

Investigation of the Relationships between Personality Traits and Self-Perceptions of Leadership Behaviors of Faculty of Sport Sciences Students

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Abstract


This research was conducted to examine the relationships between the personality traits of students of Faculty of Sports Sciences at Bayburt University and their self-perceptions of leadership behaviors. In this context, consistent with the purpose of the quantitative study, the relational screening model was used. The sample of the study consists of a total of 451 students of the Faculty of Sports Sciences, including 188 women and 263 men. Convenience sampling method was used in selecting the research group. A survey form was used as a data collection tool and this form consists of three parts. The first part of this survey form includes "Personal Information Form", the second part includes "Undergraduate Students' Self-Perceptions of Leadership Behaviors Scale", and the third part includes "Turkish Big Five Personality Scale". First, descriptive statistics of the raw data obtained through this form were calculated, taking into account the data type. Correlation and regression analyzes were conducted on the data obtained in the study. As a result, it was determined that there were significant relationships between the participants' personality traits and their self-perceptions of leadership behaviors, and it was understood that these personality traits were effective on their self-perceptions of leadership behaviors.


Keywords: Personality, leadership, sports, sports sciences, student.

Spor Bilimleri Fakültesi Öğrencilerinin Kişilik Özellikleri İle Liderlik Davranışlarına İlişkin Öz Algıları Arasındaki İlişkilerin İncelenmesi

Öz

Bu araştırma, Bayburt Üniversitesi Spor Bilimleri Fakültesi öğrencilerinin kişilik özellikleri ile liderlik davranışlarına ilişkin öz algıları arasındaki ilişkilerin incelenmesi amacıyla yapılmıştır. Bu bağlamda nicel olarak yürütülen çalışmanın amacıyla tutarlı olarak

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ilişkisel tarama modeli kullanılmıştır. Araştırmanın örneklem grubunu, 188 kadın ve 263 erkek olmak üzere toplam 451 Spor Bilimleri Fakültesi öğrencisi oluşturmaktadır. Araştırma grubu seçiminde kolayda örnekleme yönteminden faydalanılmıştır. Veri toplama aracı olarak anket formu kullanılmış olup bu form üç bölümden oluşmaktadır. Bu anket formunun birinci bölümünü “Kişisel Bilgi Formu”, ikinci bölümünü “Lisans Öğrencilerinin Liderlik Davranışlarına İlişkin Öz Algıları Ölçeği”, üçüncü bölümünü “Türkçe Büyük Beşli Kişilik Ölçeği” oluşturmaktadır. Bu form aracılığıyla elde edilen ham verilerin ilk olarak veri türü gözlemlenerek tanımlayıcı istatistikleri hesaplanmıştır. Araştırmada elde edilen verilere ilişkin korelasyon ve regresyon analizleri yapılmıştır. Sonuç olarak katılımcıların kişilik özellikleri ile liderlik davranışlarına ilişkin öz algıları arasında anlamlı ilişkilerin olduğu tespit edilmiş olup bu kişilik özelliklerinin liderlik davranışlarına ilişkin öz algılar üzerinde etkili oldukları anlaşılmıştır.

Anahtar Kelimeler: *Kişilik, liderlik, spor, spor bilimleri, öğrenci.*

Introduction

The concept of leader is a concept that has been widely defined from past to present. With the increasing number of information age individuals and the increase in technological development and information sharing, many definitions of leadership emerge in many disciplines. Leadership is the ability to act together with the group and mobilize the group, to direct group members who share the same idea, and to convince people of these facts so that situations such as legalization can be transferred to life (Ağca, Aktan & Çakmak, 2014). In another definition, it is emphasized that every person must have a rare skill and persuasion ability to form and put into action groups that unite in line with the goals determined by the leader (Kul & Güçlü, 2010).

Leadership involves not only fulfilling tasks but also dealing with potential risks, being proactive against these risks, taking action, finding solutions, and guiding individuals in facing challenges (Tahaoğlu, & Gedikoğlu, 2009). Individuals expected to be most effective in these processes are leaders. Leadership represents a shared and spontaneous social process among individuals within teams. In this context, leadership has become a significant part of groups rather than just individuals (Hoy & Miskel, 2015).

As can be seen, leadership is a concept that has needed to be defined since the moment it was noticed or discovered by people, and continues to be researched, developed and aroused curiosity today. Leadership is a concept that is frequently researched and discussed in sports sciences. When we look at the leadership studies on sports sciences, they focus on coaches, captains and athletes in team management, and managers in clubs and sports organizations. The different structural features, system rules, human relations in the activities and the achievements that emerge in sports activities clearly distinguish sports organizations from other organizations in this respect (Chelladurai & Saleh, 1980).

In addition to the potential gains inherent in sports, it is also possible to increase the leadership drive. In its origins, leadership seems to be related to individuals and is a situation that regulates the behavior of individuals in the community by influencing people and this community towards a certain result (Hazar, 2000).

The sports element is a set of activities carried out for the purpose of competition and entertainment, individually or as a team, in accordance with certain predetermined rules and techniques, providing development both physically and mentally. Some confusion regarding leadership in the sports field of our country comes to light as the literature on the subject is examined. It is because some concepts in this context differ in our country. For example, in football, the leader of the team is referred to as "technical director", while in basketball it is referred to as "coach". Considering the common usage in the field of sports, people who are considered leaders are referred to with the concept of "trainer" (Doğan, 2005).

To date, the relationship between sports and leadership has been the subject of more than one study. Leadership refers to a process that influences and guides people in a certain direction. When we look at the studies, we see that the studies on leadership examine people such as athletes, coaches (trainers) and sports managers. The phenomenon of leadership is among the most important factors that can affect the performance and success of all individuals who are stakeholders in sports. In this regard, it is possible to define coaches as "individuals who have received training to aim to improve their players both physically and physiologically, as well as technically and tactically" (Konter, 1996). In this context, those who guide and take on management responsibilities in order to increase the success of the athlete, the coach, the clubs and everyone involved in sports, emerge as leaders in the field of sports.

To achieve targeted successes in sports activities and competitions, it is in the hands of effective sports management with a solid strategy and program, led by leaders and managers possessing efficient sports training. Individuals in managerial positions who possess these qualities will also contribute significantly to achieving the desired outcome in the events they participate in by utilizing their leadership skills (Yetim, 1996).

The interaction between leadership and effectiveness is clearly observed in the field of sports. When looking at professional sports organizations, individual talent within the team is rarely the decisive factor. Almost every team has highly skilled players. Leadership provided by the sports manager and a few key players makes the difference. Effective leadership by the sports manager is crucial for transforming the team's effectiveness (Maxwell, 1999).

When it comes to the concept of personality, it can be said that it is the consistent and stereotyped behavior that a person establishes with him/herself and his/her environment, which determines the individual's distinction from other people

(Cüceloğlu, 1993). Personality is the sum of a person's mental, physical and spiritual traits, and externally, the individual's specific traits and roles in society. It is a set of traits that an individual acquires during the socialization process, in addition to his/her innate traits (Eren, 2000). Although there are different approaches to its scientific study and explanation, there is no general definition of the word "personality" that psychologists agree on (İnanç & Yerlikaya, 2013).

