# INVESTIGATION OF LEADERSHIP AND CREATIVITY FEATURES OF TEACHER CANDIDATES

Mehmet Recep SERÇE[1]  Uğur ABAKAY[1]  Fikret ALINCAK[1]

[1]Gaziantep University, School of Physical Education and Sports

## ABSTRACT

The purpose of this study was to investigate of leadership and creativity features of teacher candidates. The descriptive method was used in the study. Totally 787 teacher candidates (male=304, female=483) that were studied in the Physical Education and Sport, Math for Primary Education, Social Knowledge, English Language, Turkish Language and Primary School Teacher Education Departments at 2015-2016 academic year. Two scales used for obtaining data. One of them was Leadership Styles Survey that was developed by Bolman and Deal (1992), translated by Dereli (2002). Other of them was Adaption-Innovation Inventory that was developed by Kirton (1976). Independent sample T and One Way ANOVA tests were used for analysis of data. When examine the leadership and creativity features of research group as gender variable, it was determined that political framework, symbolic framework, and creativity of male subjects higher than female subjects (p<0,05). When examine the leadership and creativity features of research group as department variable, it was determined that human resources framework, political framework, symbolic framework, and creativity features were determined significant (p<0,05). As a result, men have higher leadership and creativity features than women, and physical education and sport teacher department students have higher values in leadership and creativity than other departments.

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**Key Words:** Volleyball, agility, plyometric, training

### INTRODUCTION

The leadership concept has been available since the humans began to live all together and it continued its permanency and effect in every aspects. A great number of leaders emerged and led the huge number of people to think in their way of thinking.(Kaya, Y,K.1999). The individuals need the leader that will provide the individual and social order to survive in a comfortable and proper way. A person among those individuals should be the ideal leaders. What's more, this ideal leader should have a personality having an authority on the individuals, experiences and talents. That is, these leaders are the leaders who prompt the crowds.(FarlandM,Lynne J.,Lary E 1994).

One of the most specific abilities of the leaders is to trigger the dreams of the individual and make it true. Although the leaders try to keep pace with the changing circumstances, they will show much specific behavior that are special to themselves. (Decrane,A 1999). Many dominant and authorities leaders have been wanted as a result of the era's requirement and the leader's own behaviors, attitude and abilities. However, it has been accepted that there are big differences between the leaders and leadership concepts in this era. Furthermore, leadership has been accepted as the contact between the leader himself and the followers of him. (Rost, C.J. 1993). Creativity is one of the main concepts that help human development. Every single occupation gets usage from the creative thinking. There is a direct relationship between the level of the development of society and creative individuals. The development of creativity is based on creativity in terms of personal and the social creative effort. (Turaşlı, 2014).

The way of thinking creatively is a special concept that the individuals need mainly. It is probable that the societies may be defeated so long as they do not use the power of thinking creatively. The current requirements and the problems in every area force the individuals to think creatively to solve the problems. (Yolcu, E 1995). The most significant condition of the social change, dynamism and recovery of the society is to provide possibilities of raising creative individuals. Here is the truth that modernism and its requirements will bring the change of the world. (Artut, 2004).

The societies need the individuals that improve themselves and receptive the changing concepts. It is required that individuals should question the events, concepts and objects around them to think creatively. Most of all, it can be said that the individuals that are supported to

think creatively may have the probability of development. (Turaşlı, 2014). It has been researched that the creativity is an ideal factor accepted as the essence of learning. The creative idea has a vital importance for gathering knowledge, because the creative idea affects the individuals positively and motivates them to learn in a more enjoyable way. (Davaslıgil,Ü. 1994). Creative people have a great role on the collective renovation and creativity.The way that creative people behave in their lives cause the other people to use their inner power to activate the creative ideas and talents. An ideal creative manager has really fundamental characteristics such as creativity, vision, persuasion ability, talents and varieties.(Çoban, S.1999).

The creative leaders have the same characteristics as the creative individuals have. The experienced leaders can have risksand activate their followers' power for the creativity. (Çoban,S.1999). Our studying aim is to research the leadership and creativity features by the teacher candidates in Gaziantep University.

### THE METHOD

This is a descriptive study carried out by the teacher candidates to search for the leadership and creativity. This group's members have been chosen from the Teaching Departments at Gaziantep University. The data have been gathered via data collection means.

The research was carried out on 304 male and 483 female students from Physical Education Department, Mathematics Department, Social Sciences Department, English Teaching Department, Classroom Teaching Department and Turkish Language Department at Gaziantep University in 2015-2016. Two scales were used in the research. One of the scale is 'Leadership Orientation Scale' by Bolman and Deal (1992) and the other one is 'Adaptation-Innovation Inventory (KAI) by Kirton (1976).

