Examination of leadership orientations and self-confidence behaviors of faculty of sport sciences students (Kocaeli University Sample)

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Abstract

This research was designed with the aim of determining whether the self-confidence behaviors and leadership behaviors of students who are placed on the basis of YGS points and the aptitude tests of Kocaeli University differ in terms of various demographical characteristics and making suggestions on the basis of research. The research population consists of 2162 students who have been studying at the Faculty of Sports Sciences of Kocaeli University and the sample consists of 730 students who have voluntarily participated in the 2017-2018 academic year. The "Leadership Orientation Scale" which was developed by Bolman and Deal (1991) and adapted to Turkish by Dereli (2003) and the "Self-Confidence Scale" which was developed by Akin (2007) were used for data collection within the scope of this study. In the analysis of the data, the descriptive statistical test was used for examining the participants' personal information distributions and for determining whether the data were normally distributed or not. Manova, Tukey and Post-Hoc tests were used to determine the differences between the variables, correlation analysis was used to determine the relationship, frequency analysis were used to examine personal information distribution of the participants and regression analysis were used determine the effect while skewness-kurtosis values were evaluated in order to find whether the data exhibit a normal distribution or not. As a result of the analysis performed; it was found that there was a high positive correlation between the internal self-esteem and the subscales of the leadership scale of the School of Sport Sciences students (p<0,05). It was determined that the leadership orientations of female students are significantly higher than male students (p<0,05). In all dimensions, it was determined that the students who study at Physical Education and Sports Teaching Department had a significantly higher leadership orientation than the other departments (p <0,05). When the enrolling ways of the students were examined, it was found that the students who settled in the Faculty of Sports Sciences with aptitude test had significantly higher leadership orientations and self-confidence behaviors (p<0,05). When the self-confidence levels of the students who were placed in the faculty of Sports Sciences Faculties were compared by means of the aptitude test and YGS points, it was found that the self-confidence levels of the 1st and 2nd class sedentary students were lower than the 3rd and 4th class students (p <0,05). Although the self-confidence levels of the female students were higher than the male students, there was no significant difference between the self-confidence dimensions and the gender variable (p<0,05). It was determined that the students who enrolled to the Sports Sciences Faculty with aptitude tests show a high level of difference when they were compared to the students who enrolled to the Sports Sciences Faculty with YGS, by means of Leadership Orientations and the Self Confidence Levels.

Keywords: Sports Science, Ygs, Skill, Leadership, Self-confidence, Sport.

1. Introduction

Sporting is the activities that are performed with the aim of supporting the development of individuals' psychological and physiologcal build as well as their characteristic features, enhancing their social sides, redounding information, skill and ability in order to integrate them to the society.

With sports, individuals learn respecting other people and the sporting pedestals as well as cherishing and adopting success and failure, and they develop senses such as collaboration, tolerance and solidarity. Sports contribute to individuals' self-confidence by bringing certain emotions such as happiness, excitement and sadness. At the same time, it enhances lots of qualities of individuals which can be exemplified as collecting ideas, remarking, problem-solving, producing ideas, developing imagination, complying with rules and managing practical intelligence. Sports not only help social and psychological development of individuals, but also it supports physiological development of people.

Sports are the tools which put a distance between people and stress. Therefore, in addition to several life skills that are gained thanks to sports, sedentary individuals may develop their social skills and self-confidence as well as amateur and professional athletes can develop their leadership attitudes.

Self-confidence is the skill of being successful or general mood of competence (Mahoney, Chapman, (2004); quoted Ozbek, Yoncalik, Alincak (2017). Preventing from certain sentiments such as social disapproval and insignificance and desire to gain success are frequently felt needs (Cavington, (1984); quoted Otacıoğlu, (2008). Sense of self-confidence is an important factor for people in the direction of having positive life experiences, taking a step further thanks to one's abilities and supporting strong sides in order to become a successful individual (Ekinci, 2013), (Ekinci, Ozdilek, Deryahanoglu, Ustun, 2014).

