

Öğrencilerin Liderlik Özelliklerine İlişkin Tutumları ve Görüşleri

Hilal ÇELİK¹

¹ Assistant Professor, Istanbul Beykent University / Faculty of Economics, Administrative and Social Sciences, Business Administration, hilalcelik@beykent.edu.tr, ORCID: 0000-0003-2227-5462

Özet: Liderlik yıllar boyunca doğuştan olup olmadığı tartışılan gerek örgütlerde gerekse siyasi hayatta önemini tarihin her sürecinde koruyan bir konudur. Literatürde farklı disiplinler tarafından çok fazla çalışılan liderlik konusu zaman içerisinde farklı modeller ile farklı anlamlar kazanmıştır. Bu bağlamda çalışmanın birinci bölümünde zaman içerisinde liderlik kavramındaki gelişim ve değişimlerin neler olduğu literatürde incelenmiştir. İkinci bölümünde ise özellikle çağımızda gençlerin liderlik özelliklerine yönelik nasıl bir tutum sergilediklerine ve bu konudaki görüşlerinin ne olduğuna yönelik ölçüm yapılmıştır.

Araştırmada ön lisans öğrencilerinde liderlik özelliklerine yönelik tutum ve görüşlerini belirleme amaçlı tarama yöntemi kullanılmıştır. Ölçümde ünlü liderlere ait video izletisi sonrası anket uygulaması yapılmıştır. Araştırma evrenini Beykoz Üniversitesi Meslek Yüksekokulunda eğitim gören öğrenciler oluşturmuştur. Yedi farklı programda eğitim gören öğrencilerin eğitim aldığı programlar; İlk ve Acil Yardım, Fizyoterapi, İş Sağlığı ve Güvenliği, Sosyal Hizmetler, Odyometri, Tıbbi Görüntüleme Teknikleri, Ameliyathane Hizmetleridir ve toplam 107 öğrenci araştırmaya katılmıştır. Araştırmaya katılanlar kolayda örneklem yöntemi ile seçilmiştir. Çalışma bulguları SPSS 2,1 (Statistical Package for Social Sciences) istatistik test ile değerlendirilmiştir. Tanımlayıcı istatistiksel metotlar sayı, ortalama, standart sapma ve yüzde kullanılmıştır. Hipotez testlerinde t-testi, korelasyon analizleri ve anova kullanılmıştır.

Anahtar Kelimeler: Liderlik, Karizmatik Liderlik, Dönüşümsel Liderlik

Students 'Attitudes And Opinions On Leadership Attributes

Abstract: Leadership is an issue that maintains its importance in organizations and in every aspect of history in political life, whether it is innate or not. In the literature, the topic of leadership, which has been studied very much by different disciplines, has gained different meanings with different models over time. In this context, in the first part of the study, the developments and changes in the concept of leadership over time are examined in the literature. In the second part, especially, in our age, a measurement was made about how young people behave in terms of their leadership characteristics and what their views on this subject are.

The research method was used to determine the attitudes and opinions about the leadership characteristics of the associate degree students. The survey was conducted after the video screenings of the famous leaders in the measurement. The research population consisted of students studying at Beykoz University Vocational School. Programs where students receive education in seven different programs; First and Emergency Assistance, Physiotherapy, Occupational Health and Safety, Social Services, Audiometry, Medical Imaging Techniques, Operating Room Services and a total of 107 students participated in the study. The participants were selected by the sampling method. The results of the study were evaluated by SPSS 2 (Statistical Package for Social Sciences). Descriptive statistical methods were used as number, mean, standard deviation and percentage. In the hypothesis tests, t-test, correlation analysis and ANOVA test were used.

