

Spor Fakültesi Öğrencilerinin Liderlik Özellikleri ve Liderlik Yönelimlerinin Kişilik Özelliklerinden Etkilenmeleri



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ÖZET

Amaç: Bu çalışmanın amacı spor fakültesi öğrencilerinde çok yönlü liderlik özellikleri ve liderlik özelliklerinin kişilik özelliklerinden etkilenmelerinin araştırılmasıdır. **Materyal & metot:** Çalışmada 358 spor bilimleri fakültesi öğrencisinin doldurmuş olduğu liderlik yönelimleri ölçeği ve büyük beş 50 kişilik testi değerlendirilmiştir. İkili grupların karşılaştırılmasında bağımsız örneklem t-testi, ikiden fazla grubun karşılaştırılmasında ise olan tek yönlü varyans analizi (ANOVA) ve farklılıklar için LSD testleri uygulanmıştır. Ayrıca regresyon analizi yapılmıştır. **Bulgular:** Cinsiyet değişkenine göre yapıya yönelik, insana yönelik ve karizmatik liderlik ve politik liderlik alt boyutlarında ve beş büyük kişilik özelliklerinde uyumluluk, sorumluluk ve Zeka/Hayal özelliği içeren boyutlarda anlamlı bir farklılık bulunmuştur ($p < 0,001$). Kişilik özellikleri dışa dönüklük ve duygusal denge alt boyutlarında anlamlı farklılık bulunmamıştır ($p > 0,05$). Spor bilimleri fakültesi öğrencilerinin okudukları bölümlere göre yapıya yönelik liderlik boyutlarında ve kişilik özellikleri dışa dönüklük, duygusal denge ve zeka / hayal gücü puanlarında istatistiksel olarak anlamlı farklılık bulunmamıştır ($p > 0,05$). Bölüm değişkenine göre kişilik özellikleri uyumluluk ve sorumluluk özelliklerinde anlamlı farklılık bulunmuştur ($p < 0,05$). Öğrencilerin ilgilendikleri spor türüne göre liderlik alt boyutlarında ve kişilik özelliklerinde duygusal denge hariç dışa dönüklük, uyumluluk, sorumluluk zeka / hayal gücü boyutlarında istatistiksel olarak anlamlı bir farklılık vardır ($p < 0,05$ ve $p < 0,001$). Kişilik özelliklerinden dışa dönüklük, uyumluluk, sorumluluk, duygusal denge ve hayal gücünün insana yönelik liderlik boyutuna ait varyasyonun %33,4'ünü, yapıya yönelik liderlik boyutuna ait varyasyonun %47,7'sini, politik liderlik boyutuna ait varyasyonun % 40,3' ünü ve Karizmatik liderlik boyutuna ait varyasyonun %41,3' ünü açıklamaktadır. **Sonuç:** Spor Bilimleri Fakültesi öğrencilerinin iyi derecede liderlik ve kişilik özelliklerine sahip oldukları tespit edilmiştir. Ayrıca öğrencilerin çok yönlü liderlik ve kişilik özellikleri cinsiyete göre değiştiği tespit edilmiştir. Liderlik özelliklerinde bölüm değişkeninin etkisi görülmemiştir. Kişilik özelliklerinde ise bölüm değişkenine göre uyumluluk ve sorumluluk boyutlarında farklılık bulunmuştur. Yine takım sporu ile ilgilendiğini belirten öğrencilerin liderlik ve kişilik puanları bireysel sporlarla ilgilenenlerden daha iyidir. Spor fakültesi öğrencilerinin liderlik özelliklerinin kişilik özelliklerinden yüksek oranda etkilendiği söylenebilir. Öğrencilerin bilgi, görgü ve tecrübeleri arttıkça liderlik ve kişilik özelliklerinin de olumlu olarak geliştiği ve değiştiği düşünülmektedir. Öğrencilerin liderlik özelliklerinin yükseltilmesi için kişilik özelliklerinin olumlu yönde geliştirilmesi önerilebilir.

