Analysis of Leaderhip Behaviors of Candidates For Step-Aerobic Coaching Within The Scope of Sports For Everybody

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ABSTRACT

The aim of this study is to define the views about leadership behaviors of candidates for step-aerobic coaching within the scope of sports for everybody and to make suggestions related to the results of the study. The target population of the study includes candidates taking coaching course; and the sample of the study includes the candidates attending the course of assistant coaching in Muğla province. Totally 166 candidates, of which 35 are males and 131 are females, participate in the research. Halphin and Winer's study (1957) entitled "Leader Behavior Description Questionnaire" (LBDQ), which is translated in Turkish by Önal (1979), is adaptively used as the basis in the research and as data collection tool by authors of the study. Thus, data acquisition is performed by a survey composed of 30 questions take place in "Structure Establishment and Empathizing" dimension. According to the reliability analysis, reliability coefficient (cronbach alpha) of the questionnaire is determined as 0,73.Data analysis is performed in SPSS 14.0 package program. T-test, one-way analysis of variance (ANOVA) and Tukey HSD test are performed for analyzing socio-demographic data regarding test subjects, for percentage and frequency analysis, for determination of independent values in terms of residence place, and arithmetic mean and standard deviation values in terms of gender, and for determination of differences between the dimensions of structure establishment and empathizing. process

Keywords: *Leadership, Coaching, Skill*

INTRODUCTION AND PURPOSE

As leaders affect the life of societies and change the course of history, they have always attracted attention and have been the subject of many researches. The facts of managing and being managed have been constantly on the agenda of societies. The concept of leadership has gained importance along with the concepts of manager and organization. Every manager may not have leadership skills but in order to be a good manager, it is required to have leadership talent (Sabuncuoğlu 2001). Leadership allows effective functioning of organization by influencing people so as to achieve the objectives of the organization (Aydın 1994, Celep 2004).

Numerous definitions have been made regarding leadership. Some of these definitions are as follows: "Leader is the employee who has more positive influence on his/her subordinates on average than subordinates have on him/her" (Başaran 2000). "Leadership is providing employees taking action voluntarily by influencing them on an issue concerning the organization" (Katz 1991). Leadership is the process in which a person influences and guides others' activities in order to achieve personal or group objectives under certain circumstances, (Sabuncuoğlu, 2001). "Leadership is the process of influencing the group so as to establish objectives and achieving them" (Stodgill 1991).

Halpin summarized the studies performed by leader behavior description questionnaire in five essential points.

1.   Leader behavior has two dimensions as empathizing and structure establishment in leader behavior description questionnaire,

2.   Effective leader behavior depends on demonstrating high performance in both dimensions,

3.   There is a contradiction between superiors and subordinates in evaluating effectiveness of leader behavior with respect to the dimensions,

4.   Alterations in behaviors of group members and features such as harmony, intimate relation and clarity in rules are significantly related to leadership pattern of leaders,

5.   There is rather a poor relation between defining behaviors of leaders and group members (ATAR 2009).

Differences are also observed in developments intended for coaches' leadership perception. Coaches should act as being conscious of leadership role that can fulfill the expectations of sportsmen and supporters.

Coach has a substantially important role in development of sports and sportsmen. Most of the qualifications that sportsmen acquire are determined by important role of the coach. Interaction between the coach and sportsmen is always considered as a performance determinant factor (Serpa, 1999).

"Effective coach", as a general result of studies on the field of leadership and coaching, has revealed the leadership achieving successful performance.

Anshel points out three different approaches in studies on coaching and leadership theory in sports as follows. First approach is the studies based on leadership measurement in sports and multi-dimensional model of leadership; and the second approach is studies based on coach behavior evaluation system. Third one is the approaches that introduce a normative model of decision-making style in coaching (Anshel, 2003).

Bolt (2000) emphasizes the matters of profession, leadership and personal skills development by considering the leadership in a three dimensional framework. It involves the dimension of structure establishment, specifying the relations between leader and group members, setting the channels and procedures of the organization, defining authority, task and responsibilities and behaviors intended for performance.

The dimension of empathizing involves trust, mutual respect, sincerity, friendship, relationship between group members and leader staff which is based on respect (Ercetin, 1998; Scott 2005).

The aim of this study is to investigate leadership behaviors of individuals nominated for the coaching profession.