People's personalities affect their ability to perceive and interpret the situations around them and change the performance of individuals in different jobs and tasks accordingly (McClure & Werther, 1993). Personality differences of individuals also play an active role in the success of their leaders (Robertson, 2000).

Personality theorists and personality psychologists disagree on what issues they should focus on. Subconscious mechanisms, learning stories, or the organization of people's thoughts are some of these disputes (Burger, 2006). These differences of opinion are also reflected in the definition of personality. The importance of individual differences, considering personality as a kind of theoretical structure, and consistent behavioral patterns are stated as common features in the definitions (İnanç & Yerlikaya, 2013).

When we look at the definitions of personality in literary sources, according to Köknel (1984), personality defines a person as all the mental, spiritual and qualities that distinguish him/her from others. In fact, based on this definition, it is understood that all thoughts, feelings, behaviors and attitudes differentiate an individual from other individuals objectively and subjectively.

Based on individual differences, the role of the individual's internal and external environment is very effective. When people are brought together, those who share certain personality traits are evaluated within similar personality theories (Özdevecioğlu, 2002). The emergence of Freud's theory of personality in sports and physical activity is seen as the discovery of the line from play to sport. This line is defined as game-sport-encounter. Freud also expresses the main reasons why individuals get involved in games and sports as follows (Tiryaki, 2000):

- The individual who is set becomes anxious and the anxious individual participates in sports and games to get rid of this anxiety.
- When children's behavior is observed while playing, it can be stated that the behavior reflects a conflict in the children's psychological development. It is known that children use games as a tool to solve their own problems and gain control over reality.
- In sports and games, the child has the opportunity to test him/herself, his/her mental, emotional and physical capacity with his/her skills that provide continuous development.

When the relations between sports and personality are examined, it is stated that sports play an important role in the development and socialization stages of human personality. Sportive activities, which have positive effects on people's mental and social development, are available in studies showing differences in the personality traits of athletes and non-athletes (Weinberg & Gould, 2007).

Some of these studies examining the relationships between sports, leadership and personality are:

In their study based on Chelladurai's multidimensional leadership theory, Garland and Barry (1990) determined whether the athletes' personality and certain perceived leadership behaviors of their coaches affected their performance in college football. 272 athlete individuals participating in the study completed Cattell's Sixteen Personality Factors (16 PF) questionnaire and the Leadership for Sports Scale (Perception version). Performance was found to be predictably influenced by various personality traits, including extraversion, emotional stability, tough-mindedness, and group dependency. Additionally, perceived leader behaviors such as education and training, autocratic behavior, democratic behavior, social support, and rewarding behavior were identified as important factors in predicting performance.

The research carried out by Ballı (2013) regarding security guards revealed that leadership perceptions among security officers were exclusively forecasted by the personality trait of extraversion. Interestingly, other traits like responsibility, neuroticism (emotional instability), and openness to development (GA), which typically predict leadership perception in various cultures, did not prove to be predictive in the Turkish sample.

Farsani (2013) conducted a study examining the correlation between leadership styles and personality traits among female physical education teachers in Isfahan. The research involved 185 female physical education teachers, ranging in age from 24 to 37, selected from the city of Isfahan. To gather data, all participants were required to complete the Multifactor Leadership Questionnaire and the NEO Personality Inventory-Revised (NEO-PI-R). The results showed that the positive relationship between general leadership styles and personality traits was significant. In addition, the relationship between personality traits and subscales of leadership styles such as transactional leadership, transformational leadership and passive/avoidant leadership was found to be significant. Based on these results, it was concluded that personality traits play an important role in influencing, persuading and mobilizing others and are important for leadership styles.

In his study, Shalaby (2017) examined the determining factors of hormonal, genetic and personality traits in leadership in sports managers. Therefore, 24 sports managers were studied. They were tested for hormonal (serotonin), genetic (DuDR genotype) and personality traits such as IQ, confidence, autonomy, initiative,

achievement, identity, affiliation and donation. The results showed that sports managers with high serotonin levels were more concentrated. There is a relationship between higher intelligence and higher mood. Then, when personality traits were examined, it was seen that individuals who received a high score in the test made appropriate leadership choices. In conclusion, biological and personality traits have an impact on leadership.

In their research, Gama, Nunes, Castro, Rodrigues Júnior & Vale, (2019) aimed to investigate the relationship between the personality traits and leadership traits of handball coaches of school teams in the state of Rio de Janeiro, Brazil. The sample consists of 31 male individuals registered as coaches with the Student Sports Federation of Rio de Janeiro (FEERJ). Eysenck Personality Questionnaire (The Eysenck Personality Questionnaire (EPQ) is a widely used psychological tool designed to assess and measure personality traits) Revised Leadership Scale for Sports and 43 sociodemographic questionnaires were used as data collection tools. In the Pearson correlation test, a moderate negative relationship was detected between the length of time working as a coach and the age of the coach and Psychoticism (P). A moderate positive correlation was found between Extraversion and Positive Feedback (PF) behavior, a moderate positive correlation between Neuroticism (N) and PF, and a moderate positive correlation between N and autocratic behavior. ANOVA tests revealed that coaches in the juvenile category exhibited higher N levels than coaches in the youth category. The findings indicated a connection between specific personality traits and the leadership characteristics observed in the analyzed coaches.

In a study conducted by Sayın and Sayın (2019), according to the results of their research on examining the relationship between university students' leadership perceptions and personality traits, it was determined that there was no relationship between the emotional balance personality sub-dimension and leadership traits. In addition, they found a relationship between the personality traits of "agreeableness", "extraversion" and "openness to experience" and all personality sub-dimensions. Additionally, it was concluded that the "Responsibility" personality trait was not related to vision creation and risk-taking leadership, but was correlated with the other three sub-dimensions.

In a study conducted by Şengül (2019), it was aimed to determine the relationship between the personality and some traits of male football players and the leadership traits preferences of coaches. According to the results of the study, significant differences were found between autocratic (authoritarian) and democratic (participatory) leadership and explanatory rewarding leadership as the leadership traits that football players want to see in their coaches. In addition, significant differences were detected between independent variables such as the duration of football players playing football as licensed 44 players.

As a result of the study conducted by Dayıcan and Demiray (2021) to examine the personality traits and leadership orientations of Table Tennis athletes, it was determined that there are significant differences between demographic information such as gender, age, education and years of playing, and their personality traits and leadership orientations. It was also stated that the personality traits of the athletes constituting the sample group were effective on their leadership orientation.

As a result of the study conducted by Düger (2021) to reveal the effect of individuals' personality traits on leadership motivation depending on gender differences and applied to university students, it was determined that the extrovert personality trait has a positive effect on leadership motivation for male and female individuals.

As a result of the study conducted by Gökbaraz, Bozyiğit and Gökçe (2021) for the students of the Faculty of Sports Sciences on their creative personality traits with the USSPLB scale, it was stated that the scores of the students' leadership behaviors and creative personality traits increased together. In other words, it was stated that the "openness to experience and responsibility" sub-dimensions of personality traits were more compatible with leaders who exhibited transformational leadership traits.

