

RESEARCH ARTICLE

# Concept of Leadership in Disaster Management and Leadership Orientations of Emergency and Disaster Management Students

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## Abstract

**Objective:** One of the main functions of education and training is to train leaders who will take part in various fields of social life and in the administration of the country. It is expected that those who train today's Emergency Aid and Disaster Management students will contribute to the development of this profession, train good leaders to move the profession forward, and support the students to learn and develop their leadership behaviors. This study aims to determine the leadership orientations of Emergency Aid and Disaster Management students, to evaluate the deficiencies, and to reveal the relationships between the concepts of Disaster Management and Leadership.

**Methods:** The research population consisted of 1st, 2nd, 3rd and 4th grade students of Gumushane University, Faculty of Health Sciences, Department of Emergency Aid and Disaster Management. The research universe includes 176 students in total. The data were obtained using the survey technique. Statistical analysis of the data was carried out using the SPSS package program.

**Results:** Considering the average scores they got from the Leadership Orientation Scale in the study, it was determined that the students got the highest score from the Human-Oriented Leadership sub-dimension and the lowest score from the Transformational Leadership style. As expected in this study, a statistically significant difference was found between the students' Leadership Orientation Scale's human-oriented leadership, structure-oriented leadership, Transformational leadership and Charismatic leadership scores and grade levels. When we consider the perception of class levels of Emergency Aid and Disaster Management students, some important differences have been obtained.

**Conclusion:** It has been determined that those in the upper class have more leadership characteristics than those in the lower class. It is thought that students have leadership characteristics such as being able to influence people, having a purpose, a goal, a vision.

**Key Words:** Disaster Management, Leadership, Emergency and Disaster Management, Leadership Orientations

## Afet Yönetiminde Liderlik Kavramı ve Acil Yardım ve Afet Yönetimi Öğrencilerinin Liderlik Yönelimleri Özet

**Amaç:** Eğitim ve öğretimin temel işlevlerinden biri toplum yaşantısının çeşitli alanlarında ve ülke yönetiminde rol alacak lider kişiler yetiştirmektir. Günümüz Acil Yardım ve Afet Yönetimi öğrencilerine eğitim veren kişilerin, bu mesleğin gelişimine katkıda bulunmaları ve mesleği ileriye taşımak için iyi liderler yetiştirmeleri, öğrencilerin liderlik davranışlarını öğrenmeleri ve geliştirmeleri için destek olmaları beklenmektedir. Bu çalışma, Acil Yardım ve Afet Yönetimi öğrencilerinin liderlik yönelimlerini belirlemek, eksikliklere ilişkin değerlendirmelerde bulunmak, Afet Yönetimi ve Liderlik kavramları arasındaki ilişkileri ortaya çıkarmak amacı taşımaktadır.

**Yöntem:** Araştırma evrenini Gumushane Üniversitesi Sağlık Bilimleri Fakültesi Acil Yardım ve Afet Yönetimi Bölümü 1, 2, 3 ve 4. sınıf öğrencileri oluşturmuştur. Araştırma evreni toplamda 176 öğrenciyi içermektedir. Veriler, anket tekniği kullanılarak elde edilmiştir. Verilerin istatistiksel analizi SPSS paket programı kullanılarak gerçekleştirilmiştir.

**Bulgular:** Çalışmada Liderlik Yönelimleri Ölçeğinden aldıkları puan ortalamaları ele alındığında, öğrencilerin en yüksek puanı İnsana Yönelik Liderlik alt boyutundan, en düşük puanı ise Dönüşümsel Liderlik tarzından aldıkları belirlenmiştir. Bu çalışmada beklenildiği üzere öğrencilerin Liderlik Yönelimleri Ölçeği insana yönelik liderlik, Yapıya yönelik liderlik, Dönüşümsel liderlik ve Karizmatik liderlik puanları ile sınıf düzeyleri arasında istatistiksel olarak anlamlı fark tespit edilmiştir. Acil Yardım ve Afet Yönetimi öğrencilerinin sınıf düzeyleri algısını göz önüne aldığımızda bazı önemli farklar elde edilmiştir.