Although in sports, self-confidence is characterized with high success expectations, researchers revelaed that sportsmen with higher self-confidence believe in themselves, more importantly, they believe in the fact that they will be successful and that they inherit the physical and mental skills that may disclose hidden functions that are required for being successful (Yildirim, 2013), (Ekinci, Ozdilek, Deryahanoglu, Ustun, 2014), (Karatas, 2017).

From past to the present, certain individuals gained superiority over others and they managed to trail large masses (Ozkalp, (1997) quoted Karatas (2017). Individuals may try to be a part of a group in order to reach personal goals and actualize their desires and needs that may not be fulfilled by their own, as well as they may create a group consisting individuals who may not prevent from acting in compliance with them. Collecting certain groups that had focused on certain targets and activating such groups require a different skill and ability of persuading which cannot be found in each individucal. Leadership becomes an inevitable factor on this point (Eren, (2004) quoted Karatas, (2017), (Bayram, 2013).

Personality is the essential part of leadership. A leader should be willing, righteous, candid, sincere, compatible, resistant, modest and most importantly, he or she should(Adair, 2004),(Aytürk, 2010).

On one hand, leadership is related to one feature of personality or it is evaluated among a behavioral group, on the other hand it is considered as the ability of showing a more effective performance (Mullins, 2005 quoted Acar, 2014). Leadership is a process that is not a part of property of an individual and this process is an essential part of the coaction that can be seen as stimulating, motivating and encouraging, and as a result of this coaction, it directs to collection which follows a mutual target (Vroom, Jago, 2007).

Moreover in sports, which have an universal place in the lives of human beings, there is a need for wise and talented leaders who are able to gather athletes around specific targets and making them act with the aim of reaching those targets. Within the scope of all researches that are in relation to sport psychology and sports management, it is clearly known that the trainer is the leader in sports. However the skills, knowledge and leadership characteristics of the trainers can not be enough for them to solve problems and win sports games solely. This can be achieved through the mutual struggles of the sportsmen with different levels of sensitiveness. For this reason, what is needed for sports teams is not only the availability of trainers, but also to find out athletes with leading spirits and different characteristics (Sevil, 1997), (Karatas, 2017). Model sportsmen who are experienced, talented, good at communicating, who has sporting ethics, who are good at management and respectful towards the trainers, who comply with rules and who work regularly are expected to undertake the leading role among the group (Karatas, 2017).

1. Material and Method

2. Method

In this section, the method of the study is considered. The model of the research, data-collection tools, data-collection, data-analysis and interpretation will constitute the content of this section.

2.1. Model Of The Research

In order to reveal the current condition within the scope of this study, descriptive survey model was used. "It is the research model which aims to a situation, an individual or an object which has been available from post to present as it is, within the scope of their own conditions as bare facts" (Karasar, 2004).

The study consists of three phases. In the first phase of the study, leadership tendencies and self-confidence levels of individuals who became the students of Kocaeli University, the Faculty of Sport Sciences with aptitude tests and YGS scores are examined.

In the second phase, the relationship between leadership tendencies and self-confidence levels of individuals who became the students of Kocaeli University, the

Faculty of Sport Sciences with aptitude tests and YGS scores are evaluated with statistical calculations in compliance with relational screening model.

Within the scope of the third phase of the research, the differences between leadership tendencies and self-confidence levels of individuals who became the students of Kocaeli University, the Faculty of Sport Sciences with aptitude tests and YGS scores are evaluated with statistical calculations by means of their gender, age, class, department, whether they do sports or not, their sport branches, their sporting conditions and sporting durations.