Key Words: Leadership, Charismatic Leadership, Transformational Leadership

1. INTRODUCTION

Leadership is a topic that has been discussed for years about whether it is innate or not, while it also maintains its importance in all stages of history, both in organizations and in political life. Leadership, which has been studied a lot in the literature by different disciplines, has gained different meanings with different models over time. Before moving on to what the concept of leadership is, it would be useful to explain the concept of leader. Leadership is an issue that maintains its importance in organizations and in every aspect of history in political life, whether it is innate or not. In the literature, the topic of leadership, which has been studied very much by different disciplines, has gained different meanings with different models

over time. In this context, in the first part of the study, the developments and changes in the concept of leadership over time are examined in the literature. In the second part, especially, in our age, a measurement was made about how young people behave in terms of their leadership characteristics and what their views on this subject are.

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and Emergency Assistance, Physiotherapy, Occupational Health and Safety, Social Services, Audiometry, Medical Imaging Techniques, Operating Room Services and a total of 107 students participated in the study. The participants were selected by the sampling method. The results of the study were evaluated by SPSS 2 (Statistical Package for Social Sciences). Descriptive statistical methods were used as number, mean, standard deviation and percentage. In the hypothesis tests, t-test, correlation analysis and ANOVA test were used.

The aim of the study was to determine the leadership characteristics of associate degree students. Demographic information such as gender, age, the program he / she studied, class of class, economic status, residence status, whether married or single, education of the family, scholarship, etc. are included.

In the study, it was observed that the students exhibited less charismatic and transformational leadership characteristics.

As a result, it was observed that the students who participated in the research carried a high level of leadership characteristics. In the measured leadership characteristics of the students, it has been observed that it has the highest proportion of people, secondly, structure oriented, thirdly charismatic and minimal transformational leadership characteristics

2. CONCEPT OF LEADERSHIP

Koçel (2011: 569) defined the leader as "The person whom a group of people follow to fulfill their personal and group goals and act in accordance with his/her wishes, orders and instructions". In another source, the concept of leadership is defined as "People who gather around individuals who aim to work towards a specific purpose, motivate them around common goals and enable them to display purposeful behaviors". (Genç, 2009: 161).

2.1. Leadership Models

Autocratic Leadership

In the autocratic leadership model, decision-making power and management entirely belong to the leader (Minister and Büyükbeşe, 2010: 75). It is a model that the leader holds all kinds of authority.

Subordinates are only obliged to follow orders. The relations between the group members are also shaped in the manner predicted by the leader. It is the leader who rewards and punishes, and the fate of the group members is in the hands of the leader (Paksoy, 2012: 25).

Autocratic leaders avoid wasting time because they can make faster and more effective decisions because they are more concerned with their work. Their ability to move independently increases their motivation.

Democratic Leadership

In the democratic-participatory leadership style, authority is not centered as in the authoritarian leadership style. Democratic participating leaders share their managing power with their subordinates.

In addition, employees are informed about their job-related situations and are encouraged to make suggestions. In such organizations, there is a good harmony and perfect communication between the leader and his subordinates (Paksoy, 2012: 25-26).

Another important benefit is that the employees are motivated due to the importance given to the thoughts of the employees, their sense of belonging and creative features develop, and the organization benefits from all these situations (Barlı, 2010: 364).

Leader With Full Freedom

In this leadership style, they are the people who need little leadership authority. They avoid taking responsibility. It will also be difficult to gather the group around general goals and direct them to certain goals, since there is no authority in the leadership style that recognizes full freedom. In this case, it will be possible for everyone to turn towards different or even opposite goals.

In addition, the decrease in group achievements is among the drawbacks of this leadership style. Another disadvantage is that people who are lazy and seeking ways to avoid taking responsibility will increase the anarchy that emerges in the organization and will use organizational resources for their own interests, and will even try to divide and break up the group (Eren, 2012: 463-464).

2.2. New Era Leadership Models

Visionary Leadership

"Being a Visionary" means that the leader can first develop an image that the organization desires to be in the future and that is likely to happen. Because visionary leaders manage their organizations not only by considering the current situation, but also by considering future changes. Visionary leaders who will provide change are primarily individuals who can make self-evaluation, aim for continuous improvement, value people, and act with the understanding of continuous learning and sharing (Aslan, 2009: 122).