**Sonuç:** Üst sınıfta bulunanların alt sınıfta bulunanlara göre daha çok liderlik özelliği taşıdıkları belirlenmiştir. Öğrencilerin insanları etkileyebilme, bir amacı, hedefi, vizyonu olma gibi liderlik özelliklerine sahip oldukları düşünülmektedir.

**Anahtar Kelimeler:** Afet Yönetimi, Liderlik, Acil Yardım ve Afet Yönetimi, Liderlik Yönelimleri

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**Introduction**

When viewed from different perspectives and viewed, leadership is seen as an expression that can be studied and examined in various types. Just as we are able to discover different qualities of an object from different perspectives, when we approach the expression of leadership from different perspectives, we have seen the factor in which it can be handled in various types. As we can see from this point of view, the fact of leadership can be seen as a situation related to management or it can be seen in different (social, psychological, environmental, cultural, political, military) issues.

One of the views accepted in today's conditions is that 'the leaders can be raised and developed'. These two approaches have created a different and new situation. There is now a need for "leading managers" in the organizational environment at every level of management, who have "developed leadership competencies" (1). The need for individuals with new ideas at each level of management shows that there is a need for institutions, schools and departments within the school to train these leaders.

The issue of management has been a source of interest for humanity for centuries, both in terms of ideas and has been a subject that has been widely debated and discussed. The concept of management has been tried

to be expressed in a variety of ways with the different viewpoints and interpretations of some management communities (2).

The concept of management brings the concept of manager with it. Manager;

- Profit and risk belong to someone else,
- Those who purchase to produce goods and / or services,
- Directing them to meet certain requirements,
- The person who has the responsibility to run the business on behalf of the entrepreneur.
- To organize the group to perform the intended work,
- Controlling, coordinating and coordinating employees for the same objective,
- Briefly, the person who takes responsibility.

The manager who has administrative capacity must be effective in leadership and managing people, but also must be effective in the planning phase, control and coordination (3).

The concept of leadership, considering the success and effectiveness of the business, attracting attention on the subject, is a subject of debate, from the past to the present is a widely spoken phenomenon. As it is understood from the so-called term, this concept is one that exists throughout history. However, it is known that after 1980 more development is achieved. There have been many questions in the minds of people from the past to the present, in managerial issues, and are still being discussed (4).

The qualities required for the motivation and influencing power of the leader are:

1. Persuasiveness, effective speaking, effective communication,
2. Gathering groups,

3. Good listening and to be able to make sense,
4. Ability to produce solutions,
5. Power to persuade.

Leading people are separated from others in order to express their opinions comfortably and to impose their ideas.

To be an effective leader; to bring suggestions, to open new horizons, to present new ideas, to speak openly and effectively, to influence people, to reveal problems, to discuss with sincere feelings and to find solutions that reveal results are important factors.

The leaders' qualifications in this regard are such as;

- Precision, determination and ability to manage people,
- Interpersonal relations and communication ability,
- Creativity,
- Systematic thinking,
- Understanding others' feelings (empathy).

Physical Properties; although health and physical fitness are appropriate, it has been observed that leaders have achieved success by maintaining adequate attitude and physical fitness.

If we will write the mental qualities of a leader;

- Being disciplined,
- To be able to use initiative
- Creating solutions,
- Being fast, practical,
- Self-confidence,
- Being cultural.

The emotional characteristics of a leader can be listed as follows;

The relationships the leader has with others may depend on him feeling good or bad, and his emotional qualities reveal how he can relate to other people.

Emotional qualities also affect decision-making and consistency (5).

- Personal control
- Balance
- Consistency

The leader is the one who collects individuals under the name of common goals, adopts goals, forms the inter-individual bridge, and collects dispersed power and knowledge together. The administrator is the person who follows monitors and controls the work done for the common purposes in the most effective manner by others. These concepts, which seem to be structurally similar to each other, have taken their place in the literature as fundamentally different concepts.

Leadership is a subject matter, which is widely emphasized in the field of education as well as in the literature about management science. The importance of education in human and community life is an indisputable fact. In addition to the individual gains, the benefits offered by the society are very valuable.