Anahtar kelimeler: Çok Yönlü Liderlik, Kişilik, Öğrenci, Spor bilimi

Leadership Characteristics of Sports Faculty Students and the Influence of Personality Traits on Their Leadership Orientation

ABSTRACT

Purpose: The aim of this study is to investigate the multi-dimensional leadership characteristics of sports faculty students and the effects of leadership characteristics on personality characteristics. **Material & Method:** In the study, the leadership orientation scale and the big five 50 personality test filled by 358 sports science faculty students were evaluated. In the comparison of two groups, independent sample t-test was applied, in the comparison of more than two groups, one-way analysis of variance (ANOVA) and LSD tests for differences were applied. In addition, regression analysis was performed. **Findings:** Significant differences were observed in the sub-dimensions of structure-oriented, people-oriented, charismatic, and political leadership according to gender, as well as in the personality dimensions of agreeableness, conscientiousness (responsibility), and openness to experience (intellect/imagination) ($p < 0.001$). No significant gender differences were found for extraversion and emotional stability ($p > 0.05$). Furthermore, no statistically significant differences were identified in structure-oriented leadership or in the personality traits of extraversion, emotional stability, and openness to experience across academic departments ($p > 0.05$). However, significant departmental differences were observed in agreeableness and conscientiousness ($p < 0.05$). When analyzed according to students' preferred types of sports, statistically significant differences emerged in all leadership and personality traits except for emotional stability. Specifically, differences were found in extraversion, agreeableness, conscientiousness, and openness to experience ($p < 0.05$ and $p < 0.001$). Among the personality traits, extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience collectively explained 33.4% of the variance in people-oriented leadership,

47.7% in structure-oriented leadership, 40.3% in political leadership, and 41.3% in charismatic leadership. **Conclusion:** The findings indicate that students of sports sciences generally possess strong leadership and personality traits. Gender was found to significantly influence both leadership and personality traits, whereas no significant effect of academic department was found on leadership traits. Nonetheless, department-based differences were present in the personality traits of agreeableness and conscientiousness. Additionally, students who reported an interest in team sports exhibited higher leadership and personality scores compared to those interested in individual sports. The results suggest that personality traits substantially influence leadership characteristics. It is posited that as students gain more knowledge and experience, their leadership and personality traits improve accordingly. Therefore, initiatives aimed at fostering the development of personality traits may contribute positively to enhancing students' leadership capacities.

Keywords: Multi-Dimensional Leadership, Personality, Student, Sports, Sports Sciences

INTRODUCTION

Leadership can be defined as the integration of knowledge and skills to unite a group of individuals around shared goals and to motivate them toward the achievement of these objectives (Devecioğlu, 2018). Within the context of sports, coaches, athletes, and exercise professionals function as leaders who demand maximum effort from participants to attain success. Common characteristics observed in effective leaders include adaptability, social awareness, ambition, determination, independence, and a desire to influence others. Additionally, these individuals are often persistent, hardworking, self-confident, capable of managing stress, responsible, and possess conceptual thinking abilities. Further leadership traits include tact, diplomacy, persuasive speaking, organizational skills, knowledge of group tasks, and well-developed social competencies. These attributes are essential for the efficiency and effectiveness of certain professional roles (Aydın et al., 2016; Yazıcı et al., 2023). Transformational leaders, in particular, enhance their followers' understanding of the significance of high performance, thereby promoting a more positive perception of personal development and achievement while contributing to the realization of organizational goals. Charismatic or symbolic leadership is characterized by individuals who inspire others, possess strong communication networks, and are open-minded, value human and cultural principles, and exhibit creativity and imagination (Zengin & Somoğlu, 2022; Yavuz et al., 2024).

