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ANALYSIS OF SELF-PERCEPTIONS OF STUDENTS OF THE FACULTY OF SPORT SCIENCES REGARDING LEADERSHIP BEHAVIORS ACCORDING TO TEAM SPORTS AND INDIVIDUAL SPORTS PREFERENCES

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ABSTRACT

This study examined the self-perception of students of the Faculty of Sport Sciences regarding leadership behaviors according to team sports and individual sports preferences. 476 students studying at different departments of the Faculty of Sports Sciences of Bayburt University participated. To measure the participants' self-perceptions about leadership behaviors, a questionnaire consisting of four dimensions developed by Özbek and Kızılyallı (2017), "Self-Perception Scale Related to Leadership Behaviors of Undergraduate Students," and a demographic form containing gender and department variables were applied. The t-test and ANOVA analysis of the scores obtained by the questionnaire were performed. According to the findings, based on gender, it was determined that the male participants in the self-confident leader sub-dimension of the scale were significantly higher than the female participants. In the principled leader sub-dimension, the mean scores of the female participants were significantly higher than the male participants in individual sports. In team sports, it was found that the average score of male participants in the self-confident and determined leader sub-dimensions was significantly higher than that of female participants. According to the departments in individual sports, a significant difference was found in the self-confident leader sub-dimension in the self-perception score averages of the participants regarding leadership behaviors. The average score of the participants studying in the recreation department is significantly higher than in other departments. The self-perception score averages of the participants who prefer team sports, on the other hand, showed a significant difference in the Participative Leader sub-dimension of the scale. It was found that the average scores of the participants who studied in the department of coaching education were significantly higher than the participants who studied in other departments. As a result of the study, it was determined that gender and department variables affected the self-perceptions of athletes who prefer team sports and individual sports regarding leadership behaviors.

Keywords: Leadership behavior, team sports, individual sports, self-perception, sports, student

INTRODUCTION

In societies, some people stand out and are followed as having more advanced knowledge, experience, intelligence, experience, courage, vision, charisma, etc., than other people. These people are known as leaders. There are various views on whether leaders innate or acquire leadership characteristics. Understanding the effect of education and sports, which is a part of education, in developing leadership characteristics will guide people on the path to be followed in developing leadership characteristics. Knowledge of the impact of education and sport, which is part of education, on the development of leadership traits will guide the path to develop leadership traits in people.

Leadership has been one of the most exciting and researched concepts in the social sciences. In this regard, various definitions related to the concept of leadership have been made. Among these definitions, the definition that we can consider per the subject of the research and its comprehensiveness is as follows: Leadership is the sum of the ability and knowledge to gather people around specific goals and to influence them with characteristics and skills such as intelligence, understanding, cooperation, determination, persuasiveness, reliability, energy, patience, self-confidence, adaptability, sensitivity to the social environment, to achieve these goals (Eren, 2000; Sungur, 1997). Leadership requires perceiving the problem, showing the solution options to the followers, and benefiting from the power of the group in the applications related to the solution. Leadership is the last act that brings people and all potential in an organization and the organization to success. Therefore, leadership is an inevitable element for an organization to succeed (Yetim, 1999).

Whether leadership is learnable has been a subject of great interest and studied in the academic field (Extejt & Smith, 2009). Studies on the process of leadership and the leader's personal characteristics have led to the emergence of different leadership models. In this regard, some leadership models are as follows (Çelik & Sunbul, 2008).

Autocratic Leadership: This leadership style is the opposite of the democratic method. Such leaders essentially exclude those who follow them from the administration. The followers have no say in determining the goals, plans and policies. They are only obliged to strictly follow the orders they have received from the leader. Management authority is completely concentrated on the leader (Eren, 2000).

Democratic Leadership: Democratic leaders tend to share management authority with group members. For this reason, the leader always determines the leadership behavior in line with the ideas and thoughts received from the subordinates while determining the goals, plans, and policies, making the division of labor, and creating the work orders. Democratic leadership style is a way that is owned by a person in influencing a group of people or subordinates to work together and make efforts with enthusiasm, motivation and belief to achieve the goals that have been set. The most important drawback is that it causes time loss and slow operation of all decision mechanisms, whether important or not (Sastrawidjaja & others, 2021; Eren, 2000).