Educational leadership has moved the information society to a different level. Creating a shared vision, developing a strong school culture, institutionalizing ethical values and becoming a learning leader are of great importance in terms of the roles expected of future managers (6). It is important to discover the students' leadership orientations, to engage in activities that encourage them in this direction, to help the leadership characteristics to be expressed and to provide all kinds of help and opportunities. On the other hand, one of the important functions of education and training in educational practices is to educate the student group that will participate in the management of the country in various areas (workplace, organization, school, etc.) in the status of leader (1).

Education and training have a great influence on how to maximize the leadership orientation of students and create opportunities for the student group.

This study aims to link the concepts of disaster management and leadership and to examine the leadership orientations of emergency aid and disaster management students. The aim of this research is to investigate the leadership behaviors of students, to determine the related factors, to determine the problems in line with the data obtained, and to make suggestions.

### **Methods**

#### **Research Model**

This study which aims to determine the leadership characteristics of Emergency and Disaster Management students is a cross sectional study.

The questionnaire is presented to the students in two different sections. In the first part, there are 21 questions to measure the demographic and personal information of the students prepared by the researcher, while; in the second part the Leadership Orientations Scale having a total of 32 questions, developed by Lee Bolman and Terrence Dealx (7) and the translation and validity and reliability tests performed by Dereli (8) was used (7).

Leadership attitudes were calculated by taking the arithmetic average of the answers given. The value of the answers to the questions was between 1 and 5.

#### **Purpose and Type of Research**

This study aims to determine the leadership orientations of the Emergency and Disaster Management students, to evaluate the deficiencies, and

to reveal the relationships between the concepts of Disaster Management and Leadership.

#### **Universe and Sample of the Research**

The research universe was composed of 1.st, 2.nd, 3.rd and 4.th grade students in the Department of Emergency and Disaster Management of the Faculty of Health Sciences of Gumushane University. The research population includes 176 students in total. The criteria for inclusion in sampling are as follows; 1) volunteering factor and 2) to be 1.st, 2. nd, 3. rd and 4.th grade students who are currently studying in this department. All students who complied with these situations were included in the study. During the data collection period, a questionnaire was applied to 150 students who agreed to participate in the study.

#### **Data Collection Tools**

The "Student Information Form" questioned the personal characteristics of the Emergency and Disaster Management students, and the "Leadership Orientations Scale" questioned the leadership orientations. 1. Student Information Form: This form includes questions about students' personal characteristics (age, gender, residential area of childhood, income level perception), characteristics of family structure (family type, mothers and fathers' educational level, family and friends' relations), questions related with their school (their class, high school type graduated). 2. The Leadership Orientations Scale: In order to evaluate the leadership characteristics of the students, Leadership Orientation Scale developed by Lee. Bolman and Terrence. Deal (7) and validity and reliability studies realized in our country by Dereli (8) was used. A total of 32 statements are included in the scale, and the scale analyzes four main leadership traits: Human Intended leadership,

Structural leadership, Transformational leadership and Charismatic leadership. The frequency of exhibiting the behavior of the participants in the scale was evaluated in 5-Likert type. Evaluations were performed by giving always option 5 point and no option 1 point. Accordingly, the high score taken from the dimensions of the scale shows that the person always exhibits the relevant leadership characteristics; low score indicates that it never exhibited the relevant leadership characteristics.

**Statistical analysis**

The data obtained because of the research were analyzed by using SPSS statistical package program. After determining the leadership style scores, averages were obtained according to various classification variables and calculations were made to make sense of the relationships between these points and some characteristics of the individuals.

**Results**

The data of the study were obtained by applying a questionnaire to 150 students who accepted to participate in the study. The demographic characteristics of the students in the research group are shown in Table 1.

According to table 1 of the 150 Emergency and Disaster Management students, 38.7% were male and 61.3% were female. The age of the students was between 19-25. 33.3% of the participants continue their education in the first class, 29.3% in the second class, 12% in the third class and 25.3% in the 4th class.

For each of the expressions mentioned in each question of the scale, 1 starts from no time, 5 from always according to the responses given between 1 and 5. “22. I am a good listener, and I am often open to other people's ideas and contributions.” question

received the highest score ( $4.21 \pm 0.82$ ), “12. I am an inspiration for other people.” question received the lowest ( $3.40 \pm 0.91$ ) score.

