriptive statistics (frequency – percentage) and chi square test were used in the evaluation of the data obtained. The significance level was determined to be 0.05 in statistical calculations.

FINDINGS

The following tables present the findings related to the behavioral leadership skills of the students from the department of coaching education.

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Table 1. % Of Responses Related to Task-Oriented Leadership Behavior By Gender

QUESTION	GENDER	Never		Seldom		Occasionally		Frequently		Always	
		F	%	F	%	F	%	F	%	F	%
1 I would most likely act as the spokesperson of the group	Female	1	2,0	8	16,0	25	50,0	4	8,0	12	24,0
	Male	0	0	1	1,7	31	51,7	12	20,0	16	26,7
2 I would encourage overtime work	Female	16	32,0	7	14,0	17	34,0	7	14,0	3	6,0
	Male	10	16,7	9	15,0	20	33,3	7	11,7	14	23,3
4 I would encourage the use of uniform procedures	Female	2	4,0	1	2,0	17	34,0	8	16,0	22	44,0
	Male	2	3,3	7	11,7	19	31,7	16	26,7	16	26,7
6 I would stress being ahead of competing groups	Female	8	16,0	0	0	20	40,0	10	20,0	12	24,0
	Male	9	15,0	7	11,7	13	21,7	17	28,3	14	23,3
8 I would speak as a representative of the group	Female	0	0	9	18,0	15	30,0	12	24,0	14	28,0
	Male	0	0	3	5,0	21	35,0	21	35,0	15	25,0
9 I would try out my ideas in the group	Female	3	6,0	8	16,0	1	2,0	24	48,0	14	28,0
	Male	0	0	10	16,7	14	23,3	20	33,3	16	26,7
11 I would be working hard for a promotion	Female	1	2,0	1	2,0	8	16,0	18	36,0	22	44,0
	Male	0	0	7	11,7	5	8,3	18	30,0	30	50,0
12 I would tolerate postponement and uncertainty	Female	21	42,0	11	22,0	10	20,0	8	16,0	0	0
	Male	29	48,3	13	21,7	12	20,0	5	8,3	1	1,7
13 I would speak for the group if visitors were present	Female	2	4,0	10	20,0	11	22,0	17	34,0	10	20,0
	Male	7	11,7	4	6,7	25	41,7	13	21,7	11	18,3
14 I would keep the work moving at a rapid pace	Female	0	0	0	0	8	16,0	10	20,0	32	64,0
	Male	2	3,3	1	1,7	7	11,7	18	30,0	32	53,3
16 I would settle conflicts when they occur in the group	Female	0	0	0	0	5	10,0	31	62,0	14	28,0
	Male	0	0	2	3,3	10	16,7	19	31,7	29	48,3
17 I would get swamped by details	Female	3	6,0	3	6,0	27	54,0	13	26,0	4	8,0
	Male	6	10,0	14	23,3	21	35,0	16	26,7	3	5,0
20 I would decide what should be done and how it should be done	Female	2	4,0	9	18,0	10	20,0	17	34,0	12	24,0
	Male	0	0	3	5,0	13	21,7	26	43,3	18	30,0
21 I would push for increased production	Female	0	0	5	10,0	16	32,0	17	34,0	12	24,0
	Male	0	0	0	0	13	21,7	28	46,7	19	31,7
23 Things would usually turn out as I had predicted	Female	0	0	1	2,0	15	30,0	21	42,0	13	26,0
	Male	0	0	0	0	7	11,7	30	50,0	23	38,3
25 I would assign group members to particular tasks	Female	5	10,0	0	0	20	40,0	14	28,0	11	22,0
	Male	11	18,3	6	10,0	21	35,0	14	23,3	8	13,3