Strategic Leadership

Strategic leadership is not usually through the day-to-day work of the organization. It is about the management of the works that will enable it to survive in the long term, which can provide it with competitive advantage and yield on average profit. Therefore, strategic leadership focuses on issues that can increase the organization's long-term lifetime and improve its competitiveness (Ülgen ve Mirze, 2010: 27-28).

Charismatic Leadership

Many authors have mentioned that charismatic leaders are acting in unique ways that create special charismatic effects on their followers, who are dominant, self-confident, affect people, are sensitive to moral values, guide, inspire, and instill positive thoughts about the future. After House published his theory on charismatic leadership, charismatic leadership has been the focus of many researchers (Keklik, 2012: 77).

Interactive Leader

Interactive leaders choose the way of doing and getting work done to make the viewers' activities of the past more effective and efficient. They are less interested in the creative and innovative aspects of the audience. Interactive leaders use their powers in the form of giving money and status to reward employees and make more efforts. (Eren, 2012: 461-462). Leaders who exhibit interactive leadership behavior use their powers in the form of rewarding their employees and giving them money and status to show more effort (Eren, 2012: 463-464).

Transformational Leadership

Transformation has literal meanings such as "entering into another form, being another situation, changing shape" (Akalın, 2011: 715). Globalization, new management approaches, competitive environment and external conditions have had a significant impact on the development of this leadership.

By Yukl, transformational leadership defined the process of great change in attitudes and behavior among members of the organization, contributing to the organization's mission and goals, motivating subordinates for higher ideas and morale "(Şahin, 2009: 102).

Transformational leaders are not only people who think, question, take risks, but also those who can change the thoughts of their viewers and instill new thoughts with their actions. In summary, transformational leaders are those who can change

the values, behaviors and beliefs of viewers to achieve organizational goals (Hemedoğlu ve Evliyaoğlu, 2012: 60)

3. METHOD

3.1. Research Model

In the research, the screening method was used to express my attitudes and opinions about the leadership characteristics of the associate students. In the measurement, a questionnaire was applied after watching the video of famous leaders.

3.2. Research Population and Sampling:

The research population consisted of students studying at the Vocational School of Beykoz University. The programs in which students studying in seven different programs are trained in; First and Emergency Aid, Physiotherapy, Occupational Health and Safety, Social Services, Audiometry, Medical Imaging Techniques, Operating Room Services and a total of 107 students participated in the research. Participants in the study were selected by convenience sampling method.

3.3. Collection of Data:

In the first part of the scale, demographic features of the students are included. Common demographic feature measurements were made for other areas of the project.

In the second part, the Leadership Orientation Scale was included, which was developed by Lee G. Boltman and E. Deal for the leadership styles of the students, which was proven to be valid and reliable by Dereli in our country in 2003. The scale is aimed at measuring four basic leadership styles, namely humane and structural, transformational and charismatic leadership. For each question in the scale, a 5-point Likert scale was used, and the participant could choose definitely agree (5), somewhat agree (4), neither agree nor disagree (3), disagree (2) and certainly disagree (1) with the scale. According to the answer style, it can be concluded that the participant who scored higher than the scale always showed the mentioned leadership style, and the participant who scored low did not show the mentioned leadership style. The Cronbach Alpha value (> 0.60) of the scale shows that it is necessary and reliable. In the studies carried out by Dereli, the same value was 0.87, 0.84 and 0.88, respectively.

In the third part, the leadership characteristics of the participating students are measured. There are four different leadership styles in each question. The participant was asked to give a maximum of

four points by giving one point to the option that states "Represents me very well" and four to the option that states "Doesn't represent me at all".

