



Determining the leadership orientations of sports sciences faculty students and examining their relationships with their personality traits

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Abstract

The aim of this study is to investigate the leadership orientations of sports sciences faculty students according to some parameters and to determine their relationship with their personality traits. The study covers a group of students (n = 362) studying at the Faculty of Sports Sciences, whose ages vary between 18-30 years old. Leadership Tendencies and Big Five Personality Traits surveys were used as measurement tools in the study. T-test, one-way analysis of variance and LSD tests were used in statistical procedures. While the sub-dimensions of the leadership scale, human-oriented leadership, are similar to each other, significant differences were detected in the sub-dimensions of structural leadership, transformational leadership and charismatic leadership according to gender. While there was no significant difference in the extroversion and emotional balance sub-dimensions of the Big Five personality traits according to gender, a significant difference was found in the dimensions including agreeableness, responsibility and intelligence/imagination. A statistically significant difference was found in all sub-dimensions of leadership orientations according to the sports age variable. People-oriented, structure-oriented, transformational leadership and charismatic leadership orientations were found to have a negative significant relationship with emotional instability. It was concluded that the leadership orientations of sports faculty students vary according to gender, competitive status and sports age, but do not vary according to the department they study. In order for sports faculty students to have better leadership qualities and positive personality traits, it is recommended that their active participation in competitions be increased and that they start their sports at an earlier age.

Keywords: Sports, Student, Personality, Leadership Orientation

Spor bilimleri fakültesi öğrencilerinin liderlik yönelimlerinin belirlenmesi ve kişilik özellikleri ile ilişkilerinin incelenmesi

Özet

Bu çalışmanın amacı spor bilimleri fakültesi öğrencilerinin liderlik yönelimlerinin bazı parametrelere göre araştırılması ve kişilik özellikleri ile ilişkilerinin belirlenmesidir. Çalışma yaşları 18-30 yaş arasında değişen Spor Bilimleri Fakültesinde okuyan öğrencilerden bir grubu (n=362) kapsamaktadır. Çalışmada ölçüm aracı olarak Liderlik Yönelimleri ve Beş Büyük Kişilik Özellikleri anketleri kullanılmıştır. İstatistiksel işlemlerde t- test, tek yönlü varyans analizi ve LSD testleri kullanılmıştır. Liderlik ölçeği alt boyutlu olan insana yönelik liderlik birbirine benzer iken, yapısal liderlik, dönüşümsel liderlik ve karizmatik liderlik alt boyutlarında cinsiyete göre anlamlı farklılık tespit edilmiştir. Cinsiyete göre beş büyük kişilik özelliklerinde dışa dönüklük ve duygusal denge alt boyutlarında anlamlı farklılık göstermezken, uyumluluk, sorumluluk ve zekâ/hayal özelliği içeren boyutlarda anlamlı bir farklılık bulunmuştur. Spor yaşı değişkenine göre liderlik yönelimleri tüm alt boyutlarında istatistiksel olarak anlamlı bir farklılık bulunmuştur. İnsana yönelik, yapıya yönelik, dönüşümsel liderlik ve karizmatik liderlik yönelimlerinin duygusal dengesizlik ile negatif yönde anlamlı ilişkisi bulunmuştur. Spor fakültesi öğrencilerinin liderlik yönelimleri cinsiyete göre, yarışmacı olma durumuna ve spor yaşına göre değiştiği, buna karşılık okudukları bölüme göre değişmediği sonucuna varılmıştır. Spor fakültesi öğrencilerinin liderlik özellikleri ve olumlu kişilik özelliklerinin daha iyi olması için yarışmalara aktif katılım düzeylerinin artırılması yanında onların yaptıkları spora daha erken yaşlarda başlamaları önerilir.

Anahtar kelimeler: Spor, Öğrenci, Kişilik, Liderlik Yönelimi

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INTRODUCTION

A leader is usually a person who brings a particular community together for specific goals and guides and directs people to a goal (Cevahiroğlu & Çakıcı, 2022; Devocioğlu, 2018). Leadership is a fundamental part of sports, especially regarding the effectiveness of teams in sports environments (Cotterill & Fransen, 2016). Leadership is influencing the mission goals and strategies of a group or organization, influencing the people in the organization to implement the strategies and achieve the goals, influencing the continuity and identity of the group, and influencing the culture of the organization (Cotterill & Fransen, 2021; Yukl & Van Fleet, 1992). Leadership requires targeting, guiding, and providing support (Bülbül & Şahin, 2020). A leader's role behaviours, strategies and tactics are effective not only in the fulfilment of tasks and in ensuring harmony in an organization but also the values, beliefs and behaviours of followers (Helvacı, 2010). The leader can direct people in line with the organization's goals (Kaçay & Soyer, 2020). Leaders reveal people's personal and familiar potential, increase their solution options, and direct them to a goal to reach their goal (Erdem & Dikici, 2009).