Leadership Orientation Scale:Five point likertscale is used including four questions about leadership frameworks in the first section. And then, there are six questions requiring compulsive options in the second section. Every single question has 4 options and point 4 is given to the expression describing the person best. In addition, point 1 is given to the expression describing the person least while the leadership framework is calculated. It is

accepted that the reliability coefficient of the scale and structural framework is Cronbach Alpha;0.76, human resources framework is Cronbach Alpha;0.77, symbolic Cronbach Alpha;0.78.(Dereli 2002).

Creativity Scale; It consist of 33 articles in five point likert scale. 12 of the articles measure the prescriptivism, 13 of them measure the originality and the rest of them measure expandind on the details. The creativity point of the individual for solving the problems is reached via the points gathered from the scale in this research. It is said that 32-79 score interval is 'adaptors', 80-112 score interval is 'medium-creativity group' and 113-160 score interval is innovators (Genç 2000). The reliability coefficient of the scale is found as Cronbach Alpha;0.93. The data were firstly edited on the computers and then many calculations were made on the SPSS 22.0 packet programmers. Arithmetic average, variance analysis one –way ANOVA, Independent sample t-test were used in the analyses.

**FINDINGS**

The results of the t-testsand variance analysis are shown in this part of the research.

***Table 1.the comparison between the gender variances about the creativity and leadership orientation***.

| | Gender | N | Ave . | Rc . | t | p |
|---|---|---|---|---|---|---|
| Structural framework | Male | 302 | 30.29 | 4.64 | -1.050 | .294 |
| | Female | 482 | 30.66 | 5.09 | | |
| Human resources framework | Male | 304 | 31.48 | 4.41 | -.872 | .384 |
| | Female | 483 | 31.76 | 4.31 | | |
| Politics framework | Male | 304 | 29.91 | 5.11 | 4.038 | .000 |
| | Female | 483 | 28.41 | 5.03 | | |
| Symbolic framework | Male | 304 | 30.52 | 4.90 | 3.874 | .000 |
| | Female | 483 | 29.14 | 4.87 | | |
| Creativity | Male | 304 | 126.02 | 16.84 | 2.727 | .007 |
| | Female | 482 | 122.74 | 16.17 | | |

When the leadership and creativity features of research group as department variable was examined, it was determined that human resources framework, political framework, symbolic framework, and creativity features were determined significant (p<0,05).

*Table 2. The comparison between the leadership orientation and creativity features of the research group*

| | Groups | N | Ave. | Rc . | F | p | Significant difference |
|---|---|---|---|---|---|---|---|
| Structural framework | 1.PESD | 129 | 30.80 | 2.67 | 1.265 | .277 | |
| | 2.Prim. Maths | 109 | 30.28 | 4.57 | | | |
| | 3.English lang. | 111 | 30.13 | 4.79 | | | |
| | 4.Prim.sc.teacher. | 184 | 31.17 | 6.06 | | | |
| | 5.Social sciences dep. | 97 | 30.42 | 4.37 | | | |
| | 6.Turkish Lang Dpt. | 154 | 30.01 | 5.46 | | | |
| Human resources framework | 1. PESD | 131 | 30.93 | 2.56 | 3.240 | .007 | 3-1, 3-2 |
| | 2. Prim. Maths | 109 | 31.33 | 4.91 | | | |
| | 3.İ English lang. | 111 | 32.82 | 4.77 | | | 3-4, 3-5 |
| | 4.Prim.sc.teacher | 184 | 31.02 | 4.41 | | | |
| | 5. Social sciences dep. | 98 | 30.97 | 3.91 | | | 3-6 |
| | 6. Turkish Lang Dpt. | 154 | 31.60 | 4.78 | | | |
| Political framework | 1. PESD | 131 | 31.60 | 2.68 | 12.308 | .000 | 1-2, 1-3 |
| | 2. Prim. Maths | 109 | 28.17 | 5.06 | | | |
| | 3. English lang | 111 | 27.01 | 5.45 | | | 1-4, 1-5 |
| | 4. Prim.sc.teacher. | 184 | 28.94 | 5.22 | | | 1-6, 5-2 |
| | 5 Social sciences dep. | 98 | 29.64 | 4.79 | | | 5-3, 5-6 |
| | 6. Turkish Lang Dpt. | 154 | 28.38 | 5.58 | | | |
| Symbolic framework | 1. PESD | 131 | 31.96 | 3.22 | 9.707 | .000 | 1-2, 1-3 |
| | 2. Prim. Maths | 109 | 28.88 | 4.31 | | | 1-4, 1-5 |