Charismatic Leadership: Charismatic leaders have a very big emotional impact on their followers. Charismatic leaders have characteristics such as having a vision, evaluating the current situation, having foresight, and being able to make others adopt their values (Saruhan & Yildiz, 2009). The members of the group show a sincere devotion to the leader, as they consider him to have extraordinary qualities. Charismatic leaders are heroes in the eyes of their followers.

In order for the group to achieve the desired goals, effective leadership and effective leaders are needed in all areas, as well as in the field of sports. The word sport comes from the words disport (di and portare). These words mean a diversion from work or serious matters, recreation or amusement. Participation, entertainment, relaxation, enjoyment, positive contribution to health, and improving social relations are more important than results in sporting events. However, the result is not completely unimportant; satisfying results increase the pleasure in sports. With these features, sport is a group of games and activities that are connected and developed with rules that emphasize the game aspect (Ozbaydar, 1983).

Sport contributes to the learning of the skills and values necessary to succeed in education, the workplace, and throughout life (Ewing et al., 2002). However, during sports activities, the individuals need to use energy, muscles, mental abilities, perceptions, quick decision-making, and social skills. Thus, they are participating in physical, mental, and social activities (Dogan, 2005). This activity can be done individually or as a team.

Team sports are one of the types of sportive activities. They are games that consist of basic technical skills and tactics under the rules of the game with the participation of more than one player in any playground and where team spirit is exhibited. Team sports with more than one person require coordination, motivation, and organization of team players, and the person who performs this task is the team captain. Considering that the leaders are also the ones who organize, coordinate, and motivate the group, the team captains have a leadership role in team sports. Dupuis, Bloom, and Loughhead (2006) concluded that team captain experiences develop all elements of leadership, interpersonal traits, verbal interactions, and task behaviors. From this point of view, it can be said that team sports play a role in the development of leadership characteristics. In this respect, knowing students' self-perceptions about leadership behavior according to the team and individual sports preferences will be important in terms of presenting the role of the team and individual sports in terms of leadership characteristics in individuals.

Individual sports are sports based on individual performance and individual struggle without depending on a team and teammates. In individual sports, although there is support from the coach and other elements, the athletes are on their own on the field; they struggle alone and make decisions alone according to the changing situations in the competition. Considering that one of the most important characteristics of effective leaders is their ability to make decisions, it can be considered that individual sports, like team sports, can also be effective in the development of leadership traits. Students of the Faculty of Sports Sciences participate in sports activities such as individual and team sports. It is claimed that participating in sports activities

individually and as a team has positive effects on the development of interpersonal relations, peer relations, and leadership characteristics among students (Astin, 1997; Ryan1989).

In this regard, the purpose of this study is to examine the self-perceptions of students of the Faculty of Sports Sciences regarding leadership behaviors according to team sports and individual sports preferences.

METHOD

The Model/Pattern of the Research

In this study, a quantitative research method and a relational screening model were used.

Universe/Sample

The universe of the research is made up of sports students studying at the Faculties of Sports Sciences. Its sample consists of 476 students studying in the 1,2,3, and 4th grades of Sports Management, Coaching Education, and Physical Education and Sports Departments at Bayburt University in the 2021-2022 academic year.

Data Collection Tools

In the study, the Scale of Self-Perceptions of Undergraduate Students Regarding Leadership Behaviors, developed by Ozbek and Kizilkayal (2017), was used. There is no reverse-coded item on the scale. The scale consists of 20 items and four sub-dimensions. The scores that can be obtained from the sub-dimensions of the scale; The lowest 6 and the highest 30 points in the Participatory Leader Dimension, the lowest 4 and the highest 20 points in the Self-Confident Leader Dimension, the lowest 6 and the highest 30 points in the Principled Leader Dimension, the lowest 4 and the highest 20 points in the Determined Leader Dimension. An increase in the scores indicates that the self-perception of leadership is positive for each dimension.