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27	I would ask the members to work harder	Female	8	16,0	13	26,0	21	42,0	7	14,0	1	2,0
		Male	4	6,7	12	20,0	13	21,7	18	30,0	13	21,7
29	I would schedule the work to be done	Female	0	0	3	6,0	16	32,0	15	30,0	16	32,0
		Male	0	0	2	3,3	10	16,7	27	45,0	21	35,0
30	I would refuse to explain my actions	Female	9	18,0	8	16,0	16	32,0	12	24,0	5	10,0
		Male	9	15,0	15	25,0	20	33,3	15	25,0	1	1,7
31	I would persuade others that my ideas are to their advantage	Female	1	2,0	6	12,0	19	38,0	17	34,0	7	14,0
		Male	0	0	7	11,7	15	25,0	27	45,0	11	18,3
33	I would urge the group to beat its previous record	Female	7	14,0	1	2,0	13	26,0	21	42,0	8	16,0
		Male	2	3,3	2	3,3	10	16,7	26	43,3	20	33,3

$X^2 = 5.071$, $P = .496$, $P > .05$

No significant difference by gender was found with respect to the task-oriented leadership behavior.

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Table 2. % Of Responses Related to People-Oriented Leadership Behavior By Gender

QUESTION	GENDER	Never		Seldom		Occasionally		Frequently		Always	
		F	%	F	%	F	%	F	%	F	%
3 I would allow members complete freedom in their work	Female	7	14,0	18	36,0	10	20,0	7	14,0	8	16,0
	Male	9	15,0	12	20,0	23	38,3	11	18,3	5	8,3
5 I would permit members to use their own judgment in solving problems	Female	3	6,0	5	10,0	15	30,0	11	22,0	16	32,0
	Male	1	1,7	4	6,7	25	41,7	18	30,0	12	20,0
7 I would needle members for greater effort	Female	8	16,0	16	32,0	4	8,0	16	32,0	6	12,0
	Male	4	6,7	4	6,7	25	41,7	0	0	0	0
10 I would let members do their work the way they think best	Female	0	0	2	4,0	16	32,0	16	32,0	16	32,0
	Male	3	5,0	0	0	21	35,0	27	45,0	9	15,0
15 I would turn the members loose on a job and let them go to it	Female	0	0	1	2,0	1	2,0	15	30,0	33	66,0
	Male	1	1,7	4	6,7	1	1,7	31	51,7	23	38,3
18 I would represent the group at outside meetings	Female	0	0	9	18,0	28	56,0	7	14,0	6	12,0
	Male	2	3,3	7	11,7	20	33,3	22	36,7	9	15,0
19 I would be reluctant to allow the members any freedom of action	Female	11	22,0	22	44,0	7	14,0	9	18,0	1	2,0
	Male	22	36,7	11	18,3	20	33,3	7	11,7	0	0
22 I would let some members have authority that I could keep	Female	2	4,0	1	2,0	26	52,0	16	32,0	5	10,0
	Male	2	3,3	6	10,0	22	36,7	14	23,3	16	26,7
24 I would allow the group a high degree of initiative	Female	2	4,0	1	2,0	17	34,0	24	48,0	6	12,0
	Male	3	5,0	3	5,0	24	40,0	21	35,0	9	15,0
26 I would be willing to make changes	Female	0	0	4	8,0	16	32,0	10	20,0	20	40,0
	Male	0	0	9	15,0	17	28,3	11	18,3	23	38,3
28 I would trust the group members to exercise good judgment	Female	2	4,0	2	4,0	13	26,0	16	32,0	17	34,0
	Male	0	0	1	1,7	33	55,0	18	30,0	8	13,3
32 I would permit the group to set its own pace	Female	0	0	3	6,0	6	12,0	24	48,0	17	34,0
	Male	5	8,3	1	1,7	17	28,3	23	38,3	14	23,3
34 I would act without consulting the group	Female	33	66,0	3	6,0	6	12,0	5	10,0	3	6,0
	Male	11	18,3	19	31,7	17	28,3	5	8,3	8	13,3
35 I would ask that group members follow standard rules and regulations	Female	0	0	3	6,0	3	6,0	19	38,0	25	50,0
	Male	4	6,7	2	3,3	8	13,3	23	38,3	23	38,3

$\chi^2 = 4.103$, $P = .105$, $P > .05$

No significant difference by gender was found with respect to the people-oriented leadership behavior.