Leadership orientations are explained in four primary dimensions. Of these dimensions, the structural framework or structural perspective includes a realistic approach to problems and logical thinking. In this perspective, bureaucratic qualifications, command structure emerging between subordinates and superiors, division of labour and assumed roles and positions are essential. The priority of the leaders is that everyone understands the situation processes. Transparent and clear goals are created in the leadership dimension of the structure. The consequences of problems in this dimension are attributed to individuals. In human-based leadership, there is a situation that values and supports the feelings and ideas of each group member. Transformational leaders display specific characteristics, such as embracing ideals, acting as role models, and caring for each subordinate (Arbonneau et al., 2001). In charismatic or symbolic leadership, a person who inspires others has a strong communication network, is open-minded, attaches importance to human values and culture, is creative and has a strong imagination (Zengin & Somoğlu, 2022).

Personality can include all the physical, psychological, genetic, and acquired qualities, emotions, wishes, habits, and behaviours of the human being (Uzun et al., 2020). According to many studies, the Big Five Personality Model consists of extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience (Goldberg, 1992). Concepts such as extraversion, agreeableness, responsibility, emotional stability, intelligence, and openness to experience or imagination are discussed among the five-factor personality traits

(Goldberg, 1992; Rawat et al., 2023). The compatibility feature in the Five-Factor personality model may include some of the terms “honesty-humility” (Lee & Ashton, 2008). On the positive side of this factor, there are features such as being tolerant, gentle, peaceful, moderate, and agreeable (Ashton et al., 2014). The Five Factor Model’s emotional balance feature includes being stubborn, disagreeable, quarrelsome, inconsistent, and angry (Ashton et al., 2014; Ashton & Lee, 2007; Tatar, 2017).

Individuals with good extroversion are more self-confident and are not afraid and uneasy in their relationships. Emotional stability is defined as emotional stability and emotional stability. Emotionally inconsistent people are more excited and anxious in their social relationships. Conversely, agreeableness can be defined as meekness and agreeableness or a person’s ability to relate positively to others. Responsibility can be explained as self-discipline or self-control. People with high self-discipline have confidence and are determined. They aim for success and focus on their work. These people have a sense of responsibility. People with a shared sense of responsibility are undisciplined and unplanned. In addition to having knowledgeable and original thoughts, developmental individuals think well and have a good understanding and imagination (İnalı, 2019; Tatar, 2018).

It is essential that the leadership behaviours of the teachers, trainers, sports managers, and recreation leaders studying sports sciences are good (Altınışik & Çelik, 2022). A true leader must provide the environment and motivate the organization’s members to use their capacities best. The leader is expected to control the emotions of the individuals in his team. This is because team members perform better when they feel comfortable and know they are valued (Bozdağ & Ergin, 2021). It is argued that students’ leadership development should be a priority to help them form a strong leadership identity early (Adams et al., 2018; Villarreal et al., 2018). It is recommended that students be exposed to leadership development programs that enable them to increase their knowledge, competence, skills and abilities as future leaders (Adams & Semaadderi, 2018). Again, good personality traits are also necessary for sportive success (Demir & Karagözoğlu, 2014). The specific sports branches applied to shape the personality traits of the athletes (Predoiu, 2017).

In addition to academic knowledge and education, it is essential for athletes and students to have qualities such as organizing certain activities, planning competence and awareness, and harmony with their environment in terms of their professional status and leadership. It is thought that sports faculty students taking leadership courses increase their

leadership orientation. It is known that some of the students studying at the faculty of sports are only trained, some of them actively participate in competitions at the national level, and some of them are athletes at the international level. It was wondered whether the leadership orientations and personalities of the students studying at the faculty of sports changed according to gender. Again, the leadership orientations of the students may change according to the departments they study, their active participation in the competitions and their sports background. In addition, it is estimated that leadership orientations are related to personality traits. For these and similar reasons, the study aims to investigate the leadership orientations of sports faculty students according to some parameters and to determine their relationship with personality traits.