Personality refers to the set of characteristics that distinguish individuals from one another, including their cognitive, emotional, and perceptual patterns developed throughout life (Dursun et al., 2024). The Five-Factor Model of personality—widely employed in research related to sports and personality—includes the traits of extraversion, agreeableness, conscientiousness (responsibility), emotional stability, and openness to experience or imagination (Ghaderi & Ghaderi, 2012; Rawat et al., 2023). The trait of agreeableness overlaps with elements of "honesty-humility" and encompasses qualities such as tolerance, kindness, peacefulness, moderation, and cooperativeness. In contrast, emotional stability refers to traits such as composure, consistency, and calmness, whereas emotional instability includes characteristics like stubbornness, irritability, and moodiness (Ashton et al., 2014; Tatar, 2017). Individuals high in extraversion are typically self-confident and socially fearless. Emotional consistency is equated with emotional balance and stability, while emotionally inconsistent individuals tend to be more anxious and excitable in social interactions. Agreeableness also reflects an individual's capacity for maintaining positive interpersonal relationships, whereas conscientiousness is associated with self-discipline, reliability, and a goal-oriented mindset.

Highly conscientious individuals tend to be organized and motivated, whereas those with low levels of conscientiousness may exhibit disorganization and lack of planning. Individuals high in openness to experience possess original and insightful thinking, intellectual curiosity, and vivid imagination (İnallı, 2019; Tatar, 2018).

In the field of sports, various factors necessitate leadership orientation, including the need to prevent undesirable behaviors and to attain both short- and long-term goals (Cengiz & Güllü, 2018). Professionals such as physical education teachers, coaches, and sports managers act as leaders responsible for organizing and guiding groups toward shared objectives (Atar & Özbek, 2009). Previous studies have indicated that the leadership orientations of students receiving sports education vary according to several demographic and personal variables (Devecioğlu, 2018). Moreover, personality traits have been recognized as influential in determining athletic success (Piepiora & Piepiora, 2021). For instance, Garland and Barry (1990) demonstrated a relationship between personality traits and success in sports. Psychological factors such as goal setting and self-efficacy further confirm the influence of personality on athletic performance. Students studying sports sciences are likely to take on roles as physical education teachers, coaches, sports managers, or recreation specialists in the future. These professional roles require them to lead and manage individuals or groups and to work toward the accomplishment of specific objectives. Accordingly, the relationship between leadership orientation and personality traits is of particular interest. Therefore, the aim of this study is to investigate the leadership orientations of sports faculty students and to examine the influence of their personality traits on these leadership orientations.

MATERIAL & METHOD

Participants: The study sample consisted of 358 undergraduate students (aged 18–29) enrolled in the Faculty of Sports Sciences at Ondokuz Mayıs University. All participants voluntarily

completed the Leadership Orientation Scale and the Big Five-50 Personality Inventory. Additionally, a personal information form was administered to gather demographic and background data.

Data Collection Instruments

Leadership Orientation Scale: The Leadership Orientation Scale, developed by Dereli (2003), comprises 32 items divided into four sub-dimensions: people-oriented leadership, structure-oriented leadership, political leadership, and charismatic (symbolic) leadership. Each sub-dimension contains 8 items. Specifically, items 2, 6, 10, 14, 18, 22, 26, and 30 assess people-oriented leadership; items 1, 5, 9, 13, 17, 21, 25, and 29 assess structure-oriented leadership; items 3, 7, 11, 15, 19, 23, 27, and 31 assess political leadership; and items 4, 8, 12, 16, 20, 24, 28, and 32 assess charismatic leadership. The scale uses a 5-point Likert system: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Frequently, and 5 = Always. Each sub-dimension yields a minimum score of 8 and a maximum score of 40. Higher scores indicate more frequent exhibition of the respective leadership trait, while lower scores indicate minimal exhibition. In the present study, Cronbach's alpha coefficients for the sub-dimensions ranged from 0.86 to 0.90, indicating high internal consistency.

Big Five-50 Personality Inventory: The Big Five-50 Personality Inventory, originally developed by Saucier and Goldberg (2002), was adapted into Turkish by Tatar (2017). This inventory includes 50 items, with 10 items dedicated to each of the five personality traits: extraversion, agreeableness, conscientiousness (responsibility), emotional stability, and intelligence/imagination (openness to experience). Participants respond to each item using a 5-point Likert scale ranging from 1 ("Not at all appropriate") to 5 ("Very appropriate"), indicating how accurately the statements describe them. The reliability analysis conducted for this study yielded Cronbach's alpha values of 0.88 for Extraversion, 0.84 for Agreeableness, 0.81 for Conscientiousness, 0.85 for Emotional Stability, and 0.80 for Intelligence/Imagination.