3.4. Analysis of the data:

The findings of the study were evaluated with SPSS 2.1 (Statistical Package for Social Sciences) statistical test. Descriptive statistical methods were used in number, mean, standard deviation and percentage. In hypothesis testing, t-test, correlation analysis and anova were used.

One-way anova test was used to compare more than two groups of participants and different groups were identified. Variance analysis was used

for the difference between the average of more than two unrelated groups.

3.5. Findings:

Statistical evaluation of the research is given in three separate sections. In the first part, demographic descriptive information and in the second part, statistical evaluation of the leadership orientation questionnaires is included. In the third part, the frequency distribution of the results directed to the participants to get to know themselves is given.

Table 1. Demographic features

Variable	Frequency	Percentage%
Distribution of Participants by Gender		
Woman	61	57,01
Man	46	42,99
Distribution of Participants according to their Programs		
First and Emergency Aid	30	28,04
Occupational health and Safety	21	19,63
Social services	5	4,67
Audiometry	8	7,48
Medical Imaging Techniques	10	9,35
Operating Room Services	17	15,89
Physiotherapy	16	14,94
Distribution of Participants by Age		
Between 17-19 Years	87	81,31
Between 20-25 Years	15	14,02
26 Years and Above	5	4,67
Distribution of Participants by Marital Status		
Married	3	2,81
Single	104	97,19
Distribution of Participants by Class		
First class	90	84,11
Second class	17	15,89
Distribution of Participants According to High School Type Graduated		
Anatolian Vocational and Technical High School- Anatolian High School	21	19,63
Normal highschool	69	64,48
Fine Arts High School	4	3,74
Other	13	12,15
Distribution of Participants by Number of Siblings		
0	8	7,48
1	49	45,79
2	40	37,38
2+	10	9,35
Distribution of Participants' Parents According to Educational Status		
Primary Education	26	24,30
High school Education	62	57,94
University Education	18	16,83
Graduate Doctorate Education	1	0,93
Distribution of Participants by Scholarship Status		

Yes	74	69,16
No	33	30,84
Distribution of Participants According to How they meet Their Monthly Budgets		
Not Sufficient	38	35,52
Sufficient	62	57,94
Very sufficient	7	6,54
Distribution of Participants by Information About Their Place of Residence		
With family	45	42,06
With relatives	22	20,56
In dormitories	38	35,51
Alone	2	1,87

Considering the demographic characteristics of the participants, it is seen that 57.0% are girls and 42.99% are boys. It is seen that the highest rate in the programs in which the students are trained is included in the first and Emergency Aid Program with 28.04%, and the lowest Social Services Program with 4.67%. The remaining participants are trained in 19.63% Occupational Health and Safety, 15.89% Operating Room Services, 14.94% Physiotherapy, 9.35% Medical Imaging Techniques and 7.48% Audiometry Program respectively.

2.81% of the participants are married and 97.19% are single. It is the second year of only 17 of the participants school. It is the first year of 90 participants in school. It is seen that the participants are between 17-19 years old. 14.02% of the participants were between the ages of 20-25 and slightly less than 4.67% were above the age of 26. Participants are already graduates of 64.48% normal high schools, 19.63% Anatolian Vocational and Technical High Schools or Anatolian High

Schools, 12.15% other high schools and 3.74% Fine Arts High Schools. It is seen that most of the participants are two siblings with a rate of 45.79%. 37.38% of the remaining participants are three siblings, 7.48% are single children and 9.35% are three siblings and more. It is seen that more than half of the participants have a scholarship with a rate of 69.16%. Considering the educational status of the parents of the participants, 57.94% high school, 24.30% primary education, 16.83% university and 0.93% received postgraduate education. For the question which asked whether their monthly budget is sufficient or not, %35,52 with 38 participants reported that it is not sufficient. While 62 participants stated that their budgets were sufficient, 7 participants marked the very sufficient option.