METHOD

Participants

Students aged between 18-30 participated in this study (n=362). The study participants consisted of students studying at Ondokuz Mayıs University Yaşar Doğu Faculty of Sports Sciences. Leadership and five major personality scales were used for the study. Incompletely filled questionnaires and people in the specified age range were excluded from the study. Descriptive analysis method was used in the study. The survey was conducted in a classroom environment by attending classes. The data of 180 female and 182 male students who completed the surveys completely were evaluated. The data of 180 female and 182 male students who completed the surveys completely were evaluated. Students' participation in the study is voluntary. In the study, students from a single sports sciences' faculty formed the sample group. Care was taken to ensure that the Faculty of Sports Sciences consists of students from Physical Education and sports teaching, coaching, sports management and recreation departments. In this study, it was assumed that all students were healthy.

Leadership orientations questionnaire

Bolman and Deal (1990) developed a Leadership Orientation Questionnaire to evaluate students' leadership characteristics. The first part of this questionnaire includes Leadership Behaviors or Leadership Orientation. This questionnaire, which has a 5-point Likert scale, contains 32 items. The Turkish validity and reliability of the "Leadership Orientation Scale" by Dereli (2003) were used in this study. The scale consists of four basic dimensions and 32 items. Each dimension consists of 8 items. These are People-Oriented (People-oriented) Leadership (items 2, 6, 10, 14, 18, 22, 26, and 30) and Structurally Oriented Leadership (items 1, 5, 9, 13, 17, 21, 25, and 29). Transformational Leadership (items 3, 7, 11, 15, 19, 23, 27, and 31) and

Charismatic Leadership (items 4, 8, 12, 16, 20, 24, 28, and 32). The scale is a 5-point likert type. Each statement is scored as “Never = 1”, “Rarely = 2”, “Sometimes = 3”, “Often = 4”, and “Always = 5”. A minimum of 8 points and a maximum of 40 points are taken from each dimension. It is stated that a person with a high score from the sub-dimensions of the scale consistently exhibits the relevant leadership feature. In contrast, a low score indicates that he never exhibits (Dereli, 2003). It is stated that the high scores obtained from the sub-dimensions of the scale indicate that the individual has a high tendency towards that leadership orientation (Dursun et al., 2019). In this study, the Cronbach values of the scale were 0.85 for structure-oriented leadership, 0.87 for people-oriented leadership, Transformational leadership, 0.89 and charismatic leadership, 0.89. The reliability coefficient for the overall scale is 0.97.

Big Five-50 personality test

The Big Five-50 personality test (B5KT-50-Tr), translated into Turkish, was used in this study. The Big Five-50 Personality Test consists of 50 items, and its sub-dimensions are classified as extraversion, Agreeableness, responsibility, emotional stability, and Intelligence or imagination. There are ten items in each dimension of this test. This test scoring is in the form of a five-point Likert scale. Each item is scored from ‘not at all appropriate-1’ to ‘very appropriate-5’. Individuals are asked to read each of the items and then rate how well they believe they describe them on a 5-point scale (from not at all to very suitable) (Tatar, 2017; Saucier & Goldberg, 2002). Skewness and kurtosis values of this study were calculated (± 2) and it was understood that the data showed normal distribution (George, 2011). In this study, Cronbach’s alpha coefficients were 0.87 for Extraversion, 0.83 for Agreeableness, 0.80 for conscientiousness, 0.86 for emotional stability, and 0.79 for Intelligence and imagination.

Statistical analysis

SPSS 25.00 package program was used to evaluate the data statistically. With the Kolmogorov-Smirnov test, it was tested whether the data were normally distributed. It was determined that the data showed normal distribution. While an independent sample t-test was used for the difference between the two groups, one-way analysis of variance (ANOVA) was used to compare groups with more than two groups. The LSD test was applied to determine between which groups the difference between multiple groups was.

Ethics Committee

With the decision numbered 29.03.2023 of the Social and Human Sciences Research Ethics Committee of Ondokuz Mayıs University and decision number 2023-124, the study was

approved with the title “Comparison of Versatile Leadership Orientation and Big Five Personality Traits in Athletes”.

RESULTS

The leadership orientation scores of the participants in this study are given in Table 1, and their Big Five personality traits are given in Table 2. Table 3 compares the Leadership Orientations of the Students according to the departments, the Leadership Orientations according to the competitor status in Table 4, and the Leadership Orientation scores according to the Sports Age in Table 5. Table 6 shows the Relationships between Students’ Leadership Orientations and Personality Traits.