In the study by Kassim, Mazli and Saufi (2021), it was aimed to examine the personality traits of coaches and their transformational leadership behaviors in terms of team and individual sports. A total of 152 (n=152) athletes from team sports (n=76) and individual sports (n=76) branches participated in the study. All of the athletes, aged between 18 and 25, took part in university matches. Data collection tools are the 27-item Differentiated Transformational Leadership Inventory (DTLI) and the 32-item Myers Briggs Type Indicator (MBTI). The results revealed that the transformational leadership component showed a significant difference between individual and team sports athletes. Additionally, significant differences were identified between individual and team sports athletes in the personality component, except for "introverted thinking". As a result, the coach's personality may influence the role of the coach's transformational leadership. Thus, the personality and leadership traits of the coach, which plays an important role in the development of athletes, become key factors for the success and development of an athlete.

As a result of the study conducted by Bilgin (2022), whose sample consisted of Physical Education and Sports Teachers, to examine the personality and leadership traits of teachers, it was determined that there were significant differences between personality traits and various variables (type of school, position in the institution they work in, length of service, areas of expertise) and participation in leadership seminars.

Özkan and Yaman (2023) conducted research on "Examining the relationship between the personality traits, leadership orientations and empathy levels of Amateur Sports Clubs Federation managers". In this study, "Multidimensional

Leadership Orientations Scale" was used, "Ten-Item Personality Scale" was used to determine personality traits, and "Empathy Level Determination Scale" was used to determine empathy levels. The study's findings suggest that the predictive factors for Political, Human-Based, Structural, and Charismatic Leadership orientations among managers in the Amateur Sports Clubs Federation are closely linked to their individual personality traits and empathy levels.

"Type A and Type B Personality Typologies Inventory" and "Leadership Orientation Scale" were used in the study conducted by Ünlü (2023) to examine the relationship between the personality traits and leadership preferences of the athletes who competed at the Turkish championship level in the Kick Boxing branch in 2021-2022, and as a result of the research, it was determined that the physical education teacher and the father were effective in kickboxing athletes' starting to do sports, and that the individual who was a role model was an individual with strong, leader and understanding personality traits.

Scanning the literature and noticing missing areas constitute the purpose of this research. The aim of this study is to examine the relationships between the personality traits of Faculty of Sports Sciences students and their self-perceptions of leadership behaviors.

Method

This part of the research includes information about the model, population and sample, data collection tools and data analysis of the study conducted on the examination of the relationships between the personality traits of sports sciences faculty students and their self-perceptions of leadership behaviors.

Research Model

The research model employed is the relational screening model, designed to assess the presence and/or extent of alterations among two or more variables (Karasar, 2020). This application aligns with the primary objective of the study.

Population and Sample

The accessible population of the research consists of a total of 794 students at the Departments of Coaching Education, Physical Education and Sports Education and Sports Management of Faculty of Sports Sciences in Bayburt University during the Fall Semester of the 2022-2023 Academic Year. In this context, the study's sample comprises 451 students chosen from the accessible population using an easy sampling method on a voluntary basis. It is evident in this context that the research has achieved an adequate sample size for the target population (Sekaran & Bougie, 2016).

Data Collection Tools

The research utilized a survey form to gather data, with face-to-face voluntary participation. Prior to completing the survey, the researcher provided necessary explanations to participants, ensuring accurate and informed responses. The survey form prepared in this direction consists of three parts. The first part of this form includes "Personal Information Form", the second part includes "Undergraduate Students' Self-Perceptions of Leadership Behavior Scale" and the third part includes "Turkish Big Five Personality Scale".

Personal Information Form

The "Personal Information Form" prepared by the researcher to determine the personal data of the research group consists of 13 items. These items were determined as gender, age, department, class, mother's education level, father's education level, monthly personal income level, perceived monthly personal income level, monthly family income level, perceived monthly family income level, active sports activity, the type of sports branch actively practiced and the year of active sports.

Undergraduate Students' Self-Perceptions of Leadership Behavior Scale (USSPLB)

"Undergraduate Students' Self-Perceptions of Leadership Behavior Scale" developed by Özbek and Kızılyallı (2017) was developed as a valid and reliable measurement tool with which participants can evaluate their own leadership behaviors. The scale, comprising 20 items across 4 dimensions, employs a valid and reliable 5-point Likert-type measurement. The reliability coefficients for the overall scale were calculated at 0.91, with specific dimensions demonstrating reliability coefficients of 0.81 for Participatory Leader, 0.70 for Self-Confident Leader, 0.82 for Principled Leader, and 0.74 for Determined Leader.

Turkish Big Five Personality Inventory (TBFI)

The "Five Factor Personality Inventory (Big Five Personality Inventory)" was developed to measure the existence and strength of 5 dimensions of personality (Extraversion, Emotional Imbalance, Openness to Experience, Agreeableness and Self-Discipline). High scores on a subscale indicate the strength of that personality dimension. In the study conducted by Evinç (2004), 44 items of the "Turkish Big Five Personality Scale" were translated into Turkish and, in its reliability analysis results, the Cronbach Alpha (α) coefficients of the measurement tool were calculated as 0.74 for Extraversion, 0.75 for Emotional stability, 0.74 for Openness to Experience, 0.51 for Agreeableness and 0.66 for Self-discipline, respectively.

Data Analysis

IBM SPSS version 23.0 was used to analyze the data. It was decided whether the data exhibited normal distribution or not by examining the Skewness and Kurtosis values. Since the skewness and kurtosis values of all scales were between -1.5 and +1.5 in their sub-dimensions (Table 1), they were accepted to be normally distributed (George & Mallery, 2010; Tabachnick & Fidell, 2013).

Table 1.
Descriptive statistics of scale sub-dimensions

Sub-dimensions	n	Skewness	Kurtosis
Extraversion	451	-0.030	0.621
Emotional Imbalance	451	-0.272	0.784
Openness to Experience	451	-0.062	-0.089
Agreeableness	451	0.269	-0.194
Self-Discipline	451	0.410	-0.057
Participatory Leadership	451	-0.411	-0.520
Self-Confident Leadership	451	-0.262	-0.356
Principled Leadership	451	-0.845	-0.115
Determined Leader	451	-0.570	0.173

Accordingly, descriptive statistics were calculated by taking into account the type of data obtained using the survey form. Additionally, Pearson Correlation Analysis, Spearman Correlation Analysis and Multiple Linear Regression Analysis were used for relationship tests in the statistical calculations of the data obtained. In multiple regression analyses, the " *A tolerance of less than 0.20 or 0.10 and/or a VIF of 5 or 10 and above indicates a multicollinearity problem.*" assumption of Shrestha (2020) was taken into account for tolerance and VIF values. In addition, Kalaycı (2010) and Büyüköztürk (2004)' s assumptions for multiple linear regression analysis were utilized. In statistical evaluations, the significance level was accepted as 0.05.

Findings and Interpretations

In this section, findings obtained from correlation and regression analyzes are included in order to reveal the relationships between scales, inter-scales and sub-dimensions.

Table 2.