2.2. Research Group

Target population of the study consists of 2162 students who receive their formal and evening education during 2017 - 2018 academic year at Kocaeli University, Faculty of Sport Sciences; 532 students from Department of Physical Education and Sports Teaching, 495 students from Department of Sports Management, 552 students from Department of Coaching, and 583 students from Department of Recreation. sample of the study, moreover, consists of 730 random students who receive their formal and evening education at Kocaeli University, Faculty of Sport Sciences; 255 students from Department of Physical Education and Sports Teaching, 171 students from Department of Sports Management, 102 students from Department of Coaching, and 202 students from Department of Recreation. Criteria of the sampling is being willing and voluntary for participating in the study, continuing educational process actively and being received to the school with aptitude test results and YGS scores.

2.3. Data Collection Tools

In order to designate leadership orientations of students from Kocaeli University, Faculty of Sport Sciences; "Leadership Orientation Scale" which was developed by Bolman and Deal (Bolman, Deal, 1991) and adapted to Turkish by Dereli (Dereli, 2003) and the "Self-Confidence Scale" which was developed by Akin (Akin, 2007) were used.

These questionnaires were sent to a part of students from Kocaeli University, Faculty of Sport Sciences through an online link and remaining part of the students received the questionnaires by hand.

2.3.1. Demographic Information Form

The researcher prepared a 8-question Personal Information Form (your age, your gender, your department, your class, do you exercise, your sport branch, your sporting conditions, how many years have you been exercising) with the aim of identifying personal traits of the students (Annex 1).

2.3.2. Leadership Orientation Scale

In order to determine the leadership traits, this scale is used that was developed by Bolman and Deal (Bolman, Deal 1991). First section of the scale includes leadership behaviors, second section of the scale includes leadership form and third section of the scle includes questions that aims at evaluating personal perceptions of individuals as a manager and a leader. The section which measures leadership behaviors consists of 32 articles. These 32 articles include 4 sub-dimensions. Each dimension has 8 articles. These are listed as Human Resource Leadership (2-6-10-14-18-22-26-30. articles), Structural Leadership (1-5-9-13-17-21-25-29. articles), Symbolic Leadership (4-8-12-16-20-24-28-32. articles) and Political Leadership (3-7-11-15-19-23-27-31. articles). This scale that is 5-point likert scale is graded as Never = 1, Rarely = 2, Sometimes = 3, Frequently = 4, Always = 5. Each sub-dimension brings at least 8 points, and at most 40 points. The highest point shows that the individual always exhibits this dimensional leadership trait, and the lowest point shows that the individual never exhibits this dimensional leadership trait. In our country, validity - reliability study of this scale was performed by Dereli (Dereli, 2003). In Dereli's study, coefficient for Cronbach alpha internal consistency is between 0.84 – 0.88. Due to the fact that the scale is valid and relaible, it is easy to apply and it is comprehensible; it is also used within the scope of this study. Moreover, within the borders of this study, coefficient for Cronbach alpha internal consistency was analyzed and recalculated, as a result it was determined as 0,944. It was calculated as 0,842 for Human Resource, 0,82 for Structural, 0,778 for Symbolic and 0,767 por Political Leadership.

2.3.3. Self-Confidence Scale

In order to determine the self-confidence traits, Self-confidence Scale (Annex 3) is used that was developed by Akin (Akin, 2007). The scale includes 33 articles and these articles constitude 2 sub-dimensions. These are "Internal Self-Confidence" that consists of 17 articles measuting certain features such as self-love, being at peace with oneself, self-knowledge, having clear targets, etc. (1-3-4-5-7-9-10-12-15-17-19-21-23-25-27-30-32. articles), and "External Self-Confidence" that consists of 16 articles measuring certain features such as self-confidence in relation to social life and external environment, communication, self-expression, emotion control, taking risks, etc. (2-6-8-11-13-14-16-18-20-22-24-26-28-29-31-33. articles) (Akin, 2007). This scale that is 5-point likert scale is graded as Never = 1, Rarely = 2, Sometimes = 3, Frequently = 4, Always = 5. Each sub-

dimension brings at least 8 points, and at most 40 points. By grading the scale, sub-dimensional points and total points are obtained. Article analysis of this study was recalculated and for Cronbach alpha internal consistency was determined as 0,957 for whole scale, while it was calculated as 0,913 for "Internal Self-Confidence" and 0,923 for "External Self-Confidence."