Statistical Procedures:

All statistical analyses were conducted using SPSS version 27.0. To assess the normality of the data distribution, the Kolmogorov-Smirnov test was applied, and results indicated that the data were normally distributed. An independent samples t-test was employed to compare two groups, while one-way analysis of variance (ANOVA) and the Least Significant Difference (LSD) post hoc test were used for comparisons involving more than two groups. In this study, regression analysis was also performed. Significance was checked at the $p < 0.05$ level.

Ethical Considerations: The study was reviewed and approved by the Ondokuz Mayıs University Social and Human Sciences Research Ethics Committee during its 5th meeting on March 29, 2023. The petition numbered 108913 was accepted, and the study received ethical approval under decision number 2023-124.

RESULTS

Table 1. *Comparison of leadership types and big five personality trait scores according to gender variable*

Sub-dimensions	Sex	n	Mean	SD	t	p
People-oriented leadership	Female	156	32.00	2.99	-3,08	0,007*
	Male	202	33.14	3.77		
Structural Leadership	Female	156	30.60	3.92	-7,08	<0,001**
	Male	202	33.62	4.05		

Political leadership	Female	156	28.56	3.01	-6,00	<0,001**
	Male	202	31.12	4.62		
Charismatic leadership	Female	156	29.08	3.76	-3,86	<0,001**
	Male	202	30.93	4.99		
Extraversion	Female	156	29.66	4.24	-1,33	0,284
	Male	202	30.24	3.93		
Compatibility	Female	156	29.57	3.24	-4,64	<0,001**
	Male	202	30.97	2.48		
Responsibility	Female	156	30.34	2.75	-6,007	<0,001**
	Male	202	31.89	2.15		
Emotional balance	Female	156	25.40	4.42	-0,03	0,997
	Male	202	25.41	7.33		
Intelligence	Female	156	31.99	3.08	-5,31	<0,001**
	Male	202	33.79	3.26		

*p<0, 05 and **p<0,001

A significant difference was found in the sub-dimensions of structure-oriented, people-oriented and charismatic leadership and political leadership according to the gender variable and in the dimensions of the big five personality traits, which include agreeableness, responsibility and intelligence/imagination ($p<0.001$). No significant difference was found in the sub-dimensions of personality traits, extroversion and emotional stability ($p>0.05$),

Table 2. Comparison of leadership and personality scores of students according to their departments

Sub-dimensions	Department	n	Mean	SD	F /LSD	p
People-oriented leadership	Physical Education and Sports (1)	98	32.96	3.20	0,60	0,613
	Coaching (2)	97	32.31	3.87		
	Management (3)	80	32.55	3.36		
	Recreation (4)	83	32.75	3.52		
Structural Leadership	Physical Education and Sports (1)	98	32.29	3.59	0,37	0,771
	Coaching (2)	97	31.95	4.76		
	Management (3)	80	32.47	4.13		
	Recreation (4)	83	32.57	4.54		
Political leadership	Physical Education and Sports (1)	98	29.93	3.66	1,68	0,170
	Coaching (2)	97	29.31	4.54		
	Management (3)	80	30.67	3.75		
	Recreation (4)	83	30.26	4.68		
Charismatic leadership	Physical Education and Sports (1)	98	29.93	4.00	0,20	893
	Coaching (2)	97	30.03	4.97		
	Management (3)	80	30.13	4.50		
	Recreation (4)	83	30.45	4.90		
Extraversion	Physical Education and Sports (1)	98	30.55	4.74	1,85	0,132
	Coaching (2)	97	30.33	3.69		
	Management (3)	80	29.42	3.84		
	Recreation (4)	83	29.46	3.80		
Compatibility	Physical Education and Sports (1)	98	31.20	4.41	3,87 1>2,3,4	0,010*
	Coaching (2)	97	30.00	2.18		
	Management (3)	80	30.18	2.11		
	Recreation (4)	83	29.98	1.74		
Responsibility	Physical Education and Sports (1)	98	30.58	2.63	3,44 1<2,3	0,017*
	Coaching (2)	97	31.53	2.57		
	Management (3)	80	31.66	2.49		
	Recreation (4)	83	31.17	2.35		