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Table 3. % Distribution of Responses Related to Task-Oriented Leadership Behavior By Branch

QUESTION		BRANCH	Never		Seldom		Occasionally		Frequently		Always	
			F	%	F	%	F	%	F	%	F	%
1	I would most likely act as the spokesperson of the group	Football	0	0	0	0	11	50.0	7	31.8	4	18.2
		Handball	0	0	0	0	16	72.7	1	4.5	5	22.7
		Basketball	0	0	6	27.3	7	31.8	4	18.2	5	22.7
		Volleyball	0	0	2	9.1	13	59.1	0	0	7	31.8
		Individual	1	4.5	1	4.5	9	40.9	4	18.2	7	31.8
2	I would encourage overtime work	Football	3	13.6	1	4.5	8	36.4	5	22.7	5	22.7
		Handball	8	36.4	4	18.2	6	27.3	0	0	4	18.2
		Basketball	7	31.8	0	0	13	59.1	2	9.1	0	0
		Volleyball	3	13.6	6	27.3	2	9.1	4	18.2	7	31.8
		Individual	5	22.7	5	22.7	8	36.4	3	13.6	1	4.5
4	I would encourage the use of uniform procedures	Football	0	0	1	4.5	8	36.4	7	31.8	6	27.3
		Handball	0	0	3	13.6	7	31.8	3	13.6	9	40.9
		Basketball	2	9.1	2	9.1	5	22.7	0	0	13	59.1
		Volleyball	2	9.1	0	0	13	59.1	4	18.2	3	13.6
		Individual	0	0	2	9.1	3	13.6	10	45.5	7	31.8
6	I would stress being ahead of competing groups	Football	5	22.7	3	13.6	2	9.1	6	27.3	6	27.3
		Handball	0	0	0	0	2	9.1	8	36.4	12	54.5
		Basketball	2	9.1	0	0	12	54.5	8	36.4	0	0
		Volleyball	4	18.2	0	0	9	40.9	2	9.1	7	31.8
		Individual	6	27.3	4	18.2	8	36.4	3	13.6	1	4.5
8	I would speak as a representative of the group	Football	0	0	2	9.1	9	40.9	5	22.7	6	27.3
		Handball	0	0	0	0	6	27.3	12	54.5	4	18.2
		Basketball	0	0	6	27.3	6	27.3	3	13.6	7	31.8
		Volleyball	0	0	0	0	6	27.3	9	40.9	7	31.8
		Individual	0	0	4	18.2	9	40.9	4	18.2	5	22.7
9	I would try out my ideas in the group	Football	0	0	2	9.1	5	22.7	11	50.0	4	18.2
		Handball	1	4.5	6	27.3	2	9.1	6	27.3	7	31.8
		Basketball	0	0	8	36.4	2	9.1	7	31.8	5	22.7
		Volleyball	0	0	0	0	0	0	15	68.2	7	31.8
		Individual	2	9.1	2	9.1	6	27.3	5	22.7	7	31.8
11	I would be working hard for a promotion	Football	0	0	1	4.5	1	4.5	7	31.8	13	59.1
		Handball	0	0	4	18.2	3	13.6	11	50.0	4	18.2
		Basketball	0	0	2	9.1	0	0	13	59.1	7	31.8
		Volleyball	0	0	0	0	6	27.3	3	13.6	13	59.1
		Individual	1	4.5	1	4.5	3	13.6	2	9.1	15	68.2