Table 1. Comparison of leadership orientations sub-dimension scores of sports faculty students by gender

Parameters	Gender	N	Mean	St. Deviation	t-test	p
People-oriented leadership	Female	180	32.80	3.31	-1.49	0.135
	Male	182	33.34	3.64		
Structural Leadership	Female	180	31.20	4.12	-5.69	0.001*
	Male	182	33.60	3.93		
Transformational leadership	Female	180	29.20	3.81	-5.68	0.001*
	Male	182	30.91	4.40		
Charismatic leadership	Female	180	29.52	4.26	-3.25	0.001*
	Male	182	31.08	4.82		

*p<0,05

While the sub-dimensions of the leadership scale were like human-oriented leadership ($p>0.05$), significant differences were found in the sub-dimensions of structural leadership, transformational leadership, and charismatic leadership ($p<0.001$).

Table 2. Comparison of the big five personality traits of the faculty of sports students by gender

Parameters	Gender	N	Mean	St. Deviation	t-test	p
Extraversion	Female	180	30.47	4.34	0.51	0.605
	Male	182	30.70	3.90		
Compatibility	Female	180	30.24	3.18	-2.78	0.006*
	Male	182	31.09	2.60		
Responsibility	Female	180	30.71	2.74	-4.65	0.001*
	Male	182	31.92	2.19		
Emotional balance	Female	180	24.71	5.60	-0.27	0.787
	Male	182	24.90	7.14		
Intelligence / imagination	Female	180	32.18	3.00	-4.17	0.001*
	Male	182	33.56	3.28		

*p<0,05

While there was no significant difference in the sub-dimensions of extraversion and emotional stability in the big five personality traits according to gender ($p>0.05$), a significant difference was found in the dimensions including agreeableness, responsibility, and Intelligence/Imagination trait ($p<0.05$ and $p<0.001$).

Table 3. Comparison of the leadership orientation sub-dimension scores of the faculty of sports students according to the departments

Parameters	Department	N	Mean	St. Deviation	F	p
People-oriented leadership	Physical Education and sports	110	33.37	3.42	0.782	0.505
	Coaching	94	32.64	3.83		
	Sport Management	86	33.04	3.44		
	Recreation	72	33.21	3.18		
Structural Leadership	Physical Education and sports	110	32.68	3.59	0.463	0.706
	Coaching	94	32.33	4.78		
	Sport Management	86	32.53	4.13		
	Recreation	72	31.96	4.35		
Transformational leadership	Physical Education and sports	110	30.38	4.02	0.791	0.503
	Coaching	94	29.88	4.71		
	Sport Management	86	30.30	3.77		
	Recreation	72	29.50	4.27		
Charismatic leadership	Physical Education and sports	110	30.44	4.39	0.076	0.903
	Coaching	94	30.34	5.02		
	Sport Management	86	30.25	4.35		
	Recreation	72	30.12	4.77		

There was no significant difference in the leadership orientation scores of the sports faculty students according to the departments they studied ($p>0.05$).

Table 4. Comparison of the leadership orientation sub-dimensions scores of the students according to the competitor status

Parameters	Competitiveness	N	Mean	St. Deviation	F/LSD	p
People-oriented leadership	The student who did not participate in the competitions (1)	131	31.44	3.36	63.96	0.001*
	National level competitor (2)	133	32.60	3.08	1<2,3	
	International level competitor (3)	98	35.89	2.30	2<3	
Structural Leadership	The student who did not participate in the competitions (1)	131	30.39	3.89	32.81	0.001*
	National level competitor (2)	133	32.89	4.16	1<2,3	
	International level competitor (3)	98	34.46	3.39	2<3	
Transformational leadership	The student who did not participate in the competitions (1)	131	27.88	3.50	32.33	0.001*
	National level competitor (2)	133	31.22	3.82	1<2,3	
	International level competitor (3)	98	31.39	4.40		
Charismatic leadership	The student who did not participate in the competitions (1)	131	28.80	4.25	16.98	0.001*
	National level competitor (2)	133	30.36	4.30	1<2,3	
	International level competitor (3)	98	32.24	4.78	2<3	

* $p<0,05$

The difference in the leadership orientation scores of the students who did not participate in the competitions and the students who actively participated in the competitions at the national and international level were found to be statistically significant ($p<0.001$).