**Table 1.** Demographic Characteristics of the Students in the Research Group

Demographic Characteristics		N	%
Gender	Male	58	38.7
	Female	92	61.3
<b>Total</b>		<b>150</b>	<b>100.0</b>
Age	19	5	3.3
	20	25	16.7
	21	38	25.3
	22	35	16.3
	23	36	24.0
	24	8	5.3
	25	3	2.0
<b>Total</b>		<b>150</b>	<b>100.0</b>
Class	1.Class	50	33.3
	2.Class	44	29.3
	3.Class	18	12.0
	4.Class	38	25.3
<b>Total</b>		<b>150</b>	<b>100.0</b>

**Table 2.** Comparison of Leadership Orientations Scale Scores by Gender

	Gender	Mean	SD	t	p
Human Intended Leadership	Male	4.04	0.56	-.351	0.72
	Female	4.07	0.58	-.354	0.72
Structural Leadership	Male	4.01	0.55	.900	0.37
	Female	3.92	0.51	.886	0.37
Transformational Leadership	Male	3.84	0.58	1.950	0.05
	Female	3.63	0.63	1.984	0.04
Charismatic Leadership	Male	3.86	0.61	2.368	0.01
	Female	3.62	0.56	2.323	0.02

As can be seen from table 2 there was no statistically significant difference among Emergency and Disaster Management students', Human Intended Leadership, Structural Leadership, Transformational Leadership and Charismatic Leadership scores according to gender. On the other hand, mean scores of Charismatic Leadership subscale scores were found to be  $3.86 \pm 0.61$  for male students and  $3.62 \pm 0.56$  for female

students. According to the gender differences of the students, the difference between the charismatic leadership scores was statistically significant ( $p < 0.05$ ).

**Table 3.** Comparison of Leadership Orientation Scale by Class Level

	Class	N	Mean	SD	p.
Human Intended Leadership	1	50	3.96	0.55	0.0001
	2	42	3.82	0.44	
	3	18	4.20	0.74	
	4	38	4.39	0.46	
Structural Leadership	1	50	3.79	0.49	0.0001
	2	42	3.81	0.47	
	3	18	4.12	0.68	
	4	38	4.27	0.40	
Transformational Leadership	1	50	3.49	0.51	0.0001
	2	43	3.49	0.53	
	3	17	3.93	0.69	
	4	38	4.16	0.53	
Charismatic Leadership	1	48	3.47	0.50	0.0001
	2	44	3.48	0.48	
	3	16	3.92	0.73	
	4	38	4.20	0.42	

As expected in this study, the Leadership Orientation Scale of the students was determined to be statistically significant between class and Human intended leadership, Structural leadership, Transformational leadership and Charismatic leadership scores. Bakan (9), in his study of the relationship between the employees' perceptions of demographic characteristics and their perception of leadership types stated that as the employees' levels of education, working time, work experience and management experience increases; they started to advocate more participatory, supportive and leading leadership in terms of leadership styles.

Considering the perception of class levels of the Emergency and Disaster Management students, it is thought that those in the upper class have more leadership characteristics than those in the lower class; they have leadership characteristics such as being able

to influence people (charisma), aim, target and vision. Keklik's (10) research conducted in order to determine whether the perception of leadership according to the education of the participants have made analyzes and found a statistical significance in the perception of transformational leadership.

It was determined that there was a relationship of students who were continuing their education between Human Intended leadership score and Structural leadership score, between Human Intended leadership score and transformational leadership score, between Human Intended leadership score and charismatic leadership score, between transformational leadership score and charismatic leadership score, with Structural leadership score and transformational leadership score, between Structural leadership score and Charismatic leadership score. In this study, the relationship between the scale sub-dimension averages shows that there was a close relationship between leadership concepts and leadership behaviors. In this respect, Celik's leadership perceptions of research can be given as an example (6).