In the question regarding the residence of the participants, it was observed that 42.06% of them were family, 20.56% of relatives or relatives, 35.51% were at home and 1.87% were alone.

Table 2. Differentiation of Leadership Orientations Scale by Gender Variable

	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SS</i>	<i>Max</i>	<i>Min</i>	<i>t</i>	<i>P</i>
<i>Human oriented</i>	Woman	61	3,94	.571	5.00	1.00	-0,528	0,599
	Man	46	3,95	.549	5.00	1.00		
<i>Structure oriented</i>	Woman	61	3,87	.541	5.00	1.00	-1,356	0,179
	Man	46	3,92	.540	5.00	1.00		
<i>Transformational</i>	Woman	61	3,81	.592	5.00	2.00	-0,749	0,464
	Man	46	3,82	.554	5.00	1.00		
<i>Charismatic</i>	Woman	61	3,80	.556	5.00	2.00	-1,434	0,263
	Man	46	3,86	.544	5.00	1.00		

The difference between the averages of the groups is not statistically significant according to the results of the t-test, in which we measured whether the human and structure oriented leadership behaviors

and transformational and charismatic leadership averages change by gender ($t=-0,528$, $p=0,599 > 0,05$, $t= -1,356$, $p= 0,179 > 0,05$ $t= -0,749$, $p= 0,464 > 0,05$ $t= -1,434$, $p= 0,263 > 0,05$).

Table 3. Differentiation of Leadership Orientations Scale by Age Variable

	Age	N	Mean	SS	Max	Min	F	P
Human Oriented	17-19	87	3,87	.518	5.00	2.00	0,882	0,442
	20-25	15	3,97	.493	5.00	1.00		
	26 or above	5	3,92	.560	5.00	2.00		
Structure Oriented	17-19	87	3,92	.561	5.00	1.00	1,008	0,337
	20-25	15	3,84	.576	5.00	2.00		
	26 or above	5	3,91	.574	5.00	2.00		
Transformational	17-19	87	3,76	.595	5.00	2.00	0,784	0,498
	20-25	15	3,81	.566	5.00	1.00		
	26 or above	5	3,88	.538	5.00	1.00		
Charismatic	17-19	87	3,84	.543	5.00	2.00	0,701	0,552
	20-25	15	3,82	.522	5.00	1.00		
	26 or above	5	3,80	.579	5.00	2.00		

Anova test is conducted, which is a one-way analysis of variance, aimed at measuring the human oriented, structure oriented, charismatic and transformational leadership orientations of the students participating in the research, according to

the age variable. No statistically significant results were found for any component (F= 0,882, p= 0,442>0,05, F= 1,008, p= 0,337>0,05, F= 0,784, p= 0,498>0,05, F= 0,701, p= 0,552>0,05).

Table 4. Differentiation of Leadership Orientations Scale by Class Variable

	Class	N	Mean	SS	Max	Min	t	P
Human Oriented	1	90	3,97	.571	5.00	2.00	1,522	0,209
	2	17	3,93	.543	5.00	1.00		
Structure Oriented	1	90	3,87	.565	5.00	1.00	0,962	0,414
	2	17	3,98	.551	5.00	2.00		
Transformational	1	90	3,94	.526	5.00	1.00	0,595	0,635
	2	17	3,90	.564	5.00	2.00		
Charismatic	1	90	3,88	.560	5.00	2.00	1,992	0,131
	2	17	3,81	.562	5.00	1.00		

Human-oriented, structural-oriented, charismatic and transformational leadership orientations of the students participating in the study were tested for the purpose of measuring according to the class variable. No statistically significant results were found for any component (t= 1,522, p= 0,209>0,05, t= 0,962, p= 0,414>0,05, t= 0,595, p= 0,635>0,05, t= 1,992, p= 0,131>0,05).