|  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|
|  | 3. English lang | 111 | 28.37 | 5.12 |  |  | 1-6, 5-2 |
|  | 4Prim.sc.teacher. | 184 | 28.77 | 5.31 |  |  | 5-3, 5-6 |
|  | 5. Social sciences dep. | 98 | 30.24 | 4.36 |  |  |  |
|  | 6. Turkish Lang Dpt. | 154 | 28.73 | 5.52 |  |  |  |
|  | 1.PESD | 130 | 130.96 | 7.95 |  |  |  |
|  | 2. Prim. Maths | 109 | 123.19 | 17.99 |  |  | 1-2, 1-3 |
|  | 3. English lang | 111 | 118.68 | 16.41 |  |  | 1-4, 1-5 |
| creativity | 4.Prim.sc.teacher. | 184 | 122.46 | 17.15 | 7.779 | .000 | 1-6, 2-3 |
|  | 5. Social sciences dep. | 98 | 125.29 | 16.69 |  |  | 5-3, 6-3 |
|  | 6. . Turkish Lang Dpt. | 154 | 123.58 | 18.03 |  |  |  |

When the leadership and creativity features of research group as department variables were examined, it was determined that human resources framework, political framework, symbolic framework, and creativity features were determined significant ($p<0,05$).

Additionally, LSD test was done to detect the significant difference between the groups. The members of the English Language Department got the higher score than the other groups in human resources frameworks.As a result, men have higher leadership and creativity features than women. Social science department members got the higher score than the Primary School Maths Department and the English and Turkish Language Department. Physical Education and Sport teacher department students have higher values in leadership and creativity than other departments in political and symbolic frameworks. Social sciences, Turkish language Department got the higher score than the English Department in the creative features.

## *Table 3. Frequency analysis showing leadership behaviours of the groups*

| | | Not describing particle | | Describing least | | Describing little | | Describing particle | |
|---|---|---|---|---|---|---|---|---|---|
| | | n | % | n | % | n | % | n | % |
| My most powerful ability | My Problem solving ability | 270 | 34.3 | 114 | 14.5 | 154 | 19.6 | 249 | 31.6 |
| | My communication and relationship with people | 106 | 13.5 | 220 | 28.0 | 191 | 24.3 | 270 | 34.3 |
| | My political behaviour ability | 197 | 25.0 | 318 | 40.4 | 170 | 21.6 | 102 | 13.0 |
| | My triggering eagerness and anxiety ability | 224 | 28.5 | 142 | 18.0 | 276 | 35.1 | 145 | 18.4 |
| The best way to describe me | Technical expert | 326 | 41.4 | 189 | 24.0 | 135 | 17.2 | 137 | 17.4 |
| | A good listener | 96 | 12.2 | 235 | 29.9 | 136 | 17.3 | 320 | 40.7 |
| | A talented politician | 213 | 27.1 | 275 | 34.9 | 137 | 17.4 | 162 | 20.6 |
| | A motivating leader | 138 | 17.5 | 103 | 13.1 | 361 | 45.9 | 185 | 23.5 |
| My most important ability for the success | Giving good decisions | 289 | 36.7 | 132 | 16.8 | 136 | 17.3 | 230 | 29.2 |
| | Helping and improving people | 141 | 17.9 | 253 | 32.1 | 170 | 21.6 | 223 | 28.3 |
| | Strong unity | 204 | 25.9 | 274 | 34.8 | 182 | 23.1 | 127 | 16.1 |
| | Activating others | 160 | 20.3 | 133 | 16.9 | 303 | 38.5 | 191 | 24.3 |
| My most importance feature people notice | İmportance to details | 332 | 42.2 | 121 | 15.4 | 148 | 18.8 | 186 | 23.6 |
| | The interest and importance ı give to the people | 99 | 12.6 | 247 | 31.4 | 127 | 16.1 | 314 | 39.9 |
| | Conflict and opposition | 212 | 26.9 | 295 | 37.5 | 151 | 19.2 | 129 | 16.4 |
| | My charisma | 151 | 19.2 | 128 | 16.3 | 343 | 43.6 | 165 | 21.0 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| My leadership feature | My thinking rationally | 218 | 27.7 | 126 | 16.0 | 144 | 18.3 | 299 | 38.0 |
| | The interest towards people | 93 | 11.8 | 288 | 36.6 | 218 | 27.7 | 188 | 23.9 |
| | My being combative and harsh | 216 | 27.4 | 275 | 34.9 | 143 | 18.2 | 153 | 19.4 |
| | Dream power and creativity | 257 | 32.7 | 103 | 13.1 | 289 | 36.7 | 138 | 17.5 |
| I can be defined most | Analytics | 265 | 33.7 | 145 | 18.4 | 156 | 19.8 | 221 | 28.1 |
| | humanistic | 171 | 21.7 | 145 | 18.4 | 130 | 16.5 | 341 | 43.3 |
| | politician | 217 | 27.6 | 344 | 43.7 | 138 | 17.5 | 88 | 11.2 |
| | visioner | 130 | 16.5 | 154 | 19.6 | 367 | 46.6 | 136 | 17.3 |