At every stage of the research process, it acted per the principles of scientific research and publication ethics. Data were collected voluntarily. Necessary approvals (ethics committee/parent approval) were obtained to carry out the study. Ethics committee approval was obtained from Bayburt University Ethics Committee Presidency with its letter dated 2022/ 131 and numbered.

Analysis of the Data

The data obtained in the study were analyzed using the SPSS 26.0 program. After looking at the data, normality, and homogeneity of distribution, t-test, one-way ANOVA, and analysis were performed.

FINDINGS

Normality of Data

In this study, Skewness and Kurtosis values were examined to determine whether the data were distributed normally; if the skewness coefficient remained within ± 1 limits, it was interpreted that the scores did not show a significant deviation from the normal distribution (Buyukozturk et al., 2015).

Table 1. Kurtosis and Skewness Values of Faculty of Sports Sciences Undergraduate Students' Self-Perception Scale Scores on Leadership Behaviors

	N	Mean	Median	Min.	Max.	Skewness	Std.Error	Kurtosis	Std.Error
Scale score average	476	3,1824	3,142	2,14	4,38	,370	,112	,226	,223
Participant Leader	476	3,3074	3,166	2,00	5,00	,992	,112	1,627	,223
Self-Confident Leader	476	3,0583	2,750	1,75	5,00	,870	,112	-,740	,223
Principled Leader	476	3,2507	3,333	1,17	4,50	-,267	,112	-,177	,223
Determined Leader	476	3,0496	3,000	1,40	4,40	-,115	,112	-,082	,223

When the skewness and kurtosis (normal distribution of the data) values are examined in Table 1, it is seen that the data collected within the scope of the research have a normal distribution according to each variable. Since the data have a normal distribution, parametric tests were applied to the data. If the skewness coefficient remains within the limits of ± 1 , it can be interpreted that the scores do not show a significant deviation from the normal distribution (Buyukozturk et al., 2015).

Table 2. Demographic Characteristics of Students of the Faculty of Sports Sciences

Variables		f	%
Gender	Male	204	42,9
	Female	272	57,1
	Total	476	
Department	Physical Education and Sports	108	22,7,
	Sports Management	211	44,3
	Coaching Education	113	23,7
	Recreation	44	9,2
	Total	476	

Table 2 contains information about the demographic characteristics of the participants. Accordingly, it is seen that a total of 476 people, 272 (57.1%) females and 204 (42.9%) males, participated in the study. Looking at the departments, it is seen that 108 (22.7%) participants studied Physical Education and Sports, 211 (44.3%) Sports Management, 113 (23.7%) Coaching Education, and 44 (9.2%) Recreation departments.

Table 3. The Results of the T-Test Analysis of the Self-Perceptions of Undergraduate Students of the Faculty of Sports Sciences Regarding Leadership Behaviors According to Gender

Type of Branch	Sub-Dimensions	Gender	N	X	Ss	t testi		
						t	sd	P
Individual Sports	Participant Leader	Male	103	3,24	,036	1,098	192,9	,273
		Female	92	3,,90	,034			
	Self-Confident Leader	Male	103	3,46	,101	2,086	189,9	,038*
		Female	92	3,15	,109			
	Principled Leader	Male	103	3,10	,059	-2,105	193,0	,037*
		Female	92	3,27	,051			
Determined Leader	Male	103	2,97	,058	-1,429	193,0	,155	
	Female	92	3,08	,045				
Team Sports	Participant Leader	Male	103	3,37	,063	,272	199,4	,786
		Female	92	3,35	,045			
	Self-Confident Leader	Male	103	3,00	,081	2,009	197,8	,046*
		Female	92	2,80	,057			
	Principled Leader	Male	103	3,21	,065	-1,569	192,5	,118
		Female	92	3,34	,044			
Determined Leader	Male	103	2,95	,059	-2,552	279	,011*	
	Female	92	3,12	,038				