2.3.4. Data Collection

The was carried by sending online links to the students of Kocaeli University, Faculty of Sport Sciences through e-mails and by handing questionnaries.

Required approvals were received for applying the prepared questionnaires. Questionnaries were tried to be applied for all students of sample group, and they were not applied for the students who did not want to participate in it. Results of the students who did not filled demographic information and scale questions were not evaluated. Another method was to prepare questionnaries in a way that can be carried online, to send them to students via e-mail and to collect online data.

2.3.5. Data Analyzing

IBM SPSS Statistics 21 package program was used for the analysis of data which was collected through questionnaries and internet. In determining the descriptive traits of participant students from Kocaeli University, Faculty of Sport Sciences, frequency and percentage analysis were utilized. In identifying leadership orientation and self-confidence levels of students from Kocaeli University, Faculty of Sport Sciences; average and standard deviation analysis were evaluated. For the examination of leadership orientation and self-confidence levels of students from the Faculty of Sport Sciences, Pearson Product Moment Correlation Coefficient and Linear Regression analysis were utilized. For the examination of differences between leadership orientation and self-confidence levels by means of descriptive features of students from Faculty of Sport Sciences, MANOVA technique and Post-hoc analysis were utilized. Within the scope of this study, significance level is accepted as .05.

3. Results

Within this section, findings and tables are presented as a result of analysis performed with statistical techniques in relation to the subject matter and sub-matters in the direction of collected data that were obtained through the use of methods presented within the second section.

Table 1. Demographical Properties and Descriptive Statistics

		n	%
Gender	Male	573	78,5
	Female	157	21,5
	Total	730	100,0
Department	Physical Education and Sports Teaching	255	34,9
	Sport Management	171	23,4
	Coaching	102	14,0
	Recreation	202	27,7
	Total	730	100,0
Class	1. class	141	19,3
	2. class	215	29,5
	3. class	223	30,5
	4. class	151	20,7
	Total	730	100,0
Do you exercise?	Yes	387	53,0
	No	343	47,0
	Total	730	100,0
Sporting Condition	Amateur	181	24,8
	Professional	49	6,7
	Recreational	500	68,5
	Total	730	100,0
How long have you been exercising?	1-3 years	142	19,5
	4-6 years	269	36,8
	7-9 years	140	19,2
	10-12 years	123	16,8
	13 years and more	56	7,7
	Total	730	100,0

When Table 1 is examined, it can be seen that 21,5% of participant students (n=157) was female, while 78,5% of them (n=573) was male.

When the variable of department is examined, it can be observed that 34,9% of participant students were from the Department of Physical Education and Sports Teaching, 23,4% of them were from the Department of Sport Management, 14% of them were from the department of Coaching, and 27,7% of them were from the Department of Recreation.

When the percentage of class variable is evaluated, it can be seen that 19,3% of participant students were from 1st grade, 29,5% of them were from 2nd grade, 30,5% of them were from 3rd grade, and 20,7% of them were from 4th grade.

While 53% of the participants were doing exercises, 47% of them were observed as not doing exercises.

When the conditions of sporting are considered, 24,8% of participant students were amateur, while 6,7% of them were professional and 68,5% of them were doing recreational sports.

Lastly, it was statistically identified that 19,5% of participants has been doing sports for 1 - 3 years, while 36,8% of them has been doing sports for 4 - 6 years, 19,2% of them has been doing sports for 7 - 9 years, 16,8% of them has been doing sports for 10 - 12 years and 7,7% of them has been doing sports for 13 and more years.