It can be concluded that %34.3 of the students have a good relation and communication with the people; %40.7 of the students are good listeners; %29.2 of the students can give proper decisions in their lives; %39.9 of the students give so much importance and value to the people in their lives; %38.0 of the students have a sharp and throughout point of view to the life and finally %43.3 of the students think themselves humanistic in the life.

## DISCUSSION AND RESULT

Positive results were reached in this study whose aim was to investigate leadership and creativity level of the teacher candidate from the different departments. The male students got the higher and more significant score than the female students in political and symbolic frameworks. As a result, it can be deduced that the male students have different values, beliefs, perceptions and benefits in comparison to the female students. It has been foreseen that the conflicts andstruggles for using the available opportunities are different in male students' opinions.

As to symbolic framework, it has been seen that female students give much more importance to the studies than male students do. Also, female students devote themselves to the

studies and the group. In addition to this, it has been seen that female students have a really significant and noticeable leadership features. Moreover, this study is equivalent to the study by Taylak (2004) about investigating the leadership features of last grade military students.

At the same time, this study is equivalent to the study that Taşğın and his friends did about Badminton antreneurs's leadership features. The reason why this study is almost same as that study is sample group's social and personal needs. (Taşğın, Ö. Bozdam, A. Tekin, M.(2007).). Therefore, the male students has shown higher score than the female students have in every single studies and statistical analyses. Namely, creativity is based on the researching for detecting and solving the problems.

This study is also almost same as the study Aral(1999) did about the individuals' creativity levels and the creativity. Moreover, there are more studies similar to this study. For instance, Pala(1999)'s study about 7-11 age-kids' creativity levels, Sonmaz (2002)'s study about creativity and intelligence level and solving problems, Gönen and his friends(1991)' study about 5-6 age-kids' creativity levels. Furthermore, Aslan(1994)'s study about the psychological needs of creative people, Özben and Argun(2000)'s study about creativity levels of the different students from the different departments, Eratay(1993)'s study about 7-11 age-kids' creativity levels and finally Sarı(1998)'s study about relationship between creativity and high school managers' ability of solving problems.

There are differences in terms of departmental change in leadership orientations(p<0.05).In the Human Resources Framework sub-dimension, it was determined that the scoresobtained in the English language department were higher than the other departments. In the political framework sub-dimension, it was found out that the scores obtained by those who are in Physical Education department are higher than the other sections and those who are in the social studies departments have higher scores than those in the elementary mathematics department, English and Turkish language department. In the symbolic frame sub-dimension, it is determined that the scores obtained by those who are in Physical Education department are higher than the other departments, and those who are in the social studies department have higher scores than those in the elementary mathematics department, English and Turkish language departments.

It can be said that those who are in the English department give much more importance to the individual and group needs than the other departments. Psychologically being affected of the individuals have been affected the framework of human resources, their needs, feelings, prejudices, abilities and limitations.

It shows that those who are in the physical Education and Sport Department have a significant difference in values, beliefs, interests and perceptions among the group members compared to the other departments. They argue that they have to struggle between different groups and struggle to use existing possibilities. Those who are under the influence of political science struggle to gain power against the other groups and to obtain share of limited resources and cause disputes among many people and groups. Political skills and intelligence play an important role on these disputes and challenges.

When the results of the research group showing how they define themselves in terms of leadership behaviors are examined, the most powerful ability is seen that the ratio of the students who regard them as friendly and have a good communication is 34.3%, 40.7% of them say they are good listeners, 29.2% of them have the ability to make good decisions, the ratio of people showing interest and giving value is 46.5%, the ratio of showing the most important leadership characteristic is 38.0%, and the ratio of students perceiving themselves as humanitarian is 43.3%.

As a result, when the leadership and creativity characteristics of the research group were compared in terms of gender variation, it was determined that male individuals had significantly higher values in the political frame, symbolic frame and creativity sub-dimensions than female individuals. When the leadership orientations and creativity characteristics are compared in terms of departmental change, there are significant differences between the departments in human resources framework, political framework, symbolic framework and creativity sub-dimensions. Male students have more leadership and creativity than female students; it can be said that the students of the physical education and sports teacher department have higher leadership and creativity characteristics than the students of the other teaching departments.

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