Table 5. Comparison of leadership orientations sub-dimension scores according to sports age

Parameters	Sport age	n	Mean	St. Deviation	F/LSD	p
People-oriented leadership	4 years and less (1)	110	32.06	3.13	38.07 3>1,2	0.001*
	5-8 years (2)	134	32.06	3.52		
	9 and more (3)	118	35.17	2.78		
	Total	362	33.07	3.49		
Structural Leadership	4 years and less (1)	110	30.88	3.80	14.31	0.001*
	5-8 years (2)	134	32.48	4.46	1<2	
	9 and more (3)	118	33.75	3.77	3>1,2	
	Total	362	32.41	4.19		
Transformational leadership	4 years and less (1)	110	28.33	3.39	14.54	0.001*
	5-8 years (2)	134	30.70	4.33	1<2,3	
	9 and more (3)	118	30.95	4.30	2<3	
	Total	362	30.06	4.20		
Charismatic leadership	4 years and less (1)	110	29.26	4.41	7.37	0.001*
	5-8 years (2)	134	30.09	4.36	3>1,2	
	9 and more (3)	118	31.53	4.82		
	Total	362	30.31	4.61		

*p<0,05

A statistically significant difference was found in all sub-dimensions of leadership orientations according to sports age variable (p<0.001).

Table 6. Relationships between students' leadership orientations and personality traits

	SL	TL	CL	E	C	R	EB	Intelligence
People-oriented leadership	0.654*	0.648*	0.633*	0.187*	0.109*	0.111*	-0.571*	-0.109
Structural Leadership (SL)		0.739*	0.679*	-0.022	0.087	0.459*	-0.512*	0.183*
Transformational leadership (TL)			0.850*	-0.121*	0.093	0.284*	-0.452*	0.027
Charismatic leadership (CL)				-0.030	0.146*	0.334*	-0.516*	-0.026
Extraversion (E)					0.569*	0.162*	-0.098	-0.080
Compatibility (C)						0.295*	-0.060	0.111*
Responsibility (R)							-0.164*	0.258*
Emotional balance (EB)								0.294*

*p<0,05

It was found that people-oriented, structure-oriented, transformational leadership and charismatic leadership orientations were negatively correlated with emotional instability (p<0.001). Human-oriented leadership was positively correlated with extraversion and agreeable personality traits, and negatively correlated with intelligence/imagination (p<0.05). A positive relationship was found between the leadership orientation towards the structure and the personality traits of responsibility and intelligence/imagination (p<0.001).

DISCUSSION AND CONCLUSION

Students aged 18-30 years studying at the Faculty of Sport Sciences participated in this study. In some studies, in the literature, it has been concluded that gender does not affect leadership orientations (Arslan, 2020; Bayındır, 2020; Beltekin & Kuyulu, 2019; Cevahiroğlu & Çakıcı, 2022; Cengiz & Güllü, 2018; Dursun & Göksel, 2022; Düzce, 2021; Güler & Amp et al., 2020; Karataş, 2021; Karataş, 2017; Kurtyemez, 2021; Öztürk, 2017; Shokoufeh & Türkmen, 2019; Tapşın et al., 2020; Yılmaz & Yenel, 2020). significant difference was found (Aygün& Öztaşyanar, 2019; Bulut & Baloğlu, 2016; Çetintaş, 2019; Eryücel, 2018; Devocioğlu, 2018; Direk, 2020; Turhal et al., 2020; Ünlü and Demirtaş, 2023; Yaşın & Tan, 2022). Aydın et al. (2016) Physical Education and Sports School students, Altınışık and Çelik (2022) Sports faculty students, Katkat et al. (2015) Physical education teachers, Atan et al. (2018) University students (part of them) sports faculty students) found a significant difference in favour of males in the leadership orientation scores according to the gender variable. In some studies, according to the gender variable, there were results favouring men in some leadership orientations, while similar characteristics of women and men were determined in some dimensions. For example, Zengin and Somoğlu (2022) found that male students' leadership characteristics towards people and structure were higher than females in sports faculty students. They also stated that male and female students exhibit similar leadership characteristics in Transformational and Charismatic leadership dimensions. While Çetinkaya and İmamoğlu (2018) and Şener et al. (2019) found differences in the sub-dimensions of structure-oriented, human-oriented, or people-oriented leadership and charismatic leadership according to gender, they did not find a significant difference in transformational leadership. In this study, while the sub-dimensions of leadership scale were like each other ($p>0.05$), significant differences were found in the sub-dimensions of structural leadership, transformational leadership, and charismatic leadership ($p<0.001$). The leadership orientation scores of male students are higher than female students' leadership orientation scores in the dimensions with differences. The difference between female and male students can also be attributed to gender-specific differences and cultural characteristics regarding physical and mental aspects. Especially in Turkish society, men play more dominant roles than women. In general, it can be thought that the results are like some of the other research according to gender and different results, with some of them depending on the personal characteristics of the students and the education they receive.