Distribution of Answers of Students Participating in the Research to Sentences Defining Themselves

- a- Represents me very well
- b- Represents me well
- c- Does not represent me
- d- Does not represent me at all

Table 5. Distribution of Answers Given to "My Strongest Talents"

1. My ability to solve problems and be analytical
2. My ability to establish an interpersonal relationship
3. My ability to be political
4. My ability to be willing and excited

Questions	Choices	1		2		3		4		x	SS
		f	%	f	%	f	%	f	%		
En Güçlü Yeteneklerim	1st choice	24	22,43	26	24,30	29	27,10	28	26,17	2,58	1,12
	2nd choice	8	7,48	18	16,82	38	35,51	43	40,19	3,09	0,93

3rd choice	39	36,45	32	29,91	24	22,43	12	11,21	2,12	1,04
4th choice	38	35,51	31	28,98	17	15,89	21	19,62	2,19	1,12

Average rates of respondents' responses to their talents that they consider to be the most powerful are given in table 5. In the responses given to the First Statement, 22.43% of the respondents answered "it represents me very well" while 35.1% replied "it doesn't represent me at all". The highest rate of answers from the participants was "does not represent me" with a rate of 36.45%.

In the responses to the phrase to establish an interpersonal relationship, the lowest rate was 16.82% "It represents me", and the highest was

29.91% "It does not represent me" answers. While the lowest rate for the statement directed towards the ability to be political was the "It does not represent me at all" option with 15.89%, the highest rate was the "It represents me" option with 35.51%. In the fourth statement, participants stated their answers as the following: 11.21% of the participants were not eager and excited, 19.62% were not feeling any eagerness of excitement, 40.19% were eager and excited, and 26.17% were eager and excited.

Table 6. Distribution of Answers Given to "The Best Way to Identify Me"

1. A technical expert,
2. A good listener,
3. A talented politician,
4. An inspiring leader.

Questions	Choices	1		2		3		4		x	SS
		f	%	f	%	f	%	f	%		
Best way to define me	1st choice	29	27,10	29	27,10	28	26,17	21	19,63	2,38	1,07
	2nd choice	11	10,28	21	19,63	32	29,91	43	40,18	3,02	1,02
	3rd choice	30	28,02	29	27,10	31	28,99	17	15,89	2,34	1,04
	4th choice	38	35,51	28	26,17	16	14,95	25	23,37	2,23	1,15

It was observed that the participants answered the phrase whether they see themselves as a technical expert or not as "does not represent me at all" with a rate of 35.51%. Participants see themselves as good politicians with a rate of 29.91% and indicate

that they have leadership characteristics with a rate of 40.18%, but they do not appear to express a certainty in this regard. Only 19.63% of the respondents responded that their leadership qualities certainly exist.

Table 7. Distribution of the Answers Given to "My Successful and Most Important Skills helping me Succeed"

1. Good decision making,
2. Developing and helping people,
3. Extending my power domain with strong alliances,
4. Being able to mobilize and inspire others.

Questions	Choices	1		2		3		4		x	SS
		f	%	f	%	f	%	f	%		
My most important skills	1st choice	21	19,63	26	24,30	27	25,23	33	30,84	2,79	1,12
	2nd choice	11	10,28	16	14,95	39	36,45	41	38,32	3,04	0,95
	3rd choice	31	28,98	36	33,65	25	23,36	15	14,01	2,23	1,01
	4th choice	46	42,99	29	27,11	16	14,95	16	14,95	2,02	1,08

It was observed that the respondents said, "It does not represent me at all" with a rate of 42.99% for the participants to make good decisions. They responded to the phrase "It does not represent me" with a rate of 33.65% to improve and help people. Participants responded to the statement to improve their power domains as "It does represent me" at

36.45% although there is no certainty with the answers. It was observed that the participants responded as "It does represent me" with a rate of 38.32% in the phrase "to inspire others by mobilizing them, which is an important skill within their leadership."