* p<0,05

When Table 3 is examined, it is seen that the self-perception of leadership behaviors in the participants who prefer individual sports according to gender differences in the Self-Confident Leader ($t[2,086]=.0.38$; $p<.0.05$) and Principled Leader ($t[-2,105]=.0.37$; $p<.0.05$) sub-dimensions. While the mean scores of the male participants were higher in the Self-Confident Leader Sub-dimension ($X= 3.46$), the mean scores of the female participants were higher in the Principled Leader sub-dimension ($X= 3.27$). In participants who prefer team sports, it was found that there was a significant difference in the Self-Confident Leader ($t[2,009]=.0.46$; $p<.0,05$) and the Determined Leader ($t=[-2,552].0.11$; $p<.0,05$) sub-dimensions of the Scale. Accordingly, while the average scores of male participants were high in the Self-Confident Leader sub-dimension of the scale ($X= 3.00$), In the Determined Leader sub-dimension, it was found that the average score of female participants was high ($X= 3.12$).

Table 4. The Results of the Anova Test Analysis of the Self-Perceptions of the Students of the Faculty of Sports Sciences Regarding Leadership Behaviors According to the Department Variable

Type of Branch	Sub-Dimensions	Department	N	X	Ss	Source of Variance	KT	sd	KO	F	P	Significant Difference
Individual Sports	Participant Leader	Physical Education and Sports ¹	44	3,23	0,354	Between Groups	0,07	3	0,02	0,197	,899	-
		Sports Management ²	77	3,23	0,353	Within Groups	24,13	191	0,12			
		Coaching Education ³	49	3,19	0,384	Total	24,21	194				
		Recreation ⁴	25	3,24	0,297							
		Total	195	3,22	0,353							
	Self-Confident Leader	Physical Education and Sports ¹	44	3,26	1,004	Between Groups	8,56	3	2,85	2,650	,050*	4-1-2-3
		Sports Management ²	77	3,21	1,044	Within Groups	204,9	191	1,07			
		Coaching Education ³	49	3,25	1,025	Total	213,5	194				
		Recreation ⁴	25	3,86	1,087							
		Total	195	3,31	1,049							

	Leader	Physical Education and Sports ¹			Sports Management ²			Coaching Education ³			Recreation ⁴		
		Mean	SD	CI	Mean	SD	CI	Mean	SD	CI	Mean	SD	CI
Team Sports	Principled Leader	Physical Education and Sports ¹	44	3,09	0,576	Between Groups	0,44	3	0,14				
		Sports Management ²	77	3,22	0,586	Within Groups	59,7	191	0,31				
		Coaching Education ³	49	3,2	0,519	Total	60,2	194		0,475	,700		-
		Recreation ⁴	25	3,2	0,515								
		Total	195	3,18	0,557								
	Determined Leader	Physical Education and Sports ¹	44	2,9	0,507	Between Groups	1,32	3	0,44				
		Sports Management ²	77	3,05	0,538	Within Groups	52,8	191	0,27				
		Coaching Education ³	49	3,02	0,551	Total	54,2	194		1,596	,190		-
		Recreation ⁴	25	3,18	0,465		10,3	3	3,45				
		Total	195	3,02	0,528								
	Participant Leader	Physical Education and Sports ¹	64	3,16	0,345	Between Groups	10,36	3	3,45				
		Sports Management ²	134	3,32	0,519	Within Groups	96,53	277	0,34				
		Coaching Education ³	64	3,69	0,874	Total	106,8	280		9,914	,000*		3-1-2-4
		Recreation ⁴	19	3,19	0,524								
		Total	281	3,36	0,617								
	Self-Confident Leader	Physical Education and Sports ¹	64	2,67	0,576	Between Groups	4,52	3	1,509				
		Sports Management ²	134	2,99	0,889	Within Groups	172,35	277	0,62				
		Coaching Education ³	64	2,85	0,735	Total	176,88	280		2,426	,660		-
Recreation ⁴		19	2,81	0,820									
Total		281	2,87	0,794									
Principled Leader	Physical Education and Sports ¹	64	3,27	0,558	Between Groups	0,546	3	0,18					
	Sports Management ²	134	3,34	0,704	Within Groups	108,5	277	0,39					
	Coaching Education ³	64	3,23	0,543	Total	109,3	280		0,464	,710		-	
	Recreation ⁴	19	3,25	0,504									
	Total	281	3,29	0,624									
Determined Leader	Physical Education and Sports ¹	64	3,02	0,481	Between Groups	1,599	3	0,53					
	Sports Management ²	134	3,14	0,580	Within Groups	82,54	277	0,29					
	Coaching Education ³	64	2,96	0,542	Total	84,14	280		1,789	,150		-	
	Recreation ⁴	19	3	0,503									
	Total	281	3,06	0,548									