In some studies, significant differences were found in the personality traits of university students according to gender (Koca et al., 2018). Again Uzun et al. (2020), in a study conducted on students with sports education, stated that personality traits vary according to gender. Similarly, İnallı (2019) found no significant difference in extroversion, responsibility, and intelligence/dreams but a significant difference in agreeableness and emotional stability in their study with the five major personality traits tests. İnallı (2019) found that the total mean score of the compatibility feature of female athletes was higher than the total mean score of the total compatibility feature of male athletes. On the other hand, the emotional stability total score average of male athletes is higher than that of female athletes. In this study, while there was no significant difference in the sub-dimensions of extraversion and emotional stability, a significant difference was found in the dimensions of agreeableness, responsibility, and intelligence/imagination traits ($p < 0.05$ and $p < 0.001$). Male students have higher agreeableness, responsibility, and intelligence/imagination scores than female students.

In a study, it was stated that the leadership qualities of university students receiving sports education are important depending on the department they study, sports branch and duration of active sports (Çar, 2013). In a study by Yamaner et al. (2017), there was no significant difference in leadership trait scores according to departments. In their study, Atan et al. (2018) stated that in the sub-dimensions of structural, transformational, and charismatic leadership, the scores of the students of the faculty of sports sciences were significantly better than the scores of the students from other faculties. Şener et al. (2019) found a difference in the leadership orientations of the students (structural, human-oriented, transformational, and charismatic leadership) according to the department they studied. Ünlü and Demirtaş (2019) found a significant difference between the political leadership orientations of sports management and recreation department students in their study. In this study, no significant difference was found in the leadership orientation scores of the sports faculty students according to the departments they studied ($p > 0.05$). There are courses with similar content for leadership education in Physical Education and Sports Teaching, Coaching, Sports Management and Recreation Leadership occupational groups, which allows students studying in different departments to gain common characteristics (Devecioğlu, 2018). In this study, the fact that the students' leadership orientation scores were similar according to the departments they studied was attributed to the fact that the students generally came from the same environment, took leadership lessons, or received sports training in general.

In a study on students receiving sports education, no significant difference was found between the students' sports experiences and leadership types (Düzce, 2021). In the study of Zengin and Somoğlu (2022), it was found that the leadership orientation of the amateurs according to the sportive level variable is higher than the professionals. Moreover, it has been suggested that the athletes who continue to play as amateurs are due to many reasons, such as the desire to show themselves and achieve something and be professional. Dursun and Göksel's (2022) study found no statistically significant difference between leadership orientations and the variable of doing licensed sports. In this study, the difference in the leadership orientation scores of the students who did not participate in the competitions and those who actively participated at the national and international levels was statistically significant ($p < 0.001$). It is the group with the lowest leadership orientation scores of the students who do not actively participate in the competitions. It was observed that the students with the highest leadership orientation scores were among the students who participated in international competitions or were national athletes. It can be said that the participation of sports faculty students in national or national competitions provides a positive development in their leadership characteristics.

In a study, no significant difference was found in the leadership orientation scale subscale scores according to sports age (Cevahiroğlu & Çakıcı, 2022). In the study of Zengin and Somoğlu (2022), a differentiation was found in the leadership orientation scores according to the variable of the year of doing sports. In their study, it was suggested that leadership orientations decreased or worsened as the years of doing sports (sports background) increased. According to some studies, it has been stated that the year doing sports does not change leadership orientations (Çar, 2013). On the other hand, according to some research results, there are results that the leadership orientation of athletes with a high sports background is higher (Karataş, 2017; Karataş, 2021). This study found a statistically significant difference in all leadership orientation sub-dimensions according to the sport age variable ($p < 0.001$). Leadership orientation scores of those with a sports background of 9 or more are better than the other two groups (4 years and less and 5-8 years). It was observed that the scores of the sub-dimensions of the leadership orientation scale increased as the age of sports increased. The fact that the international level competitors have good leadership orientation scores in Table 5 is compatible with the leadership orientation scores of those with more years of sports background in this table. Students participating in international competitions probably have more sports backgrounds. Considering that the sports age must be high for suitable leadership orientations, it should be recommended that athletes start sports at an earlier age.