METHOD

Candidates who take coaching course have constituted the population of this study while candidates that enroll on a step-aerobic assistant coaching course opened in Muğla province have constituted the sample of the study. Totally 166 candidate, comprised of 35 males and 131 females, have participated the study.

Halphin and Winer's study (1957) entitled as "Leader Behavior Description Questionnaire" (LBDQ), which is translated in Turkish by Önal (1979), is adaptively used as a basis in the research and as data collection tool by authors of the study. Scale has also been used by different authors like Erkuş (1997), Can (2002), Atar and Özbek (2009). Thus data acquisition is performed by a survey composed of 30 questions taking place in "Structure Establishment and Empathizing" dimension.

Table 1. Reliability Study in Leadership Scale

Alpha	Number of Questions
0,73	30

According to the reliability analysis, reliability coefficient (cronbach alpha) of the questionnaire is determined as 0,73.

Data analysis is evaluated in SPSS 14.0 package program. Percentage and frequency analysis is used for determining socio-demographic features of test subjects; independent t-test is used for evaluating differences between genders and residence places of test subjects; one-way analysis of variance (ANOVA) is used for evaluating differences in terms of age; and Tukey HSD test is used for determining the differences resulted from ANOVA analysis

caused by which group.

FINDINGS

Table 2. Demographic Features of Test Subjects

		F	%
Age	18-20	26	15,7
	21-23	68	41,0
	24-25	31	18,7
	26 and over	41	24,7
	Total	166	100,0
Gender	Male	35	21,1
	Female	131	78,9
	Total	166	100,0
Marital Status	Married	26	15,7
	Single	140	84,3
	Total	166	100,0
Residence Place	Rural	27	16,3
	Urban	27	16,3
	Total	166	100,0
Year of doing sports	1-below	56	33,7
	2-4	61	36,7
	5-7	16	9,6
	8 and over	33	19,9
	Total	166	100,0
Professional Status	Student	104	62,7
	Civil Servant	8	4,8
	Academician	5	3,0
	Other	49	29,5
	Total	166	100,0

When socio-demographic data of test subjects is analyzed, it is determined that there are 68 persons between the ages of 21 and 23 (41,3%); 131 persons of the test subjects are female (78,9%); 140 persons of the test subjects are single (84,3%); 139 persons of the test subjects are living in urban areas (83,7%); 61 persons of the test subjects have done sports for 2-4 years (36,7%); and 104 persons of the test subjects are students (62,7%).

Table 3. Arithmetic Mean, Standard Deviation and t-test values of participants in terms of Gender

	Gender	N	Arithmetic Mean	Standard Deviation	t	p
Structure Establishment Dimension	Male	35	2,07	,45	1,25	>0,05
	Female	131	1,98	,36		
Empathizing Dimension	Male	35	2,19	,38	-0,22	>0,05
	Female	131	2,20	,34		
Leadership Behaviors	Male	35	2,13	,35	0,65	>0,05
	Female	131	2,09	,29		

According to Table 3, it is found that when arithmetic mean and standard deviation values of variables are 2,07±0,45 for males, it is 1,98±0,36 for females in the dimension of structure establishment; when these values are 2,19±0,38 for males, it is 2,20±0,34 for females in the dimension of empathizing; and when these values are 2,13±0,35 for males, it is 2,09±0,29 for females in the dimension of leadership behaviors. As the result of the t-test, it is determined no significant difference between genders.

Table 4. Arithmetic Mean, Standard Deviation and t-test values of participants in terms of residence place

	Residence Place	N	Arithmetic Mean	Standard Deviation	t	p
Structure Establishment Dimension	Rural	27	2,01	,35	0,21	>0,05
	Urban	139	1,99	,39		
Empathizing Dimension	Rural	27	2,23	,37	0,52	>0,05
	Urban	139	2,19	,34		
Leadership Behaviors	Rural	27	2,12	,31	0,43	>0,05
	Urban	139	2,09	,30		

According to Table 4, it is found that when arithmetic mean and standard deviation values of variables are 2,01±0,35 for persons living in rural areas, it is 1,99±0,39 for persons living in urban areas in the dimension of structure establishment; when these values are 2,23±0,37 for persons living in rural areas, it is 2,19±0,34 for persons living in urban areas in the dimension of empathizing; and when these values are 2,12±0,31 for persons living in urban areas, it is 2,09±0,30 for persons living in rural areas in the dimension of leadership behaviors. As the result of the t-test, it is determined no significant difference between genders.