Table 2. Results of Frequency Analysis of leadership orientation and self-confidence levels of students from Faculty of Sport Sciences in relation to the variance of doing sports or not

Type of Exam		Frequency	%
Entrance with YGS type	Yes	179	50,3
	No	177	49,7
	Total	356	100,0
Entrance with aptitude test	Yes	208	55,6
	No	166	44,4
	Total	374	100,0

When Table 2 is considered, it is observed that 356 participant students have entered to Kocaeli University, the Faculty of Sport Sciences with YGS score type while 374 students have entered with aptitude test. It is seen that they are close to each other by means of frequency and percentage.

50,3% of 356 students who entered to the faculty through YGS answered the question of "do you exercise?" as yes (n=179), while 49,7% of them (n=177) answered as no.

55,6% of 374 students who entered to the faculty through aptitude test answered the question of "do you exercise?" as yes (n=208), while 44,4% of them (n=166) answered as no.

Table 3. Results of Correlation Analysis in relation to Leadership Orientations and Self-Confidence

		1	2	3	4	5	6	7	8
Human Resources Leadership	r	1							
	p								
Structural Leadership	r	,795**	1						
	p	,000							

Symbolic Leadership	r	,856**	,818**	1					
	p	,000	,000						
Political Leadership	r	,811**	,812**	,826**	1				
	p	,000	,000	,000					
Total Leadership	r	,933**	,922**	,939**	,925**	1			
	p	,000	,000	,000	,000				
Internal Self-Conficende	r	,727**	,716**	,718**	,745**	,781**	1		
	p	,000	,000	,000	,000	,000			
External Self-confidence	r	,733**	,742**	,702**	,728**	,781**	,916**	1	
	p	,000	,000	,000	,000	,000	,000		
Total Self-confidence	r	,745**	,745**	,726**	,753**	,798**	,979**	,979**	1
	p	,000	,000	,000	,000	,000	,000	,000	

*p< 0.05; **p< 0.01; N=730

In Table 3, it is observed that there is a high and positive correlation between leadership and self-confidence scores. By means of total of self-confidence and leadership sub-dimensions; there is a high and positive correlation between human resource leadership (r=,745; p<0,05), structural leadership (r=,745; p<0,05), symbolic leadership (r=,726; p<0,05) and political leadership (r=,753; p<0,05). By means of internal Self-confidence and leadership sub-dimensions; there is a high and positive correlation between human resource leadership (r=,727; p<0,05), structural leadership (r=,716; p<0,05), symbolic leadership (r=,718; p<0,05) and political leadership (r=,745; p<0,05). By means of external Self-confidence and leadership sub-dimensions; there is a high and positive correlation between human resource leadership (r=,733; p<0,05), structural leadership (r=,742; p<0,05), symbolic leadership (r=,702; p<0,05) and political leadership (r=,728; p<0,05). By means of total of leadership and sub-confidence sub-dimensions; there is a high and positive correlation between internal self-confidence (r=,781; p<0,05) and external self-confidence (r=,781; p<0,05). Between leadership and self-confidence, moreover, there is a high and positive correlation (r=,798; p<0,05).

Table 4. Results of Regression Analysis in relation to Internal Self-Confidence

	Dependent Variable Internal Self-confidence		
Independent Variables	B	t	p
Fixed		4,442	,000
Human Resource Leadership	,225	4,627	,000
Structural Leadership	,190	4,210	,000
Symbolic Leadership	,103	1,994	,047

Political Leadership	,324	6,942	,000
F		289,288	
R^2		,615	
dzltR^2		,613	
**p< .01			Method: Stepwise

As it can be seen in Table 4; regression model is statistically significant and score of Human Resource Leadership, Structural Leadership, Symbolic Leadership and Political Leadership sub-dimensions are stated as 61% (F=289,288; p<0.01). According to the results of phased Regression Analysis (analysis were carried as four phases); dimension of political leadership (ß= ,324, p<.01) is specified as the most influencial variable on internal self-confidence. This variable respectively followed by human resource leadership(ß=,225, p<.01), structural leadership (ß=,190, p<.01) and symbolic leadership (ß= ,103, p<.01).