Some studies state that the highest score is in the “Human-based leadership” sub-dimension (Arslan & Uslu, 2014; Dereli, 2003; Dursun & Göksel, 2022; Güler et al., 2020; Sezer & Kahraman, 2018). In this study, however, leadership scores for structure and people are higher than others.

When the sports field is considered, the personality profiles of the athletes are at similar levels. There is low neuroticism, high extraversion and hard work, and moderate openness to experience and hard work (Piepiora et al., 2021). It has been reported that emotional stability, openness to experience, extraversion and conscientiousness are positively associated with sports performance, while there is a negative correlation in agreeableness (Khan et al., 2016). This study found a significant negative correlation between human-oriented, structure-oriented, transformational leadership and charismatic leadership orientations and emotional instability ($p < 0.001$). Human-oriented leadership was positively correlated with extraversion and agreeable personality traits and negatively correlated with intelligence/imagination ($p < 0.05$). A positive relationship was found between the leadership orientation towards the structure and the personality traits of responsibility and intelligence/imagination ($p < 0.001$). In general, good leadership orientation scores are positively related to extroversion, agreeableness, and responsibility, while negatively related to emotional instability. Positive personality traits of sports faculty students will increase with suitable leadership orientations. The development of the leadership orientations of the students of the faculty of sports sciences will contribute to the development of positive personality traits, and the students with good positive personality traits will have better leadership traits. It is recommended to include programs that provide positive personality traits for leadership development in sports faculty students. Again, prioritising leadership lessons and achievements is recommended to gain positive personality traits in sports faculty students.

It was concluded that the leadership orientations of sports faculty students changed according to gender, being a competitor and age of sports, but not according to the department they studied. The active participation of sports faculty students in national and international competitions and increased sports age has positively affected their leadership orientation. It has been determined that leadership orientations increase positive personality traits. This study is limited to sports science faculty students between the ages of 18-30. Additionally, students were not asked questions about their health conditions. In future studies, it may be recommended to ask questions about students’ health problems and exclude students with problems (especially psychological ones) from the study. This study is limited to students of a single sports science’s

faculty between the ages of 18-30. Additionally, students were not asked questions about their health conditions. In future studies, it may be recommended to ask questions about students' health problems and exclude students with problems (especially psychological ones) from the study. To improve the leadership and positive personality traits of sports faculty students, besides increasing their active participation in competitions, it is recommended that they start their sports at an earlier age.

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KATKI ORANI CONTRIBUTION RATE	AÇIKLAMA EXPLANATION	KATKIDA BULUNANLAR CONTRIBUTORS
Fikir ve Kavramsal Örgü <i>Idea or Notion</i>	Araştırma hipotezini veya fikrini oluşturmak <i>Form the research hypothesis or idea</i>	Yakup YAZICI
Tasarım <i>Design</i>	Yöntem ve araştırma desenini tasarlamak <i>To design the method and research design.</i>	Osman IMAMOGLU
Literatür Tarama <i>Literature Review</i>	Çalışma için gerekli literatürü taramak <i>Review the literature required for the study</i>	Yakup YAZICI
Veri Toplama ve İşleme <i>Data Collecting and Processing</i>	Verileri toplamak, düzenlemek ve raporlaştırmak <i>Collecting, organizing and reporting data</i>	Yakup YAZICI Osman IMAMOGLU
Tartışma ve Yorum <i>Discussion and Commentary</i>	Elde edilen bulguların değerlendirilmesi <i>Evaluation of the obtained finding</i>	Yakup YAZICI Osman IMAMOGLU
Destek ve Teşekkür Beyanı/ Statement of Support and Acknowledgment		
Bu çalışmanın yazım sürecinde katkı ve/veya destek alınmamıştır.		

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Çatışma Beyanı/ Statement of Conflict

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Researchers do not have any personal or financial conflicts of interest with other people and institutions related to the research.

Etik Kurul Beyanı/ Statement of Ethics Committee

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This research was conducted with the decision of Ondokuz Mayıs University Ethics Committee dated 29.3.2023 and numbered E-2023-124.



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