**Table 4.** The Relationship between Structural Leadership Orientation Scale and Human Intended Leadership Orientation Scale

	N	Mean	SD	r	p
Human Intended Leadership	148	4.06	0.57	0.74	0.0001
Structural Leadership	148	3.96	0.53	0.74	0.0001

A positive directional and high degree relationship was found between Structural leadership score and human intended leadership score ( $r: 0.74, p < 0.0001$ ).

**Table 5.** Relationship between Leadership Orientation Scale Human Intended Leadership and Transformational Leadership

	N	Mean	SD	r	p
Human Intended Leadership	148	4.06	0.57	0.65	0.0001
Transformational Leadership	148	3.71	0.61	0.65	0.0001

A positive and strong relationship was found between Leadership Orientation Scale Human intended leadership score and Transformational leadership score (r: 0.65, p <0.0001). In his study of the relationship between leadership and teamwork, Chen (11) found a positive relationship between transformational leadership and teamwork, and a negative relationship between structural leadership and teamwork.

**Table 6.** Leadership Orientation Scale the Relationship between Human Intended and Charismatic Leadership

	N	Mean	SD	r	p
Human Intended Leadership	148	4.06	0.57	0.62	0.0001
Charismatic Leadership	146	3.72	0.59	0.62	0.0001

A positive and moderate correlation was found between human intended leadership score and charismatic leadership score (r: 0.62, p <0.0001).

**Table 7.** Leadership Trends Scale Relationship between transformational and charismatic leadership

	N	Mean	SD	r	p
Transformational Leadership	148	3.71	0.61	0.81	0.0001
Charismatic Leadership	146	3.72	0.59	0.81	0.0001

A positive and high correlation was found between transformational leadership score and charismatic leadership score (r: 0.81, p <0.0001). Shamir et al. (12) investigated the relationship between charismatic leadership and organizational success, and found that, when the charismatic leadership type was adopted, the

subordinates were more engaged to the organization and therefore success rates increased.

A positive and high degree correlation was found between transformational leadership score and Structural leadership score (r: 0.73, p <0.0001). Hamidifar, in his study on the relationship between “job satisfaction and accepted leadership” in 2009, revealed that transformational and structural leadership styles were more satisfied with the employees (13).

**Table 8.** Leadership Orientation Scale the Relationship between Transformational and Structural Leadership

	N	Mean	SD	r	p
Transformational Leadership	148	3.71	0.61	0.73	0.0001
Structural Leadership	148	3.96	0.53	0.73	0.0001

**Table 9.** Leadership Orientations Scale the Relationship between Structural and Charismatic Leadership

	N	Mean	SD	r	p
Structural Leadership	148	3.96	0.53	0.70	0.0001
Charismatic Leadership	146	3.72	0.59	0.70	0.0001

A positive and high degree correlation was found between Structural leadership score and charismatic leadership score (r: 0.70, p <0.0001).

**Discussion**

The concept of leadership has existed throughout history and will continue to exist. Because today, it is an inevitable fact that groups or organizations will need a leader at their point (14).

In our study, when the averages of the Leadership Orientation Scale were taken into consideration, it was determined that the students got the highest score from the Human Intended Leadership sub-dimension and the lowest score from the Transformational Leadership styles. The findings of this study points out that the

leadership behaviors of the students towards people are the most exhibited leadership characteristics, and that students are mostly interested in the opinions and thoughts of others and they are the ones who are interested with their problems. In the study, it has been observed that Structural Leadership follow the Human Intended Leadership; in addition, it has been observed that students have leadership styles and qualities that attach importance to planning and achieving goals, which set business goals and hold people responsible for reaching them. Bakan, (9) conducted a field study, the participants of the survey; stated that they generally give positive answers to the suggestions about the types of directing, supporting and participatory leadership and have made positive progress in this field. In addition, Taskiran (15) in his study, has revealed that the duty orientation of the managers of the hotel businesses was higher than their orientation in the human intended orientation.

Studies on leadership orientations show that structural leadership and human-oriented leadership scores are mostly high. In a 2014 study, some of the key findings were that the structural frame appeared to be strongest frame used by the participants when evaluated by her direct reports. The participants rated herself highly in both the structural and human resource frames (16). Beltran reached the following findings in his study at Isabela State University in 2019 "They show high importance on people in their leadership orientation and very high relationship with people in their leadership skill. Thus, they put primacy on human relations expressed in collaborating and empowering people rather than being rational and goal oriented (17). In a 2018 study, majority of the student leaders rated

themselves higher in the structural and human resource frames (18).