Table 5. Results of Regression Analysis in relation to External Self-Confidence

	Dependent Variable External Self-Confidence		
Independent Variables	B	t	P
Fixed		2,828	,005
Human resource Leadership	,286	5,917	,000
Structural Leadership	,329	7,345	,000
Symbolic Leadership	-,002	-,034	,973
Political Leadership	,230	4,974	,000
F	295,625		
R^2	,620		
dzltR^2	,618		
**p< .01			Method: Stepwise

As it can be seen in Table 5; regression model is statistically significant and score of Human Resource Leadership, Structural Leadership, Symbolic Leadership and Political Leadership sub-dimensions are stated as 62% (F=295,625; p<0.01). According to the results of phased Regression Analysis (analysis were carried as four phases); dimension of structural leadership (ß= ,329, p<.01) is specified as the most influencial variable on external self-confidence. This variable respectively followed by human resource leadership (ß=,286, p<.01), political leadership (ß= ,230, p<.01) and symbolic leadership (ß= -,002, p<.01).

Table 6. Differentiation of Leadership Orientations and Self-Confidence of Students from the Faculty of Sport Sciences by means of Gender

Source	Dependent Variable	KT	df	KO	F	P
Gender	Human Resource Leadership	329,087	1	329,087	7,414	,007
	Structural Leadership	349,865	1	349,865	8,422	,004

Symbolic Leadership		406,527	1	406,527	11,359	,001
Political Leadership		152,392	1	152,392	4,229	,040
Total Leadership		4809,793	1	4809,793	8,849	,003
Internal	Self- Confidence	382,361	1	382,361	1,929	,165
External	Self Confidence	460,444	1	460,444	2,350	,126
Total Self-confidence		1681,985	1	1681,985	2,228	,136

(Wilks' Lambda λ=,979; F=2,556 p= ,019 η²)

As it can be seen in Table 6; values that were obtained in consequence of one-sided MANOVA (Wilks' Lambda λ=,979; F=2,556 p= ,019 η²) show that there is a significant difference between leadership and its sub-dimensions and self-confidence and its sub-dimensions by means of gender of the students who receive their education at Kocaeli University, the Faculty of Sport Sciences.

When Table 6 is observed, it is seen that human resource leadership of female students (=27,738±6,63) is significantly higher than the male students (=26,10±6,66) who receive their education at Kocaeli University, the Faculty of Sport Sciences (p<0,05).

When Structural Leadership is considered, it is seen that female students (=27,57±6,26) have higher values when compared to the male students (25,88±6,49), when symbolic leadership is considered, it is seen that female students (=27,60±5,84) have higher values when compared to the male students (25,78±6,01) and when political leadership is considered, it is seen that female students (=27,17±5,91) have higher values when compared to the male students (=26,06±6,02) (p<0,05).

Although it is seen that female students have higher self-confidence levels when compared to male students by means of the relationship between self-confidence and gender variable, there wasn't any significant difference between male and female students in consequence of the applied tests (p>0,05).

Table 7. MANOVA Results of Leadership Orientations and Self-Confidence of Students from the Faculty of Sport Sciences by means of Gender

	Effect	Value	F	df	P
Gender	**Wilks' Lambda**	,979	2,556[b]	6,000	,019

In table 7, MANOVA results of students from the Faculty of Sport Sciences by means of leadership, self-confidence and gender variable are presented. When Wilks' Lambda is examined (p<0,05), there are significant differences between the groups of independent variable by means of dependent variables.