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12	I would tolerate postponement and uncertainty	Football	14	63,6	4	18,2	2	9,1	2	9,1	0	0
		Handball	6	27,3	7	31,8	6	27,3	3	13,6	0	0
		Basketball	15	68,2	2	9,1	5	22,7	0	0	0	0
		Volleyball	7	31,8	7	31,8	0	0	8	36,4	0	0
		Individual	8	36,4	4	18,2	9	40,9	0	0	1	4,5
13	I would speak for the group if visitors were present	Football	0	0	1	4,5	8	36,4	8	36,4	5	22,7
		Handball	1	4,5	5	22,7	7	31,8	5	22,7	4	18,2
		Basketball	3	13,6	6	27,3	4	18,2	4	18,2	5	22,7
		Volleyball	4	18,2	2	9,1	4	18,2	9	40,9	3	13,6
		Individual	1	4,5	0	0	13	59,1	4	18,2	4	18,2
14	I would keep the work moving at a rapid pace	Football	0	0	1	4,5	1	4,5	6	27,3	14	63,6
		Handball	0	0	0	0	4	18,2	3	13,6	15	68,2
		Basketball	2	9,1	0	0	3	13,6	2	9,1	15	68,2
		Volleyball	0	0	0	0	6	27,3	9	40,9	7	31,8
		Individual	0	0	0	0	1	4,5	8	36,4	13	59,1
16	I would settle conflicts when they occur in the group	Football	0	0	0	0	2	9,1	9	40,9	11	50,0
		Handball	0	0	2	9,1	6	27,3	7	31,8	7	31,8
		Basketball	0	0	0	0	0	0	13	59,1	9	40,9
		Volleyball	0	0	0	0	0	0	17	77,3	5	22,7
		Individual	0	0	0	0	7	31,8	4	18,2	11	50,0
17	I would get swamped by details	Football	1	4,5	8	36,4	6	27,3	4	18,2	3	13,6
		Handball	1	4,5	4	18,2	9	40,9	5	22,7	3	13,6
		Basketball	0	0	2	9,1	10	45,5	10	45,5	0	0
		Volleyball	4	18,2	0	0	12	54,5	6	27,3	0	0
		Individual	3	13,6	3	13,6	11	50,0	4	18,2	1	4,5
20	I would decide what should be done and how it should be done	Football	2	9,1	1	4,5	5	22,7	7	31,8	7	31,8
		Handball	0	0	1	4,5	10	45,5	8	36,4	3	13,6
		Basketball	0	0	8	36,4	0	0	5	22,7	9	40,9
		Volleyball	0	0	0	0	0	0	15	68,2	7	31,8
		Individual	0	0	2	9,1	8	36,4	8	36,4	4	18,2
21	I would push for increased production	Football	0	0	0	0	4	18,2	9	40,9	9	40,9
		Handball	0	0	1	4,5	8	36,4	11	50,0	2	9,1
		Basketball	0	0	0	0	8	36,4	7	31,8	7	31,8
		Volleyball	0	0	2	9,1	0	0	13	59,1	7	31,8
		Individual	0	0	2	9,1	9	40,9	5	22,7	6	27,3

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23	Things would usually turn out as I had predicted	Football	0	0	0	0	2	9,1	10	45,5	10	45,5
		Handball	0	0	1	4,5	5	22,7	11	50,0	5	22,7
		Basketball	0	0	0	0	6	27,3	9	40,9	7	31,8
		Volleyball	0	0	0	0	0	0	13	59,1	9	40,9
		Individual	0	0	0	0	9	40,9	8	36,4	5	22,7
25	I would assign group members to particular tasks	Football	3	13,6	0	0	4	18,2	10	45,5	5	22,7
		Handball	2	9,1	3	13,6	12	54,5	1	4,5	4	18,2
		Basketball	4	18,2	2	9,1	5	22,7	11	50,0	0	0
		Volleyball	4	18,2	0	0	8	36,4	4	18,2	6	27,3
		Individual	3	13,6	1	4,5	12	54,5	2	9,1	4	18,2
27	I would ask the members to work harder	Football	4	18,2	7	31,8	6	27,3	4	18,2	1	4,5
		Handball	2	9,1	7	31,8	1	4,5	8	36,4	4	18,2
		Basketball	2	9,1	0	0	15	68,2	2	9,1	3	13,6
		Volleyball	0	0	3	13,6	4	18,2	11	50,0	4	18,2
		Individual	4	18,2	8	36,4	8	36,4	0	0	2	9,1
29	I would schedule the work to be done	Football	0	0	1	4,5	6	27,3	8	36,4	7	31,8
		Handball	0	0	1	4,5	8	36,4	12	54,5	1	4,5
		Basketball	0	0	0	0	6	27,3	7	31,8	9	40,9
		Volleyball	0	0	0	0	2	9,1	6	27,3	14	63,6
		Individual	0	0	3	13,6	4	18,2	9	40,9	6	27,3
30	I would refuse to explain my actions	Football	6	27,3	8	36,4	3	13,6	2	9,1	3	13,6
		Handball	4	18,2	1	4,5	13	59,1	4	18,2	0	0
		Basketball	0	0	2	9,1	4	18,2	16	72,7	0	0
		Volleyball	3	13,6	4	18,2	10	45,5	3	13,6	2	9,1
		Individual	5	22,7	8	36,4	6	27,3	2	9,1	1	4,5
31	I would persuade others that my ideas are to their advantage	Football	0	0	1	4,5	7	31,8	9	40,9	5	22,7
		Handball	0	0	3	13,6	5	22,7	11	50,0	3	13,6
		Basketball	0	0	8	36,4	5	22,7	6	27,3	3	13,6
		Volleyball	0	0	0	0	6	27,3	13	59,1	3	13,6
		Individual	1	4,5	1	4,5	11	50,0	5	22,7	4	18,2
33	I would urge the group to beat its previous record	Football	4	18,2	1	4,5	3	13,6	9	40,9	5	22,7
		Handball	1	4,5	1	4,5	3	13,6	12	54,5	5	22,7
		Basketball	2	9,1	0	0	10	45,5	10	45,5	0	0
		Volleyball	0	0	0	0	3	13,6	8	36,4	11	50,0
		Individual	2	9,1	1	4,5	4	18,2	8	36,4	7	31,8