In the study named "Determination of Leadership Types Adopted in Health Services" conducted by Keklik (10), it was observed that there was no difference between the perception of leadership of the men and women in the analysis conducted in order to test whether the perception of leadership by gender has changed in the participants.

Celik's research on leadership perceptions can also be discussed. In a study, which was conducted for university students studying in Mersin province, there was no significant difference between the male and female students in the university in terms of leadership perception. However, it was emphasized that university students' perceptions of leadership could be said to be more developed compared to high school students (6). Ozsoy's thesis titled "Gender Relations with Leadership Behaviors" can be discussed in this topic. In this study, it is concluded that there is a significant difference between the leadership styles of the women and men managers working for Turkish non-governmental organizations. The main factor of these differences is that gender differences, physiological and biological structure differences, and behavioral differences due to creation are important (19). Devecioglu (20). Conducted a study for sports students. When the means of the sub-scales of leadership orientation survey obtained by students receiving sports education are compared, a significant relation has been found in terms of the direction and strength of the relations between sex, class department and school in the research. The strongest sub-scale among the mentioned ones is "people-oriented leadership". There is a positive relation, which is also



the strongest one between the sub-scale of people-oriented leadership and departments.

### Conclusions

Leadership concept is a state that there are people who follow the leaders, and their behaviors and movements carefully and trust them. Those who display active leadership are those who manifest themselves in physical, spiritual and intellectual aspects. Unlike others, they have qualities that make them different from their followers that make them leaders. On the other hand, the phenomenon of Disaster Management is a dynamic process and during this process, there is a need for leaders who direct Disaster Management. Targeting the person, targeting the job, structural leadership, human intended leadership, and transformational and charismatic leadership have a great importance.

A creative, innovative, development-oriented, having goals, certain goals and insisting on reaching them, persuasive, visionary, away from easy attitudes, not just working to save the day, to have his thoughts and ideas accepted, who can drag masses of people, trusted concept of leader/manager is important for the effective implementation of Disaster Management. Active leaders are important for today's developing, changing and globalizing world and our future to carry the societies forward. Leadership typologies of these leaders can include significant differences from country to country, culture to culture and more diverse leadership styles may occur. Therefore, this issue is open to continuous investigations and researches that will continue in the future without slowing down.

When the average scores of the Leadership Orientations Scale were taken into account in our study, it was determined, that the students got the

highest score from the Human Intended Leadership sub-dimension and the lowest score from the Transformational Leadership styles. In our study, it has been demonstrated that human intended leadership behavior was followed by structural leadership behavior and that it is followed by charismatic leadership behavior and transformational leadership behavior.

Because of the findings obtained in our study, some studies are recommended to develop the leadership orientation of Emergency Aid and Disaster Management students during their four-year undergraduate education. These; organizing educational activities such as training and in-group discussions, adopting strategies for raising students' self-confidence, providing training to develop students' leadership behaviors, and using social support resources effectively. A good sense of leadership in today's conditions; will be possible with the presence and behaviors of creative leader people whose vision will lead to innovations. Providing a leadership understanding in disaster management will help to reduce the impossibilities and disadvantages existing in disaster concept to acceptable levels. The absence of leaders in the event of a disaster can lead to an increase in negativity, and it may be difficult to prosper.

Another issue is the presence of the leader managers who will provide the necessary arrangements, plans, coordination and cooperation in order to pull people out of this chaos in the event of a chaotic event of a disaster.

What is important is that prior to the occurrence of disasters, there are people who will provide the necessary planning, preparatory activities, risk management and cooperation, or they are brought into the society through the necessary trainings.

The concept of leadership is in an important position as a fundamental element of coping with uncertainty in today's world, which shows rapid development and change.

Since there is uncertainty about when the issue of disasters will occur or our vulnerability is unpredictable, it does not seem possible to overcome this without leadership.

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