Table 8. Differentiation of Leadership Orientations and Self-Confidence of Students from the Faculty of Sport Sciences by means of Entrance Type

Source	Dependent Variable	KT	df	KO	F	p
Type of Entrance to School	Human Resource Leadership	7319,171	1	7319,171	210,425	,000
	Structural Leadership	6746,139	1	6746,139	205,963	,000
	Symbolic Leadership	4771,527	1	4771,527	160,151	,000
	Political Leadership	4389,402	1	4389,402	145,279	,000
	Total Leadership	91818,599	1	91818,599	216,542	,000
	Internal Self-confidence	38028,405	1	38028,405	259,617	,000
	External Self-confidence	38754,131	1	38754,131	270,426	,000
	Total Self-confidence	153561,643	1	153561,643	281,006	,000
(Wilks' Lambda λ=,694; F=53,20p= ,000 η²)						

As it can be seen in Table 8, values obtaied as a result of one-sided MANOVA (Wilks' Lambda λ=,694; F=53,20p= ,000 η²) show that there is a significant difference between leadership and its sub-dimensions and self-confidence and its sub-dimensions by means of entrance type of the students who receive their education at Kocaeli University, the Faculty of Sport Sciences.

When Table 8 is served, it is seen that human resource leadership of students who entered to Kocaeli University, the Faculty of Sport Sciences with aptitude test is significantly higher (=29,54±6,76) than the students who entered to the school with YGS scores (=23,21±4,81) (p<0,05).

It is seen that structural leadership of students who entered to Kocaeli University, the Faculty of Sport Sciences with aptitude test is significantly higher (=29,21±6,41) than the students who entered to the school with YGS scores (=23,13±4,88) (p<0,05).

It is seen that symbolic leadership of students who entered to Kocaeli University, the Faculty of Sport Sciences with aptitude test is significantly higher (=28,67±6,11) than the students who entered to the school with YGS scores (=23,55±4,66) (p<0,05).

It is seen that political leadership of students who entered to Kocaeli University, the Faculty of Sport Sciences with aptitude test is significantly higher (=28,69±6,12) than the students who entered to the school with YGS scores (=23,79±4,74) (p<0,05).

It is seen that total leadership of students who entered to Kocaeli University, the Faculty of Sport Sciences with aptitude test is significantly higher (=116,13±23,91) than the students who entered to the school with YGS scores (=93,69±16,38) (p<0,05).

It is seen that internal self-confidence of students who entered to Kocaeli University, the Faculty of Sport Sciences with aptitude test is significantly higher (=63,41±13,64) than the students who entered to the school with YGS scores (=48,97±10,23) (p<0,05).

It is seen that external self-confidence of students who entered to Kocaeli University, the Faculty of Sport Sciences with aptitude test is significantly higher (=59,87±13,52) than the students who entered to the school with YGS scores (=45,29±10,04) (p<0,05).

It is seen that total self-confidence of students who entered to Kocaeli University, the Faculty of Sport Sciences with aptitude test is significantly higher (=123,28±26,65) than the students who entered to the school with YGS scores (=97,27±19,34) (p<0,05).

Table 9. MANOVA Results of Leadership Orientations and Self-Confidence of Students from the Faculty of Sport Sciences by means of Entrance Type

	Effect		Velue	F	df	P
Type Entrance School	of to	Wilks' Lambda	,694	53,206[b]	6,000	,000

In table 9 MANOVA results of students from the Faculty of Sport Sciences by means of leadership, self-confidence and class variable are presented. When Wilks' Lambda is examined (p<0,05), there are significant differences between the groups of independent variable by means of dependent variables.

4. Discussion

Within the scope of this study, the relationship between leadership orientations and self-confidence levels of students from Faculty of Sport Sciences was examined through correlation analysis. In consequence of the analysis, it was found that there is a high and positive correlation between internal self-confidence and sub-dimensions of leadership scale. This situation demonstrates that there is a bivious and procyclical correlation between leadership orientation and self-confidence levels of the students and when data increase in relation to a variable, the data of other variable also increase. In other words, when self-confidence levels of students increase or decrease, levels of their leadership orientation also increase or decrease.

According to the results that were collected in consequence of the study conducted by Can and Kacay (2016) in relation to the correlation between athlete identity, courage and self-confidence; there is a positive correlation between sportive identity perception, sense of courage and internal self-confidence. There is a positive correlation between the sense of self-confidence and sense of courage. Research data show that there is not a correlation

between sportive identity perception and general self-confidence and external self-confidence.