When Table 4 is examined, the self-perception point averages of the participants who prefer individual sports according to the department variable show a significant difference in the Self-Confident Leader sub-dimension of the scale [F(2,65) = 0.50, p<.05]. As a result of the Scheffe Test conducted to determine the source of it, a difference was found between the average scores of the participants studying in the departments of Recreation (X =3.86), Sports Management (X =3.21), Coaching Education (X =3.25) Physical Education and Sports (X =3.26).

The self-perception score averages of the participants who preferred team sports regarding leadership behaviors showed a significant difference in the Participant Leader sub-dimension of the scale [F(9,914) = 0,00, p<.05]. As a result of the Scheffe Test conducted to determine the source of this difference, the difference was found between the average scores of participants studying in the departments of Coaching Education (X =3.69), those studying in the Physical Education and Sports (X =3.16), Recreation (X =3.19) and Sports Management (X =3.32).

CONCLUSION and DISCUSSION

In the study, the self-perceptions of the students of the Faculty of Sports Sciences regarding leadership behaviors according to team sports and individual sports preferences were examined with the help of the data collected with the "Scale of Self-Perceptions of Undergraduate Students Regarding Leadership Behaviors " consisting of four dimensions. In the scope of this study, the leadership behaviors of the students of the Faculty of Sports Sciences were evaluated according to demographic variables such as gender and department. In this section, the results of the study will be included, and the results of other studies conducted in the literature will be discussed.

According to the demographic characteristics of the participants in the study, it was determined that 476 people participated in the study, 272 of the participants were women, and 204 were men. When the departments where the participants studied were examined, it was determined that 108 participants studied in the departments of Physical Education and Sports, 211 in Sports Management, 113 in Coaching Education, and 44 in Recreation.

According to the data obtained for the gender-based t-test analysis of sub-dimensions, the scale of self-perceptions of students of the Faculty of Sport Sciences regarding leadership behavior according to gender; was determined that the scale differed in the Confident Leader and Principled Leader sub-dimensions. Among the participants who prefer individual sports, it was determined that while the average score of male participants in the Self-Confident Leader sub-dimension was higher, the average score of female participants in the Principled Leader sub-dimension was higher. In the participants who preferred team sports, it was determined that the scale showed significant differences in the Self-Confident Leader and Determined Leader sub-dimensions. According to these data, it was found that male participants had higher average scores in the Self-Confident Leader sub-dimension of the scale, and female participants had higher average scores in the Determined Leader sub-dimension.

In a study conducted in the related field, it was found that the leadership behavior scores of male students were higher than female students according to the gender variable (Yucel, 2011). In another study conducted with military high school students and a sample group consisting of students who do individual sports, it was determined that male students had higher scores than female students (Basoglu, 2006). The results of these studies partially coincide with our current study. The results are similar according to the sub-dimensions of the scale applied in our study. However, in the literature, some studies achieve results inconsistent with the findings of our research (Atar & Ozbek, 200; Semiz, 2011; Gungor, 2016; Ozdenk, 2015; Arslan & Uslu, 2014; Tasgin et al., 2007; Hayri, 2010; Ozdenk, 2015; Aydin; Ozturk, 2017; Cengiz & Gullu, 2018; Tapsin et al., 2020). It can be said that the reason why the results of these studies do not support the results of our current study is the difference between the sample groups and the difference in factors such as age, region, and sports branch. The gender variable may also be related to different variables that may affect leadership behaviors in

individuals. If these variables and their effects can be controlled, it may be possible to see the relationship between gender and leadership behavior clearer.