Table 5. Results of Descriptive and One-way Analysis of Variance (ANOVA) regarding Participants in terms of age

	Arithmetic Mean	Standard Deviation	F	p
Structure Establishment Dimension	2,00	,38	1,65	>0,05
Empathizing Dimension	2,20	,35	0,35	>0,05
Leadership Behaviors	2,10	,30	0,44	>0,05

According to Table 5, no significant difference has been determined between the variables in terms of age.

DISCUSSION AND CONCLUSION

It was determined that the students of physical education could usually perform the leadership behavior in the dimensions of the structure establishment and emphasizing. It wasn't found a significant difference between the views of students related to the leadership behaviors according to their gender, residence place and age.

Atar determined that the students of physical education and sports academy could mostly fulfill the leadership behavior in the dimensions of the structure establishment and emphasizing in his study carried out in 2009. It wasn't found a significant difference between the views of students related to the behaviors in the dimensions of the structure establishment and emphasizing according to their gender, department and classes.

According to Tuğsavul (2006), the class teachers think that they "mostly" practice the ideal leadership behaviors in their relations with students. With reference to this finding, it can be said that the teachers see themselves as not flawless but approximately ideal leaders. Managers also think that they "mostly" display the ideal leadership behaviors like class teachers (Tuğsavul, 2006). With reference to this finding, it can be said that the managers see themselves as approximately ideal leaders. Class teachers suppose that they show the related ideal leadership behaviors in the dimensions of the structure establishment and empathizing as well as in the dimension of general leadership.

Ekici et al. analyzed the dimensions of structure establishment and empathizing of the recreation department students' leadership behaviors in their study carried out in 2006; and they determined that they had a sense of leadership along with understanding that there was not a significant difference in respect to showing the leadership behavior. This study is consistent with their. (Ekici 2006).

According to Tuğsavul (2006), it is determined that there isn't a significant difference between leadership behaviors of male and female managers that they think display in the dimensions of structure establishment and empathizing (Tuğsavul, 2006). According to this finding, it is found out that leadership behaviors of managers that they think display in the dimensions of structure establishment and empathizing are irrelevant to gender. Çemberci (2003) also couldn't determine a significant difference between male and female managers regarding the dimensions of structure establishment and empathizing in his research.

According to Tuğsavul (2006), it is determined that there isn't a significant difference between leadership behaviors of male and female managers at different ages that they think display in the dimensions of structure establishment and empathizing (Tuğsavul, 2006). According to this finding, it is found out that leadership behaviors of managers that they think display in the dimensions of structure establishment and empathizing are irrelevant to age.

According to the research of Tabancalı (1995), it is determined that school managers mainly exhibit the behavior of structure establishment. The views of students are included in the research of Üşenmez (2004) named "Assessment of in-class Leadership Behaviors of Physical Education Teachers educating in Air Force Academy from the viewpoint of students." The students participated in the research have indicated that physical education teachers display democratic leader features. (Üşenmez, 2004)

In his research analyzing the leadership behaviors of primary school managers, Erkuş (1995) found that more than the half of the school teachers, who have participated in the research, perceived themselves in the group of empathizing. In the research analyzing the leadership behaviors of school managers and physical education teachers, it was determined that school managers and physical education teachers place importance on the dimension of empathizing. The findings support the results of both researches.

According to Tuğsavul (2006), when leadership behaviors of managers, who take a leadership course and those who don't take, they think display in the dimensions of structure establishment and empathizing are compared, it is determined that there isn't a significant difference between the two groups (Tuğsavul 2006). Considering this finding, it is found out that leadership course has no impact on manager's leadership behaviors in the dimensions of structure establishment and empathizing.

Alıç (1985), considered the relation between the leadership behaviors of elementary school managers and the morale of the teachers. In this study, it is found that school managers' perceptions regarding the dimension of empathizing of leadership behaviors are more negative and there is a difference between the perceptions of female and male teachers (Alıç 1985).

Ergene (1990) analyzed the relations between leadership styles of school managers and deputy managers in

state and private high schools and A-B type behaviors on 312 teachers and school managers; and found that there is not a significant difference between private and state high schools regarding the dimensions of structure establishment and empathizing (Ergene 1990).

As a result, they stated that they usually display the leadership behaviors formed in the dimensions of structure establishment and empathizing. They have to be gained the attitudes and habits with which they will always be able to exhibit aforesaid behaviors. For students to be successful in conditions they display leadership behaviors in their career, there should be more applications which will improve their leadership features throughout their education.

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