Emotional balance	Physical Education and Sports (1)	98	24.46	5.38	1,87	0,136
	Coaching (2)	97	25.18	6.06		
	Management (3)	80	26.62	6.76		
	Recreation (4)	83	25.64	6.70		
Intelligence	Physical Education and Sports (1)	98	32.36	3.31	2,17	0,091
	Coaching (2)	97	33.25	3.36		
	Management (3)	80	33.54	3.25		
	Recreation (4)	83	32.99	3.20		

*p<0, 05

There was no statistically significant difference in the structure-oriented leadership dimensions and personality traits of extroversion, emotional balance and intelligence/imagination scores of the students of the faculty of sports sciences according to their departments ($p>0.05$). There was a significant difference in the personality traits of agreeableness and responsibility according to the department variable ($p<0.05$).

Table 3. Comparison of leadership and personality trait scores of students according to the type of sports they are interested in.

Sub-dimensions	Type of sport	n	Mean	SD	F/LSD	p
People-oriented leadership	Individual (1)	130	32.08	3.26	16,76	<0,001**
	Team sport (2)	154	32.15	3.70	1<2,3	
	Both (3)	74	34.65	2.66	2<3	
Structural Leadership	Individual (1)	130	30.83	3.80	13,92	<0,001**
	Team sport (2)	154	32.89	4.53	1<2,3	
	Both (3)	74	33.66	3.73		
Political leadership	Individual (1)	130	28.25	3.36	19,86	<0,001**
	Team sport (2)	154	31.09	4.48	1<2,3	
	Both (3)	74	30.82	3.91		
Charismatic leadership	Individual (1)	130	29.25	4.34	4,18	0,016*
	Team sport (2)	154	30.44	4.52	1<2,3	
	Both (3)	74	31.00	4.93		
Extraversion	Individual (1)	130	28.70	3.42	17,05	<0,001**
	Team sport (2)	154	30.51	4.61	1<2,3	
	Both (3)	74	31.74	2.99		
Compatibility	Individual (1)	130	29.12	2.28	20,73	<0,001**
	Team sport (2)	154	30.97	3.49	1<2,3	
	Both (3)	74	31.28	1.60		
Responsibility	Individual (1)	130	29.89	2.46	34,96	<0,001**
	Team sport (2)	154	31.75	2.13	1<2,3	
	Both (3)	74	32.42	2.50	2<3	
Emotional balance	Individual (1)	130	25.76	5.99	0,76	0,466
	Team sport (2)	154	25.48	4.91		
	Both (3)	74	24.65	8.65		
Intelligence	Individual (1)	130	31.98	2.50	11,68	<0,001**
	Team sport (2)	154	33.82	3.97	1<2,3	
	Both (3)	74	33.12	2.42		

*p<0, 05 and **p<0,001

There is a statistically significant difference in the leadership sub-dimensions and personality traits, except emotional balance, in the dimensions of extroversion, conformity, responsibility,

intelligence/imagination, according to the type of sport the students are interested in ($p < 0.05$ and $p < 0.001$).

Table 4. *The effect of personality traits on the Human-oriented Leadership Dimension*

Parameter	B	Std. Error	R ²	t	p
Constant	39,189	2,519	0,334	15,556	,000
Extroversion	,063	,050		1,270	,205
Agreeableness	-,034	,068		-,504	,615
Conscientiousness	-,024	,067		-,363	,717
Emotional stability	-,334	,027		-12,342	,000
Intelligence	,056	,055		1,021	,308

Dependent variable: People-oriented leadership

As a result of the regression analysis, a significant regression model was given between the Big Five personality traits and the people-oriented leadership dimension ($F_{5, 352} = 35.31$, $p < 0.001$).