Correlation Analysis Results Between the Big Five Personality Scale and Undergraduate Students' Self-Perceptions of Leadership Behaviors Scale

		Participatory Leadership	Self-Confident Leadership	Principled Leadership	Determined Leader
Extraversion	r	.259*	.286*	.347*	.389*
	p	.000	.000	.000	.000
	n	451	451	451	451
Emotional Imbalance	r	-.116*	-.071	-.139**	-.145**
	p	.014	.133	.003	.002
	n	451	451	451	451
Openness to Experience	r	.389*	.400*	.467*	.465*
	p	.000	.000	.000	.000
	n	451	451	451	451
Agreeableness	r	.342*	.219*	.447*	.253*
	p	.000	.000	.000	.000
	n	451	451	451	451
Self-Discipline	r	.319*	.220*	.436*	.330*
	p	.000	.000	.000	.000
	n	451	451	451	451

*p<0,05

According to Table 2, it was determined that there was a low positive and statistically significant level between the "Extraversion", one of the subscales of the Big Five Personality Scale, and the "Participatory Leader" ($r=0.259$; $p<0.05$) and "Self-Confident Leader" ($r=0.286$; $p<0.05$), which are the sub-dimensions of the Self-Perception of Undergraduate Students' Leadership Behavior Scale, and moderately positive, statistically significant relationships between "Principled Leader" ($r=0.347$; $p<0.05$) and "Determined Leader" ($r=0.389$; $p<0.05$).

No statistically significant relationship was detected between "Emotional Imbalance", one of the sub-dimensions of the Big Five Personality Scale, and "Self-Confident Leader", one of the sub-dimensions of the Undergraduate Students' Self-Perceptions of Leadership Behavior Scale ($p>0.05$). On the other hand, it was found that there were low level statistically significant negative relationships between

"Participatory Leader" ($r=-0.116$; $p<0.05$), "Principled Leader" ($r=-0.139$; $p<0.05$) and "Determined Leader" ($r=-0.145$; $p<0, 05$).

It was observed that there were positive, moderate, statistically significant relationships between "Openness to Experience", one of the subscales of the Big Five Personality Scale and "Participatory Leader" ($r=0.389$; $p<0.05$), "Self-Confident Leader" ($r=0.400$; $p<0.05$), "Principled Leader" ($r=0.467$; $p<0.05$) and "Determined Leader" ($r=0.465$; $p<0.05$), among the sub-dimensions of Undergraduate Students' Self-Perceptions of Leadership Behavior Scale.

It was determined that "Agreeableness", one of the subscales of the Big Five Personality Scale had a positive, moderate, statistically significant relationship with "Participatory Leader" ($r=0.342$; $p<0.05$) and Principled Leader ($r=0.447$; $p<0.05$), and a positive, low-level, statistically significant relationship with "Self-Confident Leader" ($r=0.219$; $p<0.05$) and "Determined Leader" ($r=0.253$; $p<0.05$), which are among the sub-dimensions of the Self-Perception of Undergraduate Students' Leadership Behavior Scale.

Finally, It was found that "Self-Discipline", one of the sub-dimensions of the Big Five Personality Scale, had a low-level positive and statistically significant relationship with "Self-Confident Leader" ($r=0.220$; $p<0.05$), and a moderately positive and statistically significant relationship with "Participatory Leader" ($r=0.319$; $p<0.05$), "Principled Leader" ($r=0.436$; $p<0.05$) and "Determined Leader" ($r=0.330$; $p<0.05$), which are among the sub-dimensions of the Undergraduate Students' Self-Perception of Leadership Behavior Scale.

Table 3.
Results of Multiple Linear Regression Analysis on the Effects of Five-Factor Personality Scale Sub-Dimensions on Participatory Leader Sub-Dimension

Predictors	B	SE	Beta	t	p	Paired r	Partial r	Tolerance	VIF
Constant	1.157	.388	---	2.986	.003	---	---	---	-
Extraversion	-.006	.074	.004	-.080	.936	.259	-.004	.626	1.597
Emotional Imbalance	.052	.059	.043	.872	.384	-.116	.041	.726	1.377
Openness to Experience	.375*	.069	.277	5.435	.000	.389	.250	.689	1.452
Agreeableness	.239*	.072	.186	3.333	.001	.342	.156	.573	1.746

Self-Discipline	.160*	.072	.125	2.225	.027	.319	.105	.570	1.756
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Dependent Variable: Participatory Leadership

R=0.453; R²=0.205; F_(5,445)=22.920; p=0.000; Durbin-Watson (D.W.) Statistic=2.170

* p<0.05

According to Table 3, as a result of multiple linear regression analysis carried out to reveal how the "Extraversion", "Emotional Imbalance", "Openness to Experience", "Agreeableness" and "Self-Discipline" sub-dimensions, which are thought to have an effect on the participants' "Participatory Leadership Average Scores", predict "Participatory Leadership", the variables "Extraversion", "Emotional Imbalance", "Openness to Experience", "Agreeableness" and "Self-Discipline" together exhibited a significant relationship with "Participatory Leadership" (R=0.453; R²=0.205) (F_(5,445)=22.920; p<0.05). The variables "Extraversion", "Emotional Imbalance", "Openness to Experience", "Agreeableness" and "Self-Discipline" together explain approximately 20% of the change in the average score of "Participatory Leadership". According to the standardized regression coefficients, it is seen that the relative importance of the predictor variables on "Participatory Leadership" are "Openness to Experience" (β=0.277), "Agreeableness" (β=0.186), "Self-Discipline" (β=0.125), "Emotional Imbalance" (β=0.043) and "Extraversion" (β=-0.004), respectively. Considering the significance tests of the regression coefficients of the predictor variables, While it is seen that "Openness to Experience" (t=5.435; p<0.05), "Agreeableness" (t=3.333; p<0.05) and "Self-Discipline" (t=2.225; p<0.05), which are predictive variables, are significant predictors on "Participatory Leadership", it is concluded that the sub-dimensions of "Emotional Imbalance" (t=0.872; p>0.05) and "Extraversion" (t=-0.080; p>0.05) are not significant predictors of "Participatory Leadership".

Table 4.

Results of Multiple Linear Regression Analysis on the Effects of Five-Factor Personality Scale Sub-Dimensions on Self-Confident Leader Sub-Dimension

Predictors	B	SE	Beta	t	p	Paired r	Partial r	Tolerance	VIF
Constant	1,130	.429	---	2.636	.009	---	---	---	---
Extraversion	.150	.082	.099	1.826	.069	.286	.086	.626	1.597
Emotional Imbalance	.033	.066	.025	.502	.616	-.071	.024	.726	1.377
Openness to Experience	.476*	.076	.324	.232	.000	.400	.283	.689	1.452

Agreeableness	.064	.079	.046	.806	.421	.219	.038	.573	1.746
Self-Discipline	.045	.079	.032	.566	.572	.220	.027	.570	1.756

Dependent Variable: Self-Confident Leadership

R=0.416; R²=0.173; F_(5,445)=18.650; p=0.000; Durbin-Watson (D.W.) Statistic=1.977

* p<0.05

According to Table 4, as a result of multiple linear regression analysis carried out to reveal how the sub-dimensions "Extraversion", "Emotional Imbalance", "Openness to Experience", "Agreeableness" and "Self-Discipline", which are thought to have an effect on the participants' "Self-Confident Leadership Average Scores", predict "Self-Confident Leadership", the variables "Extraversion", "Emotional Imbalance", "Openness to Experience", "Agreeableness" and "Self-Discipline" together exhibited a significant relationship (R = 0.416; R² = 0.173) with "Self-Confident Leadership" (F_(5,445)=18.650; p<0.05). The variables "Extraversion", "Emotional Imbalance", "Openness to Experience", "Agreeableness" and "Self-Discipline" together explain approximately 17% of the change in the average score of "Self-Confident Leadership". According to standardized regression coefficients, the relative importance of the predictive variables on "Self-Confident Leadership" are "Openness to Experience" (β=0.324), "Extraversion" (β=0.099), "Agreeableness" (β=0.046), "Self-Discipline" (β=0.032) and "Emotional Imbalance" (β=0.025), respectively. Considering the significance tests of the regression coefficients of the predictor variables, while it is seen that only "Openness to Experience" (t=6.232; p<0.05) is a significant predictor on "Self-Confident Leadership" among the predictive variables, it is concluded that "Agreeableness" (t=0.806; p<0.05), "Self-Discipline" (t=0.566; p<0.05), "Emotional Imbalance" (t=0.502; p<0.05) and "Extraversion" (t=1.826; p<0.05) sub-dimensions are not significant predictors of "Self-Confident Leadership".