$X^2 = 09.078$, $P = .133$, $P > .05$

No significant difference by branch was found with respect task-oriented leadership behavior.

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Table 4. % Distribution of Responses Related to People-Oriented Leadership Behavior By Branch

QUESTION		BRANCH	Never		Seldom		Occasionally		Frequently		Always	
			F	%	F	%	F	%	F	%	F	%
3	I would allow members complete freedom in their work	Football	5	22,7	4	18,2	10	45,5	3	13,6	0	0
		Handball	6	27,3	7	31,8	5	22,7	3	13,6	1	4,5
		Basketball	0	0	11	50,0	4	18,2	0	0	7	31,8
		Volleyball	3	13,6	5	22,7	6	27,3	8	36,4	0	0
		Individual	2	9,1	3	13,6	8	36,4	4	18,2	5	22,7
5	I would permit members to use their own judgment in solving problems	Football	3	13,6	2	9,1	6	27,3	6	27,3	5	22,7
		Handball	1	4,5	1	4,5	9	40,9	5	22,7	6	27,3
		Basketball	0	0	0	0	12	54,5	2	9,1	8	36,4
		Volleyball	0	0	4	18,2	6	27,3	12	54,5	0	0
		Individual	0	0	2	9,1	7	31,8	4	18,2	9	40,9
7	I would needle members for greater effort	Football	5	22,7	3	13,6	7	31,8	5	22,7	2	9,1
		Handball	2	9,1	1	4,5	8	36,4	7	31,8	4	18,2
		Basketball	0	0	8	36,4	7	31,8	5	22,7	2	9,1
		Volleyball	0	0	5	22,7	0	0	17	77,3	0	0
		Individual	5	22,7	3	13,6	7	31,8	3	13,6	4	18,2
10	I would let members do their work the way they think best	Football	3	13,6	0	0	5	22,7	11	50,0	3	13,6
		Handball	0	0	2	9,1	5	22,7	6	27,3	9	40,9
		Basketball	0	0	0	0	2	9,1	12	54,5	8	36,4
		Volleyball	0	0	0	0	16	72,7	4	18,2	2	9,1
		Individual	0	0	0	0	9	40,9	10	45,5	3	13,6
15	I would turn the members loose on a job and let them go to it	Football	1	4,5	0	0	0	0	6	27,3	15	68,2
		Handball	0	0	0	0	0	0	13	59,1	9	40,9
		Basketball	0	0	0	0	0	0	5	22,7	17	77,3
		Volleyball	0	0	4	18,2	0	0	14	63,6	4	18,2
		Individual	0	0	1	4,5	2	9,1	8	36,4	11	50,0
18	I would represent the group at outside meetings	Football	0	0	1	4,5	9	40,9	8	36,4	4	18,2
		Handball	0	0	5	22,7	9	40,9	7	31,8	1	4,5
		Basketball	2	9,1	5	22,7	11	50,0	4	18,2	0	0
		Volleyball	0	0	0	0	9	40,9	7	31,8	6	27,3
		Individual	0	0	5	22,7	10	45,5	3	13,6	4	18,2
19	I would be reluctant to allow the members any freedom of action	Football	7	31,8	7	31,8	5	22,7	3	13,6	0	0
		Handball	4	18,2	7	31,8	5	22,7	6	27,3	0	0
		Basketball	7	31,8	6	27,3	9	40,9	0	0	0	0
		Volleyball	11	50,0	5	22,7	2	9,1	4	18,2	0	0
		Individual	4	18,2	8	36,4	6	27,3	3	13,6	1	4,5