Table 5. *The effect of Personality Traits on the Structure-oriented Leadership Dimension*

Parameter	B	Std. Error	R ²	t	p
Constant	21,194	2,722	0,477	7,787	,000
Extroversion	-,170	,054		-3,174	,002
Agreeableness	-,041	,074		-,552	,581
Conscientiousness	,446	,072		6,208	,000
Emotional stability	-,382	,029		-13,074	,000
Intelligence	,400	,059		6,755	,000

Dependent variable: Structure-oriented leadership

As a result of the regression analysis, a significant regression model was given between the Big Five personality traits and the structure-oriented leadership dimension ($F_{5, 358} = 64.30$, $p < 0.001$).

Table 6. *The effect of personality traits on the Political Leadership Dimension*

Parameter	B	Std. Error	R ²	t	p
Constant	31,592	2,840	0.403	11,123	,000
Extroversion	-,435	,056		-7,783	,000
Agreeableness	,276	,077		3,587	,000
Conscientiousness	,314	,075		4,187	,000
Emotional stability	-,325	,031		-10,645	,000
Intelligence	,046	,062		,739	,461

Dependent variable: Political leadership

A significant regression model was given between the Big Five personality traits and the political leadership dimension as a result of the regression analysis ($F_{5, 358}=49, 262$, $p<0,001$).

Table 7. *The effect of personality traits on the Charismatic Leadership Dimension*

Parameter	B	Std. Error	R ²	t	p
Constant	30,929	3,101	0,413	9,974	,000
Extroversion	-,277	,061		-4,537	,000
Agreeableness	,212	,084		2,523	,012
Conscientiousness	,322	,082		3,936	,000
Emotional stability	-,412	,033		-12,385	,000
Intelligence	,044	,068		,657	,511

Dependent variable: Charismatic leadership

As a result of the regression analysis, a significant regression model was given between the Big Five personality traits and the charismatic leadership dimension ($F_{5, 358}=49, 614$, $p<0,001$).

DISCUSSION AND CONCLUSION

In this study, the subscale scores obtained from the Leadership Orientation Scale ranged from 28.56 to 33.14 for both male and female students. Given that the maximum score for each sub-dimension is 40, these results suggest that students exhibit leadership characteristics at a relatively high level. Similarly, the scores from the Big Five Personality Test varied across dimensions, with the lowest score recorded as 25.40 and the highest as 33.99. Considering that the maximum score in each personality dimension is 50, it can be inferred that the personality traits of students in the Faculty of Sports Sciences are generally positive. These findings are

consistent with those reported in the literature. For instance, Zengin and Somoğlu (2022) indicated that leadership orientations among students in sports sciences departments were above average. Similarly, Saleh et al. (2022) found that individuals with disabilities who participated in either team or individual sports exhibited moderate levels of the Big Five personality traits. Altınışik and Çelik (2022) reported comparable findings in their research. The results of the present study suggest that students in the Faculty of Sports Sciences display favorable leadership and personality traits. Accordingly, it may be concluded that these students tend to be responsible, capable of forming and maintaining positive interpersonal relationships, possess strong group cohesion, are adept at managing psychological processes, maintain an optimistic perspective on life, and exhibit the ability to motivate and guide those around them.