Table 5.

Results of Multiple Linear Regression Analysis on the Effects of Five-Factor Personality Scale Sub-Dimensions on Principled Leader Sub-Dimension

Predictors	B	SE	Beta	t	p	Paired r	Partial r	Tolerance	VIF
Constant	.456	.348	---	1.311	.191	---	---	---	---
Extraversion	.039	.067	.028	.580	.562	.347	.027	.626	1.597
Emotional Imbalance	.111*	.053	.094	2.077	.038	-.139	.098	.726	1.377
Openness to Experience	.383*	.062	.289	6.193	.000	.467	.282	.689	1.452

Agreeableness	.310*	.064	.247	4.823	.000	.447	.223	.573	1.746
Self-Discipline	.260*	.064	.208	4.048	.000	.436	.188	.570	1.756
Dependent Variable: Principled Leadership									
R=0.577; R ² =0.333; F _(5,445) =44.338; p=0.000; Durbin-Watson (D.W.) Statistic=1.916									

* p<0.05

According to Table 5, as a result of multiple linear regression analysis carried out to reveal how the sub-dimensions "Extraversion", "Emotional Imbalance", "Openness to Experience", "Agreeableness" and "Self-Discipline", which are thought to have an effect on the participants' "Principled Leadership Average Scores", predict "Principled Leadership", the variables "Extraversion", "Emotional Imbalance", "Openness to Experience", "Agreeableness" and "Self-Discipline" together exhibited a significant relationship ($R = 0.577$; $R^2 = 0.333$) with "Principled Leadership" ($F_{(5,445)}=44.338$; $p<0.05$). The variables "Extraversion", "Emotional Imbalance", "Openness to Experience", "Agreeableness" and "Self-Discipline" together explain approximately 33% of the change in the score averages of "Principled Leadership". According to the standardized regression coefficients, the relative importance of the predictor variables on "Principled Leadership" are "Openness to Experience" ($\beta=0.289$), "Agreeableness" ($\beta=0.247$), "Self-Discipline" ($\beta=0.208$), "Emotional Imbalance" ($\beta=0.094$) and "Extraversion" ($\beta=0.028$), respectively. Considering the significance tests of the regression coefficients of the predictor variables, while it is seen that "Emotional Imbalance" ($t=2.077$; $p<0.05$), "Openness to Experience" ($t=6.193$; $p<0.05$), "Agreeableness" ($t=4.823$; $p<0.05$) and "Self-Discipline" ($t=4.048$; $p<0.05$), among the predictive variables, are significant predictors of "Principled Leadership", it is concluded that the "Extraversion" sub-dimension ($t=0.580$; $p>0.05$) is not a significant predictor of "Principled Leadership".

Table 6.

Results of Multiple Linear Regression Analysis on the Effects of Five-Factor Personality Scale Sub-Dimensions on Determined Leader Sub-Dimension

Predictors	B	SE	Beta	t	p	Paired r	Partial r	Tolerance	VIF
Constant	1.050	.388	---	2.707	.007	---	---	---	---
Extraversion	.242*	.074	.168	3.264	.001	.389	.153	.626	1.597
Emotional Imbalance	-.023	.059	-.018	-.380	.704	-.145	-.018	.726	1.377

Openness to Experience	.482*	.069	.343	6.989	.000	.465	.314	.689	1.452
Agreeableness	-.046	.072	-.034	-.637	.525	.253	-.030	.573	1.746
Self-Discipline	.174*	.072	.131	2.428	.016	.330	.114	.570	1.756

Dependent Variable: Determined Leader

R=0.512; R²=0.262; F_(5,445)=31.592; p=0.000; Durbin-Watson (D.W.) Statistic=1.918

* p<0.05

According to Table 6, as a result of multiple linear regression analysis carried out to reveal how the sub-dimensions "Extraversion", "Emotional Imbalance", "Openness to Experience", "Agreeableness" and "Self-Discipline", which are thought to have an effect on the participants' "Determined Leadership Average Scores", predict "Determined Leadership", the variables "Extraversion", "Emotional Imbalance", "Openness to Experience", "Agreeableness" and "Self-Discipline" together exhibited a significant relationship with "Determined Leadership" (R = 0.512; R² = 0.262) (F_(5,445)=31.592; p<0.05). The variables "Extraversion", "Emotional Imbalance", "Openness to Experience", "Agreeableness" and "Self-Discipline" together explain approximately 26% of the change in the average score of "Determined Leadership". According to the standardized regression coefficients, the relative importance of the predictor variables on "Determined Leadership" are "Openness to Experience" (β=0.343), "Extraversion" (β=0.168), "Self-Discipline" (β=0.131), "Agreeableness" (β=-0.034) and "Emotional Imbalance" (β=-0.018), respectively. Considering the significance tests of the regression coefficients of the predictor variables, while it is seen that "Openness to Experience" (t=6.989; p<0.05), "Extraversion" (t=3.264; p<0.05) and "Self-Discipline" (t=2.428; p<0.05), among the predictive variables, are significant predictors of "Determined Leadership", it is concluded that the sub-dimensions of "Emotional Imbalance" (t=-0.380; p>0.05) and "Agreeableness" (t=-0.637; p>0.05) are not significant predictors of "Determined Leadership".

Discussion, Conclusion and Recommendations

This study was conducted to examine the relationships between the personality traits and self-perceptions of leadership behaviors of students at the departments of Coaching Education (CE), Physical Education and Sports Education (PESE) and Sports Management (SM) of Faculty of Sports Sciences (FSS) in Bayburt University. A survey form suitable for the purpose of the research was created and the data obtained as a result of applying this survey form to the sample was transformed into findings by applying different statistical analyses. In this context,

the results obtained from the findings were discussed around the relevant literature and the study was detailed.

It was determined that the Extraversion sub-dimension of the TBFİ scale had low-level positive and significant relationships with Participatory Leader and Self-Confident Leader, which are the sub-dimensions of the USSPLB scale, and positively moderate and significant relationships with Principled Leader and Determined Leader. In other words, as the participants' Extraversion level increases, their Self-Confident Leader, Determined Leader, Participatory Leader and Principled Leader levels also increase. It is thought that the reason for this is that individuals who exhibit Extraversion characteristics, such as being enterprising, social, active and enthusiastic, can positively affect all sub-dimensions of leadership.