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22	I would let some members have authority that I could keep	Football	3	13,6	2	9,1	8	36,4	7	31,8	2	9,1
		Handball	0	0	0	0	8	36,4	11	50,0	3	13,6
		Basketball	0	0	0	0	11	50,0	2	9,1	9	40,9
		Volleyball	0	0	4	18,2	13	59,1	2	9,1	3	13,6
		Individual	1	4,5	1	4,5	8	36,4	8	36,4	4	18,2
24	I would allow the group a high degree of initiative	Football	1	4,5	0	0	6	27,3	11	50,0	4	18,2
		Handball	1	4,5	1	4,5	8	36,4	8	36,4	4	18,2
		Basketball	2	9,1	0	0	10	45,5	10	45,5	0	0
		Volleyball	0	0	0	0	7	31,8	11	50,0	4	18,2
		Individual	1	4,5	3	13,6	10	45,5	5	22,7	3	13,6
26	I would be willing to make changes	Football	0	0	3	13,6	9	40,9	3	13,6	7	31,8
		Handball	0	0	5	22,7	5	22,7	9	40,9	3	13,6
		Basketball	0	0	2	9,1	0	0	4	18,2	16	72,7
		Volleyball	0	0	0	0	10	45,5	0	0	12	54,5
		Individual	0	0	3	13,6	9	40,9	5	22,7	5	22,7
28	I would trust the group members to exercise good judgment	Football	0	0	3	13,6	7	31,8	6	27,3	6	27,3
		Handball	0	0	0	0	12	54,5	4	18,2	6	27,3
		Basketball	0	0	0	0	9	40,9	7	31,8	6	27,3
		Volleyball	2	9,1	0	0	9	40,9	11	50,0	0	0
		Individual	0	0	0	0	9	40,9	6	27,3	7	31,8
32	I would permit the group to set its own pace	Football	0	0	0	0	4	18,2	14	63,6	4	18,2
		Handball	3	13,6	1	4,5	9	40,9	6	27,3	3	13,6
		Basketball	2	9,1	0	0	2	9,1	8	36,4	10	45,5
		Volleyball	0	0	2	9,1	3	13,6	13	59,1	4	18,2
		Individual	0	0	1	4,5	5	22,7	6	27,3	10	45,5
34	I would act without consulting the group	Football	7	31,8	6	27,3	6	27,3	1	4,5	2	9,1
		Handball	10	45,5	0	0	5	22,7	3	13,6	4	18,2
		Basketball	13	59,1	2	9,1	4	18,2	0	0	3	13,6
		Volleyball	5	22,7	8	36,4	3	13,6	4	18,2	2	9,1
		Individual	9	40,9	6	27,3	5	22,7	2	9,1	0	0
35	I would ask that group members follow standard rules and regulations	Football	1	4,5	2	9,1	3	13,6	6	27,3	10	45,5
		Handball	3	13,6	0	0	1	4,5	11	50,0	7	31,8
		Basketball	0	0	0	0	4	18,2	3	13,6	15	68,2
		Volleyball	0	0	2	9,1	2	9,1	14	63,6	4	18,2
		Individual	0	0	1	4,5	1	4,5	8	36,4	12	54,5

$X^2 = 12.110$, $P = .088$, $P > .05$

No significant difference by branch was found with respect task-oriented leadership behavior.

DISCUSSION

An examination of the leadership behavior of the students from the department of coaching education demonstrates that they generally fit both task-oriented and people-oriented types of leadership, and that there is no significant difference between the genders.

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In the leadership scale developed by Richard Daft (2008), the questions 1, 2, 4, 6, 8, 9, 11, 12, 13, 14, 16, 17, 20, 21, 23, 25, 27, 29, 30, 31 and 33 support task-oriented leadership. An examination of the students' leadership behavior by gender shows that they generally fit task-oriented type of leadership, and that there is no difference between the genders.