Several scientific studies examining individuals' multifaceted leadership orientations have yielded differing results (Atçı, 2018; Çelik, 2015). Dursun et al. (2024) and Zengin and Somoğlu (2022) found that leadership characteristics vary according to gender. Özdenk (2015) reported that female participants scored significantly higher than male participants in the structure-oriented and people-oriented leadership sub-dimensions of the Leadership Orientation Scale. In contrast, the study by Çetin and İmamoğlu (2018) found no significant gender differences in the sub-dimensions of people-oriented, structure-oriented, and political leadership, while a statistically significant difference was observed in charismatic leadership traits. Similarly, Atan et al. (2018) found that male participants scored higher than females in the political and charismatic leadership sub-dimensions. Şener et al. (2019) also reported gender-based differences in structure-oriented, people-oriented, and charismatic leadership traits. Yazıcı and İmamoğlu (2024) observed that while there were no gender-based differences in people-oriented leadership, significant differences were found in structural, political, and charismatic leadership sub-dimensions. Conversely, other studies have found no significant gender-based differences in multifaceted leadership orientations (Atar & Özbek, 2009; Başoğlu, 2012; Çelik, 2014; Senger, 2014; Dursun & Göksel, 2022; Memişoğlu & Çakır, 2015; Özdenk, 2015; Güngör, 2016; Karataş, 2017; Aygün, 2018; Cengiz & Güllü, 2018; Boyacı, 2023; Solmaz & Aydın, 2015; Zorba, 2024). Regarding personality traits, some studies have identified significant gender differences among university students (Deryahanoğlu et al., 2018; Dursun et al., 2024; Koca et al., 2018). Similar findings have emerged in studies involving students who receive sports education, indicating that personality traits may vary by gender (Uzun et al., 2020; Yazıcı & İmamoğlu, 2024). In a study using the Big Five Personality Traits framework, İnallı (2019) found no significant gender differences in the dimensions of

extraversion, conscientiousness (responsibility), or openness to experience (intelligence/imagination), but did find significant differences in agreeableness and emotional stability. Specifically, female athletes had higher mean scores in agreeableness, while male athletes scored higher in emotional stability. In the current study, statistically significant gender differences were found in all sub-dimensions of leadership orientation—structure-oriented, people-oriented, charismatic, and political leadership—as well as in the Big Five personality traits of agreeableness, conscientiousness, and openness to experience ($p < 0.001$). However, no significant differences were observed in the dimensions of extraversion and emotional stability ($p > 0.05$). Overall, male students demonstrated higher leadership and personality scores compared to female students. Male students also outperformed females in agreeableness, conscientiousness, and openness to experience. These findings suggest that male students receiving sports education may possess stronger common personality traits, including self-confidence, courage, and the ability to inspire admiration, persuasiveness, and motivational capabilities. It is also worth noting that the variation in findings across studies may stem from differences in participant characteristics and sampling methods.

In the study by Zorba (2024), it was found that leadership orientations among students in faculties of sports sciences did not significantly differ according to their academic departments. Similarly, Çetinkaya and İmamoğlu (2018) observed that students receiving sports education at the university level exhibited comparable leadership orientations, while Yamaner et al. (2017) attributed the lack of significant differences in leadership scores to the uniformity of sports education received. Conversely, Çar (2013) emphasized that students' academic departments were an important variable influencing leadership traits. In contrast, Şener et al. (2019) identified statistically significant differences across departments in structure-oriented, people-oriented, political, and charismatic leadership dimensions. Yazıcı and İmamoğlu (2024), however, concluded that students' leadership characteristics did not vary significantly by department. Supporting this finding, Yazıcı et al. (2023) reported no significant differences in athlete students' personality traits based on their academic departments. When considering the field of sports in general, personality profiles among athletes appear to be relatively similar. Athletes typically exhibit low levels of neuroticism and high levels of extraversion and conscientiousness, while openness to experience and agreeableness tend to vary moderately (Piepiora et al., 2021). Furthermore, emotional stability, openness to experience, extraversion, and conscientiousness have been reported to be positively correlated with sports performance, whereas agreeableness has shown a negative correlation (Khan et al., 2016). In the current

study, no statistically significant differences were found in structure-oriented leadership or in the personality dimensions of extraversion, emotional stability, and openness to experience across departments ($p > 0.05$). However, significant differences were observed in agreeableness and conscientiousness according to departmental affiliation ($p < 0.05$). Students from the coaching department had higher agreeableness scores, while those in the physical education teaching department exhibited lower scores in conscientiousness. These variations may be attributed to the general personal characteristics associated with each student group.