No significant relationship was detected between the Emotional Imbalance subscale of the TBFİ scale and the Confident Leader subscale of the USSPLB scale. Additionally, it was found that there were negative significant relationships between Emotional Imbalance and Determined Leader, Participatory Leader and Principled Leader. In other words, as the participants' Emotional Imbalance level increases, their Determined Leader, Participatory Leader and Principled Leader levels decrease.

It was observed that there were positive relationships between the Openness to Experience sub-dimension of the TBFİ scale and the Participatory Leader, Principled Leader, Determined Leader and Self-Confident Leader sub-dimensions of the USSPLB scale. In other words, as the level of Openness to Experience of the participants increases, the levels of Self-Confident Leader, Participatory Leader, Principled Leader and Determined Leader also increase.

It was determined that there were positive significant relationships between the Agreeableness subscale of the TBFİ scale and the Confident Leader, Participatory Leader, Determined Leader and Principled Leader of the USSPLB scale. In other words, as the participants' Agreeableness level increases, the Self-Confident Leader, Participatory Leader, Determined Leader and Principled Leader levels also increase.

It was found that there were positive significant relationships between the Self-Discipline sub-dimension of the TBFİ scale and the Self-Confident Leader, Participatory Leader, Determined Leader and Principled Leader sub-dimensions of the USSPLB scale. In other words, as the Self-Discipline level of the participants increases, the levels of Self-Confident Leader, Participatory Leader, Determined Leader and Principled Leader also increase.

In line with the above explanations;

- It is seen that the traits of individuals who exhibit the "Extraversion" trait, such as being enterprising, social, active and enthusiastic, have a positive effect on their leadership behavior.

- The fact that individuals with "Emotional Imbalance" are generally more sensitive, anxious, tense and less resistant is seen as a negative impact on leadership behaviors.
- It was determined that individuals with the "Openness to Experience" trait have the traits of being strategic thinkers, sensitive, broad in their interests, creative, and open to innovation, which has a positive impact on their leadership behavior.
- The fact that individuals with "Agreeableness" traits avoid conflict, are compassionate, calm, trust people and tend to cooperate can be said to be the reason for positive effect on their leadership behaviors.
- It is seen that individuals with the "Self-Discipline" trait are organized, planned, purposeful, cautious and prudent, which has a positive effect on their leadership behavior.

Looking at the literature, McCrae & Costa Jr (2008) argue that people who display self-discipline (self-control/responsibility) traits also have high leadership self-perceptions (Çivitçi & Arıcıoğlu, 2012). In their meta-analysis, Judge et al., (2002) found that leadership self-perceptions and extraversion were effective, and Ensari et al. (2011) found that extraversion as well as openness to experience and agreeableness sub-dimensions were effective on leadership self-perceptions (Balli, 2013).

As a result of the multiple linear regression analysis carried out to reveal how the sub-dimensions of Openness to Experience, Extraversion, Emotional Imbalance, Agreeableness and Self-Discipline, which are thought to have an impact on the participants' "Participatory Leadership Average Scores", predict "Participatory Leadership", it was observed that the variables Self-Discipline, Emotional Imbalance, Openness to Experience, Agreeableness and Extraversion exhibited a significant relationship with "Participatory Leadership". Self-Discipline, Emotional Imbalance, Openness to Experience, Agreeableness and Extraversion variables together explain approximately 20% of the change in Participatory Leadership score averages. According to the standardized regression coefficients, the relative importance of the predictor variables on Participative Leadership is seen to be Openness to Experience, Agreeableness, Self-Discipline, Emotional Imbalance and Extraversion, respectively. Considering the significance tests of the regression coefficients of the predictor variables, while the predictor variables Openness to Experience, Agreeableness and Self-Discipline are seen to be significant predictors on Participatory Leadership, it is concluded that the Emotional Imbalance and Extraversion sub-dimensions are not significant predictors on Participative Leadership. In this context, the individual's openness to experience, agreeableness and self-discipline traits positively affected their participatory leadership trait. The reason for this is that the individual adopts a democratic management style,

evaluates the demands of the members, and is disciplined, thus positively affecting the participatory leadership trait. In Düzgün's (2022) study, positive and moderate correlations were found between the sub-dimensions of five-factor personality traits and participative leadership.

As a result of the multiple linear regression analysis carried out to reveal how the Emotional Imbalance, Extraversion, Openness to Experience, Agreeableness and Self-Discipline sub-dimensions, which are thought to have an impact on the participants' "Self-Confident Leadership Average Scores", predict "Self-Confident Leadership", the variables of Extraversion, Emotional Imbalance, Openness to Experience, Agreeableness and Self-Discipline together exhibited a significant relationship with Self-Confident Leadership. The variables Extraversion, Emotional Imbalance, Openness to Experience, Agreeableness and Self-Discipline together explain approximately 17% of the change in Self-Confident Leadership score averages. According to the standardized regression coefficients, the relative importance of the predictor variables on "Self-Confident Leadership" is seen to be Openness to Experience, Extraversion, Agreeableness, Emotional Imbalance and Self-Discipline, respectively. Considering the significance tests of the regression coefficients of the predictor variables, it is seen that only the Openness to Experience variable is a significant predictor of Self-Confident Leadership, while the sub-dimensions of Agreeableness, Self-Discipline, Emotional Imbalance and Extraversion are not significant predictors of Self-Confident Leadership. In this context, it was concluded that the trait of openness to experience positively affects the self-confident leader dimension, as self-confident leaders strive to complete their shortcomings due to their individual awareness and have a strong desire to improve themselves. Lowe et al. (1996) meta-analysed the relationship between transformational leadership and five-factor personality traits and found links between self-confident leadership and strong personality traits.

As a result of the multiple linear regression analysis carried out to reveal how the sub-dimensions of Extraversion, Emotional Imbalance, Openness to Experience, Agreeableness and Self-Discipline, which are thought to have an impact on the participants' "Principled Leadership Average Scores", predict Principled Leadership, the variables of Extraversion, Emotional Imbalance, Openness to Experience, Agreeableness and Self-Discipline together exhibited a significant relationship with Principled Leadership. The variables of Extraversion, Emotional Imbalance, Openness to Experience, Agreeableness and Self-Discipline together explain approximately 33% of the change in Principled Leadership score averages. According to the standardized regression coefficients, the relative importance of the predictor variables on "Principled Leadership" is seen to be Openness to Experience, Agreeableness, Self-Discipline, Emotional Imbalance and Extraversion, respectively. Considering the significance tests of the regression coefficients of the predictor variables, while it is seen that the predictor variables Emotional Imbalance, Openness to Experience, Self-Discipline and Agreeableness are significant

predictors on Principled Leadership, it is concluded that the Extraversion sub-dimension is not a significant predictor on Principled Leadership. In this context, since other personality dimensions were also included in the model in the positive effect of emotional imbalance, the negative effect of emotional imbalance turned into a positive effect, and the reason for this is that individuals with emotional imbalance are generally individuals whose moods change constantly, can get stressed easily, and are easily influenced by individuals with other personality traits; however, considering that individuals with principled leadership traits are reliable and conscientious in society, it is thought that individuals with emotionally imbalance will not want to create a negative image in society and that the emotional imbalance trait positively affects the principled leadership dimension in terms of their desire to be conscientiously comfortable internally. Kalshoven et al. (2011) examined the relationship between ethical leadership and personality traits, found strong positive relationships between personality traits and principled leadership and developed a scale to measure these relationships. They also emphasised that principled leadership and ethical leadership are leadership styles that often overlap and emphasise similar values.