According to the results of the Anova test analysis of the self-perception of students of the Faculty of Sport Sciences regarding leadership based on department variable, the self-perception point averages of the participants who prefer individual sports regarding leadership behaviors differ significantly in the Self-Confident Leader sub-dimension of the scale. It has been determined that this difference is between the average scores of the participants studying in the Recreation Department and the participants studying in the Department of Sports Management, Coaching Education, and Physical Education and Sports. On the other hand, the self-perception score averages of the participants who preferred team sports showed a significant difference in the Participant Leader sub-dimension of the scale. It was found that this difference was between the average scores of the participants who studied in the Department of Coaching Education and the participants who studied in the departments of Physical Education and Sports, Recreation, Dec Sports Management.

In a study conducted in this field, it was determined that there is a significant difference in the perception of leadership behavior in terms of the department variable (Yücel, 2011). Similarly, in the study conducted by Bayındır (2020), it was found that the difference was significant according to the department variable in which the participants studied. The findings of these studies coincide with the current study. In our study, it was determined that there is a significant difference according to the department variable. In the study conducted by Karayol (2013), it was found that there Dec no difference in the perception of leadership behaviors among athletes who prefer team sports compared to the department variable they studied. In the study conducted by Car (2013) with university students who have received sports education, it was determined that the leadership behaviors of the students did not differ significantly according to the department variable they studied in. It can be said that the findings of these studies do not coincide with our current study. It can be stated that the difference is due to the sample group of the studies and the region where the participants were located.

While people strive to achieve certain goals throughout their lives, they need leaders who can help them achieve these goals and guide them. This is also true for people who prefer both team sports and individual sports. Athletes need leaders who can guide them and contribute to their development at a high level in the field of sports. In this respect, studies on the self-perceptions of athletes regarding leadership behaviors in the field of sports are valuable in terms of the potential of sports to show improvement.

As a result, available qualitative and quantitative evidence shows that participation in sports benefits personal and social development, including the development of leadership characteristics (Opstoel and others, 2020). Whit this In this study, it was found that gender and department variables are important for the leadership behavior of athletes who prefer team sports and individual sports and have an effect on their self-perception. It is believed that the education that students receive in the department where they study and their interests

differ, which affects their self-perception of leadership behavior. It can be said that the effect of the gender variable on leadership behavior is due to the influence of perceptions about gender in society.

Considering that the leadership behavior of individuals is not only innate, but can also be developed later; It may be possible to provide individuals with high leadership skills to society with a planned application at all stages of education, including physical education and sports education.

RECOMMENDATIONS

In order to examine the self-perceptions of athletes regarding leadership behaviors according to team sports and individual sports preferences, studies can be carried out with different evaluation scales. The use of evaluation scales developed especially for university students will be able to contribute to achieving clearer results.

According to team sports and individual sports preferences, research can be conducted to determine the factors that negatively affect the self-perceptions of athletes regarding leadership behavior.

Conducting this study, which was carried out with the students of the Faculty of Sports Sciences, with a larger sample group in the future may contribute to obtaining more productive results. In addition, carrying out future studies across the country and comparing the participants' self-perceptions about leadership behaviors regionally may be effective in the contribution of high-level individuals in leadership behaviors to society.

It should be ensured that qualitative research is carried out in the field of leadership behavior with students studying in different departments at the Faculties of Sports Sciences who prefer team sports and individual sports. Since in-depth findings can be reached as a result of qualitative research, it may be possible to contribute more to the literature.

If research is conducted on high-level athletes in individual sports and team sports to support the study data, the results may be different. In the studies that will be conducted in this way, the levels of self-perceptions of individual athletes or team athletes regarding leadership behaviors can be seen. It can be seen which sports branch is more effective in the leadership process of athletes with the results that will be achieved by comparing high-level individual athletes and team athletes in their branches.

ETHICAL TEXT

At every stage of the research process, it acted per the principles of scientific research and publication ethics. Data were collected voluntarily. Necessary approvals (ethics committee/parent approval) were obtained to carry out the study. Ethics committee approval was obtained from Bayburt University Ethics Committee Presidency with its letter dated 2022/ 131 and numbered.

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