Regarding sports branches, Bayındır (2020) found no significant differences in leadership orientations. Nonetheless, some studies have demonstrated differences based on participation in team versus individual sports. Ravanti et al. (2020) found that team athletes exhibited more traits associated with extraversion. Turhal et al. (2020) showed that individuals participating in team sports had higher leadership orientations. Similarly, Zengin and Somoğlu (2022) reported significantly higher scores in people-oriented, structure-oriented, and charismatic leadership dimensions among team sport athletes compared to individual sport athletes. Beltekin and Kuyulu (2019) found that individuals involved in team sports scored higher in structure-oriented, political, and charismatic leadership. In contrast, Karayol (2013) found no differences in leadership behaviors among male athletes based on the type of sport. However, Karataş (2017) concluded that individuals participating in team sports exhibited stronger leadership characteristics than those engaged in individual sports. In the present study, significant differences were found in the personality dimensions of extraversion, agreeableness, conscientiousness, and openness to experience according to the type of sport practiced ($p < 0.05$ and $p < 0.001$). Moreover, all dimensions of leadership orientation varied significantly based on the type of sport ($p < 0.05$ and $p < 0.001$). Students who reported being involved in both team and individual sports demonstrated the highest scores, followed by those involved in team sports, and lastly those engaged in individual sports. Additionally, team athletes exhibited higher leadership orientation scores than students involved solely in individual sports. In terms of personality traits, students engaged in individual sports scored lower than those involved in team sports.

In general, strong leadership orientation appears to be positively associated with extraversion, agreeableness, and conscientiousness, while negatively related to emotional instability. It is believed that enhanced leadership orientation contributes to the development of positive personality traits among students in faculties of sports sciences. Conversely, students with well-developed positive personality traits are also likely to exhibit stronger leadership qualities.

Therefore, it is recommended that programs fostering positive personality development be integrated into sports education curricula to enhance leadership skills. Additionally, leadership-oriented courses and objectives should be prioritized to support the cultivation of positive personality traits among sports faculty students (Yazıcı & İmamoğlu, 2024; Sarıkaya & Bilir, 2019). In the study conducted by Garland and Barry (1990), it was demonstrated that personality traits such as belief rigidity, extraversion, group dependence, and emotional stability accounted for 29% of the variance in physical fitness. Similarly, Safari et al. (2019) investigated the influence of the Big Five personality traits on students' motivation to participate in sports and found that these five factors had a significant impact, explaining 78% of the total variance in sports participation motivation. In the current study, regression analyses revealed significant models between the Big Five personality traits and various leadership dimensions. A significant regression model was found between the Big Five traits and the people-oriented leadership dimension ($F(5,352) = 35.31, p < 0.001$), with extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience accounting for 33.4% of the variance ($R^2 = 0.334$). Additionally, a significant model was identified between the Big Five traits and the structure-oriented leadership dimension ($F(5,358) = 64.30, p < 0.001$), with the same five traits explaining 47.7% of the variance ($R^2 = 0.477$). For the political leadership dimension, a significant regression model was also found ($F(5,358) = 49.262, p < 0.001$), with personality traits accounting for 40.3% of the variance ($R^2 = 0.403$). Finally, in the charismatic leadership dimension, a significant model emerged ($F(5,358) = 49.614, p < 0.001$), with personality traits explaining 41.3% of the variance ($R^2 = 0.413$). These findings suggest that leadership characteristics among students in the Faculty of Sports Sciences are strongly influenced by their personality traits.

Conclusion:

This study revealed that students in the Faculty of Sports Sciences possess well-developed leadership and personality traits. Furthermore, it was found that multifaceted leadership and personality traits vary significantly by gender. No significant differences in leadership traits were observed based on academic department. However, in terms of personality, significant differences were found in the dimensions of agreeableness and conscientiousness according to the department variable. Additionally, students who indicated an interest in team sports demonstrated higher leadership and personality scores compared to those involved in individual sports. Overall, the results indicate that the leadership characteristics of sports faculty students are significantly influenced by their personality traits. It is also believed that increases in

students' knowledge, experience, and practical exposure contribute positively to the development of both their leadership and personality traits. Therefore, it is recommended that educational programs aim to foster the development of positive personality traits as a means to enhance leadership capacities among students in faculties of sports sciences.

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