As a result of the multiple linear regression analysis carried out to reveal how the sub-dimensions of Extraversion, Emotional Imbalance, Openness to Experience, Agreeableness and Self-Discipline, which are thought to have an impact on the participants' "Determined Leadership Average Scores", predict Determined Leadership, the variables of Extraversion, Emotional Imbalance, Openness to Experience, Agreeableness and Self-Discipline together exhibited a significant relationship with Determined Leadership. The variables of Extraversion, Emotional Imbalance, Openness to Experience, Agreeableness and Self-Discipline together explain approximately 26% of the change in the Determined Leadership score averages. According to the standardized regression coefficients, the relative importance of the predictor variables on Determined Leadership is seen to be Openness to Experience, Extraversion, Self-Discipline, Agreeableness and Emotional Imbalance, respectively. Considering the significance tests of the regression coefficients of the predictor variables, it is seen that the predictor variables Self-Discipline, Openness to Experience and Extraversion are significant predictors on Determined Leadership, it is concluded that the Emotional Imbalance and Agreeableness sub-dimensions are not significant predictors of Determined Leadership. For this reason, it is understood that individuals with personality traits such as openness to experience, extraversion and self-discipline follow a goal-oriented path, have high self-confidence, desire for continuous development and have traits that increase the motivation of employees, and they positively affect the determined leadership. In Colbert et al. (2012) article, the effect of personality traits on leadership effectiveness was evaluated and it was stated that high responsibility and emotional balance are related to determined leadership.

Recommendations for this research are as follows:

- It is recommended that the studies to be carried out should be aimed at students of the same age group studying at different faculties in order to determine the leadership traits and perceptions of university students.
- Studies in the field of leadership for students of the Faculty of Sports Sciences can be carried out with time-based studies with carefully selected students in the same group, starting from special talent exams, in order to better understand the students' perceptions.
- In order to observe the impact of the development of students' leadership behaviors in the field of sports, emphasis can be given to studies aimed at comparing and examining the current situation and the impact of the period in which students studying in different branches such as boxing, swimming, tennis, table tennis, etc. were introduced to the sports branch.
- Such studies can be used to find solutions in studies aimed at determining the problems that hinder the development of leadership perceptions and personality traits of Faculty of Sports Sciences students.
- Students entering the university environment, making new friends and meeting a different environment are assumed to be situations that directly affect their leadership perceptions and personality traits. In this context, joint studies can be carried out with career planning and development application research centers at universities to influence the development of students' leadership qualities and their personal development. Additionally, curriculum studies on personality and leadership development can be conducted.
- University students can be directed to activities that will have a positive impact on their personalities, and studies can be conducted to reveal situations that negatively affect individuals.
- It is known that students of the Faculty of Sports Sciences actively engage in sports both in and out of class. Since it is thought that individuals' playing sports is effective in the development of their leadership behaviors, it is recommended that students take more part in areas and activities where they can actively do sports.

In the light of the information obtained in the study, it is predicted that the students of the Faculty of Sports Sciences have high traits of Extraversion, Openness to Experience, Agreeableness and Self-Discipline, which may have a positive impact on the leadership behaviors of these individuals and it is recommended that studies should be carried out to develop these traits in order to increase the leadership behaviors of students, and in addition, studies should be carried out to reduce these aspects of individuals, as Emotional Imbalance may have a negative effect.

Conflict of Interest Declaration

All authors cited herein declare that they have no conflicts of interest to disclose.

Compliance of Ethical Standard Statement

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee. In this context, ethical permission was obtained from Bayburt University Ethics Committee. Document Number:12.09.2022-E-51694156-050.99-88610.

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Genişletilmiş Özet

Lider kavramı geçmişten günümüze çok geniş tanımları yapılmış bir kavramdır. Bilgi çağı bireylerinin sayısının artması, teknolojik gelişim ve bilgi paylaşımının artması ile birlikte birçok disiplinde liderlik tanımları ortaya çıkmaktadır. Liderlik, grupla birlikte hareket edebilme ve grubu harekete geçirebilme, aynı fikri paylaşılan grup üyelerini yönlendirebilme ve yasallaşma gibi durumların hayata aktarılabilmesi için insanları bu gerçeklere ikna edebilme becerisidir (Aktan, Ağca & Çakmak, 2014). Bir başka tanımda ise liderin belirlediği hedefler doğrultusunda birleşen grupların oluşturulması ve eyleme geçirilmesi için her insanın nadir bulunan bir beceriye ve ikna kabiliyetine sahip olması gerektiği vurgulanmaktadır (Kul & Güçlü, 2010).

Spor bilimlerindeki liderlik çalışmalarına baktığımızda, takım yönetiminde antrenör, kaptan ve sporculara, kulüp ve spor organizasyonlarında ise yöneticilere odaklanıldığı görülmektedir. Farklı yapısal özellikler, sistem kuralları, faaliyetlerdeki insan ilişkileri ve spor faaliyetlerinde ortaya çıkan başarılar spor örgütlerini bu açıdan diğer örgütlerden açıkça ayırmaktadır (Chelladurai & Saleh, 1980).

Spor unsuru, yarışma ve eğlence amacıyla, bireysel veya takım halinde, önceden belirlenmiş belirli kural ve tekniklere uygun olarak yapılan hem fiziksel hem de zihinsel olarak gelişim sağlayan faaliyetler bütünüdür. Ülkemizdeki spor alanında liderlikle ilgili bazı kavram karmaşaları, konuyla ilgili literatür incelendiğinde ortaya çıkmaktadır. Çünkü bu bağlamda bazı kavramlar ülkemizde farklılık göstermektedir. Örneğin futbolda takımın lideri "teknik direktör" olarak anılırken, basketbolda "antrenör" olarak anılmaktadır. Spor alanındaki yaygın kullanıma bakıldığında lider olarak kabul edilen kişiler "antrenör" kavramı ile anılmaktadır (Doğan, 2005).

Spor ve liderlik arasındaki ilişki bugüne kadar birden fazla araştırmaya konu olmuştur. Liderlik, insanları belirli bir yönde etkileyen ve yönlendiren bir süreci ifade eder. Yapılan çalışmalara baktığımızda liderlik üzerine yapılan çalışmaların sporcu, antrenör (eğitmen) ve spor yöneticisi gibi kişileri incelediğini görmekteyiz. Liderlik olgusu, sporun paydaşı olan tüm bireylerin performansını ve başarısını etkileyebilecek en önemli faktörler arasında yer alıyor. Bu bağlamda antrenörleri "oyuncularını hem fiziksel ve fizyolojik hem de teknik ve taktik açıdan geliştirmeyi hedefleyen eğitimler almış bireyler" olarak tanımlamak mümkündür (Konter, 1996). Bu bağlamda sporunun, antrenörün, kulüplerin ve sporla ilgili herkesin başarısını artırmak için yol gösteren ve yönetim sorumluluğu üstlenen kişiler spor alanında lider olarak ortaya çıkmaktadır.