Table 8. Distribution of the Answers Given to the phrase “My most important feature that people have noticed in me”

Questions	Choices	1		2		3		4		x	SS
		f	%	f	%	f	%	f	%		
My most important feature	1st choice	27	25,23	22	20,56	31	28,98	27	25,23	2,51	1,12
	2nd choice	7	6,54	18	16,82	25	23,36	57	53,28	3,16	0,93
	3rd choice	32	29,91	33	30,84	25	23,36	17	15,89	2,28	1,06
	4th choice	40	37,39	34	31,78	18	16,82	15	14,01	2,07	1,06

In the questions posed about how the participants think about how they are noticed from outside, the rate of those who think that they are absolutely detailed and that they are noticed with these aspects is 25.23%. In this conclusion, the remarkable ratio of the respondents as “this represents me very well” is approximately four times the ratio of those who respond as “this represents me”. This result shows that the

participants are 100% aware of the mentioned features. Participants responded “does not represent me at all” at the rate of 31.78%, which is the highest for the statement that aims to caring about other people and giving them value. While 28.98% of the participants think that they are successful despite all kinds of difficulties, amongst participants, the ones think that they are charismatic is as high as 53.28%.

Table 9. Distribution of Answers to the phrase "My most important leadership feature"

Questions	Choices	1		2		3		4		x	SS
		f	%	f	%	f	%	f	%		
My most important leadership feature	1st choice	27	25,23	23	21,50	32	29,91	25	23,36	2,51	1,11
	2nd choice	7	6,54	18	16,82	33	30,84	49	45,80	3,13	0,93
	3rd choice	32	29,91	33	30,84	25	23,36	17	15,89	2,26	1,06
	4th choice	40	37,39	33	30,84	18	16,82	16	14,95	2,07	1,05

The answer given by the participants to the phrase that they think rationally and clearly was the “this does not represent me at all” option with a rate of 37.39%. To the statement of supporting and showing interest in others, they replied “does not represent me” and “does not represent me at all” with an equal rate of 30.84%. It was observed that the participants answered “It does represent me” as 30.84% to the phrase directed to have a competitive nature and 45.8% to the phrase directed to their imaginative traits.

RESULTS

Although the phenomenon of leadership is a scientific study of a group of academics for leadership, it is important to mobilize individuals in line with a common goal, to comply with the rules and to maintain order since the history of humanity. The fact of being a leader in each sector and in every community from the smallest to the largest is a fact

required for individuals to show their performance effectively and for success.

In the study, it is aimed to determine the leadership characteristics of associate students. Demographic information such as gender, age, the program he/she studied, what class he/she studied, economic status, residence status, whether he was married or single, his family's education status, whether he/she has a scholarship are included. In the measurements made, it was observed that the average of the leadership scores of the participants was higher than the others. In the research, especially the talents of human and structure oriented leadership skills were measured. In the literature, the results that these two types of leadership are independent from each other are quite high in number. The results of the study also support the aforementioned results.

In the study, it was observed that students showed less charismatic and transformational leadership

characteristics. According to this result, students were seen as charismatic people who provide the necessary support for changes, persuade the other party in this direction, have high work management skills, exemplify behaviors. In literature, studies on charismatic and transformational leadership have a common consensus that transformational leaders are similar to charismatic, but they differ from charismatic leaders with their special talents in change and innovation. Another common view is that transformational leaders must be charismatic leaders in order to complete the transformation quickly and effectively, completing the aforementioned result. Therefore, it is an indicator that associate students can effectively provide all the necessary transformations in order to carry both leadership features together.

As a result, it was found that the students who participated in the study had high leadership qualities and that the mentioned features did not change with demographic characteristics. It was observed that the most highly human-oriented, secondly, structure oriented, thirdly charismatic and least transformational leadership characteristics in the measured leadership characteristics of the students.

For the future studies, the sample group can be conducted with primary and high school students, not university, and studies that will help especially the high school students' choice of profession can be conducted.

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