Kattat et al. (2004) determined that there was no difference by gender in the work-related leadership behavior of the general secretaries working for sports federations. Durukan et al. (2006) found no significant difference in their study comparing the leadership behaviors (establishing the structure) of female and male students of the schools of physical education and sports. In his study related to the leadership types of sports managers that are active at different levels of sports management, Gökçe (2005) concluded that there was no difference between genders. These studies are supportive of our study.

An examination of the leadership behavior of the coaching education students by branch indicates that they generally fit both task-oriented and people-oriented types of leadership, but there is difference between some branches in certain cases. This difference may be resulting from the characteristic features of the branches.

In our study, the volleyball branch responded “always” to the question “I would encour-

age overtime work”; handball and basketball branches responded “always” to the question “I would encourage the use of uniform procedures”; the handball branch responded “always” to the question “I would stress being ahead of competing groups”, and these branches thus differed from other branches in these respects.

The resources we have reached through a review of the literature are supportive of our results, emphasizing that coaches exhibit both task-oriented and people-oriented types of leadership and stating that such leadership style facilitates success in sports (Davis 97, Temel 2010, Didari et al. 2008).

The basketball branch responded “seldom” to the question “I would try out my ideas in the group”; the volleyball branch responded “frequently” to the question “I would tolerate postponement and uncertainty”; the basketball branch responded “seldom” to the question “I would speak for the group if visitors were present” and these branches thus differed from other branches in these respects.

According to the theory of behavior, any person can be a leader by learning the behavior of an efficient leader. Therefore, leadership is not innate (Tiryaki, 2000). The main idea of the theory attempting to explain the process of leadership is that what makes leaders successful and efficient is not their characteristics but the behavior they exhibit in

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performing leadership. Leaders' way of communication with their subordinates, whether they give some powers to them or not, their way of planning and controlling, their way of determining the goals, and such other behavior have been considered as important factors determining the efficiency of leaders. Therefore, this theory has laid as much emphasis on the group members, who are the secondary variable, as it has laid on the leaders themselves (Koçel 1999).

According to Tamer and Pudur (2001), a recently-graduated physical education teacher confront such problems as overcrowded classrooms, poor environment, indifferent families, poor economic conditions, spoiled children, indifference of some students, students' unpreparedness for the classes, and absence as well as a great problem of discipline arising from the young appearance of the teacher and some students' desire to test him/her. Therefore, this situation can be expected to cause the young teachers to exhibit a more autocratic/oppressive behavior towards students in order to overcome this problem of discipline. However, young teachers' not exhibiting autocratic/oppressive behavior indicates that they have received appropriate education during their undergraduate education.

In their study examining the relation between the productivity and leadership styles of managers in public sports organizations, Didari et

al. (2008) determined that there was no relation between productivity and leadership styles in people-centered and task-centered dimensions. It was determined, however, that leaders in public sports organizations should exhibit leadership behavior in both people-centered and task-centered dimensions in order to be effective.

A study on leadership behavior carried out in Ohio State University has shown that the pace of labor turnover and the level of absence (lack of attendance) decrease as the leaders' behavior of taking people into consideration increases. It has been also determined that an increase in structure-initiating behavior increases the success and performance of group members (Ataman, 2001). The two important universities with respect to behavioral approaches, Ohio and Michigan Universities, have been criticized in some aspects. Among the main aspects that are criticized are the limitation of leadership behavior to two dimensions, proposition of a leadership style presumed to be accepted as universally effective, and the fact that situational variables are not taken into consideration (Erçetin, 2000).

CONCLUSION and RECOMMENDATIONS

Since the concept of leadership is a personality trait, the students studying in the departments of coaching education and other departments of the Schools of Physical Edu-

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cation and Sports should be assigned responsibilities aimed at improving their leadership skills starting from their first years in these schools. It should be noted that the sports activities are one of the most important environments in which leadership characteristics develop. The results of this study confirm the idea that the students of the Department of Coaching Education have leadership orientations. It is thought that inclusion of practical activities in addition to theoretical courses in the curricula will contribute to the improvement of leadership characteristics.

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