Kişilik kavramı söz konusu olduğunda, bireyin diğer insanlardan farklılığını belirleyen, kişinin kendisi ve çevresiyle kurduğu tutarlı ve kalıplaşmış davranışlar olduğu söylenebilir (Cüceloğlu, 1993). Kişilik, bir kişinin zihinsel, fiziksel ve ruhsal özelliklerinin ve dışsal olarak bireyin toplumdaki belirli özelliklerinin ve rollerinin

toplamıdır. Bireyin doğuştan getirdiği özelliklerine ek olarak sosyalleşme sürecinde edindiği özellikler bütünüdür (Eren, 2000).

İnsanların kişilikleri, çevrelerindeki durumları algılama ve yorumlama yeteneklerini etkiler ve buna bağlı olarak bireylerin farklı iş ve görevlerdeki performanslarını değiştirir (McClure, & Werther, 1993). Bireylerin kişilik farklılıkları liderlerinin başarısında da etkin rol oynamaktadır (Robertson, 2000).

Bireysel farklılıklardan yola çıkarak bireyin iç ve dış çevresinin rolü oldukça etkilidir. İnsanlar bir araya getirildiğinde belirli kişilik özelliklerini paylaşanlar benzer kişilik kuramları içinde değerlendirilmektedir (Özdevecioğlu, 2002).

Spor ve kişilik arasındaki ilişkiler incelendiğinde, sporun insan kişiliğinin gelişim ve sosyalleşme aşamalarında önemli bir rol oynadığı belirtilmektedir. Kişilerin zihinsel ve sosyal gelişimleri üzerinde olumlu etkileri olan sportif faaliyetler, sporcu olan ve olmayan kişilerin kişilik özelliklerinde farklılıklar olduğunu gösteren çalışmalarda mevcuttur (Weinberg & Gould, 2007).

İlişkisel tarama modeli, iki ve daha çok sayıdaki değişken arasında birlikte değişim varlığını ve/veya derecesini belirlemeyi amaçlayan bir araştırma modelidir (Karasar, 2020). Bu bağlamda çalışmada, çalışmanın temel amacıyla tutarlı olarak ilişkisel tarama modeli kullanılmıştır. Literatürün taranması ve eksik alanların fark edilmesi bu araştırmanın amacını oluşturmaktadır. Bu çalışmanın amacı, Spor Bilimleri Fakültesi öğrencilerinin kişilik özellikleri ile liderlik davranışlarına ilişkin öz algıları arasındaki ilişkileri incelemektir.

Araştırmanın ulaşılabilir evrenini 2022-2023 Akademik Yılı Güz Döneminde Bayburt Üniversitesi Spor Bilimleri Fakültesi Antrenörlük Eğitimi, Beden Eğitimi ve Spor Öğretmenliği ve Spor Yöneticiliği Bölümlerinde öğrenim gören toplam 794 öğrenci oluşturmaktadır. Bu bağlamda çalışmanın örneklemini, erişilebilir evrenden gönüllülük esasına dayalı olarak kolayda örnekleme yöntemi ile seçilen 451 öğrenci oluşturmaktadır. Bu bağlamda araştırma evreni için kabul edilebilir bir örneklem büyüklüğüne ulaşıldığı anlaşılmaktadır (Sekaran, & Bougie, 2016).

Araştırma kapsamında verilere ulaşmak için bir anket formu kullanılmış ve veriler gönüllülük esasına dayalı olarak yüz yüze toplanmıştır. Anket formu doldurulmadan önce araştırmacı tarafından katılımcılara gerekli açıklamalar yapılmış ve formun doğru cevaplanması sağlanmıştır. Bu doğrultuda hazırlanan anket formu üç bölüme ayrılmıştır. Bu formun birinci bölümünde "Kişisel Bilgi Formu", ikinci bölümünde "Lisans Öğrencilerinin Liderlik Davranışlarına İlişkin Öz Algıları Ölçeği (LÖLDA)", üçüncü bölümünde ise "Türkçe Büyük Beşli Kişilik Ölçeği (TBFI)" yer almaktadır.

TBFI ölçeğinin dışadönüklük alt boyutunun, LÖLDA ölçeğinin alt boyutları olan katılımcı lider ve kendine güvenen lider ile düşük düzeyde pozitif ve anlamlı, ilkeli lider ve kararlı lider ile ise pozitif yönde orta düzeyde ve anlamlı ilişkilere sahip

olduğu tespit edilmiştir. Diğer bir deyişle, katılımcıların dışadönüklük düzeyleri arttıkça kendine güvenen lider, kararlı lider, katılımcı lider ve İlkeli lider düzeyleri de artmaktadır. Bunun nedeninin girişimci, sosyal, aktif ve hevesli olmak gibi dışadönüklük özellikleri sergileyen bireylerin liderliğin tüm alt boyutlarını olumlu yönde etkileyebilmesi olduğu düşünülmektedir.

TBFI ölçeğinin Duygusal Dengesizlik alt ölçeği ile LÖLDA ölçeğinin kendine güvenen lider alt boyutu arasında anlamlı bir ilişki tespit edilmemiştir. Ayrıca, duygusal dengesizlik ile kararlı lider, katılımcı lider ve İlkeli lider arasında negatif yönde anlamlı ilişkiler olduğu tespit edilmiştir. TBFI ölçeğinin Deneyime Açıklık alt boyutu ile LÖLDA ölçeğinin katılımcı lider, ilkeli lider, kararlı lider ve kendine güvenen lider alt boyutları arasında pozitif yönlü ilişkiler olduğu görülmüştür.

TBFI ölçeğinin yumuşak başlılık alt boyutu ile LÖLDA ölçeğinin kendine güvenen lider, katılımcı lider, kararlı lider ve İlkeli lider alt boyutları arasında pozitif yönde anlamlı ilişkiler olduğu tespit edilmiştir. Diğer bir deyişle, katılımcıların yumuşak başlılık düzeyi arttıkça kendine güvenen lider, katılımcı lider, kararlı lider ve İlkeli lider düzeyleri de artmaktadır. TBFI ölçeğinin öz disiplin alt boyutu ile LÖLDA ölçeğinin kendine güvenen lider, katılımcı lider, kararlı lider ve ilkeli lider alt boyutları arasında pozitif yönde anlamlı ilişkiler olduğu tespit edilmiştir. Diğer bir deyişle, katılımcıların öz disiplin düzeyi arttıkça, kendine güvenen lider, katılımcı lider, kararlı lider ve İlkeli lider düzeyleri de artmaktadır.

Çalışmada elde edilen bilgiler ışığında Spor Bilimleri Fakültesi öğrencilerinin dışadönüklük, deneyime açıklık, yumuşak başlılık ve özdisiplin özelliklerinin yüksek olmasının bu bireylerin liderlik davranışları üzerinde olumlu etkisi olabileceği öngörülmekte ve öğrencilerin liderlik davranışlarının artırılması için bu özelliklerinin geliştirilmesine yönelik çalışmalar yapılması, ayrıca Duygusal Dengesizlik kişilik özelliğinin olumsuz etkisi olabileceğinden bireylerin bu yönlerinin azaltılmasına yönelik çalışmalar yapılması önerilmektedir.