It is demonstrated that leadership orientations of female students who receive their education at Kocaeli University, Faculty of Sport Sciences are significantly higher than the values of male students. When Wilks' Lambda scores of MANOVA test are examined (p<0,05), it is seen that there are significant differences between the groups of independent variable by means of dependent variables.

Within the scope of the study carried by Arslan and Uslu (2014) with the title of Examination of Leadership Orientations of Teacher Candidates and in consequence of T test that was applied for gender variable, there was a positive difference on behalf of female participants by means of all leadership orientations and it was seen that there is a more strong effect of female participants by means of symbolic leadership dimension. The findings of this study exhibit parallelism with the results of our study. Within the scope of the study that was procured by Aydin, Bozkus and Kul (2016), when gender variable is examined, it is seen that there was a significant difference between the values of female participants and male participants by means of human resource leadership, however, there was not any significant difference by means of other sub-dimensions. Whatismore, in the study that was cunducted buy Durukan, Can, Goktas and Arikan (2005), when the correlation between leadership behaviors and variable of gender is considered, there was not any statistical difference between the groups. Within the scope of the study that was carried by Aydin (2016), it is found that female students are higher than male students by means of human resource leadership and structural leadership and there is a parallelism between this study and our study.

When the variable of entrance type of students are examined, leadership orientation and self-confidence behaviors of students who entered to the Faculty of Sport Sciences through aptitude test are higher than the values of students who entered to the school through YDS scores.

Within the scope of the study which was carried by Ozbek, Yoncalik and Alincak (2017) in the direction of examining self-confidence levels of high-school sporting and sedentary students; it was found that self-confidence levels of sedentary students were lower than the students who were doing sports, and these results show parallelism with the results of our study. Yoncalik, Ustun, Deryahanoglu and Ozdilek (2014) who examined self-confidence levels of sporting high-school students have found that self-confidence of the students who do team sports is higher than the students who perform individualistic sports. In our study, moreover, when self-confidence levels of students who entered to the Faculty of Sport Sciences with aptitude test or YGS scores, it was found that self-confidence levels of sedantary students from 1st and 2nd grade are lower than the students from 3rd and 4th grade and these results show parallelism with the results of aforementioned study. Additionally, when points of self-confidence and gender variable were compared within the scope of the study that was actualized by Ekinci, Deryahanoglu, Ozdilek and Ustun (2014), it was seen that male students were higher than the female students. Within the scope of the study titled "Examination of Self-

Confidence Levels of Indivduals who Participate in Route Orienteering Sports by means of Gender" that was carried by Basoglu (2018), it was seen that there are significant differences between self-confidence levels in terms of gender variable. Average of internal self-confidence of female participants are higher when they are compared to the average of male participants, and it was seen that external self-confidence levels of male participants were higher when they are compared to the values of female participants. Within the scope of our study, moreover, although it is seen that female students have higher self-confidence levels when compared to male students by means of the relationship between self-confidence and gender variable, there wasn't any significant difference between male and female students in consequence of the applied tests. In the study that was applied by Basbug et al. (2016) by means of football referees, there was no significant difference by means of gender variable. Results of those studies and results of our study show parallelism. According to the results the study conducted by Can and Kacay (2016) in relation to the correlation between athlete identity, courage and self-confidence; there was a significant difference between total self-confidence and internal self- confidence levels, while there was no significant difference between total self-confidence and internal self-confidence.

5. Conclusion And Suggestions

In consequence of this study which is carried out with the aim of examine the fact that whether leadership orientation and self-confidence behaviors of students who entered to Kocaeli University, Faculty of Sport Sciences with aptitude test and YGS points differ by means of variables or not; it was statistically demonstrated that leadership orientation and self-confidence behaviors of students who entered to the Faculty of Sport Sciences with aptitude test are higher than the ones who entered with YGS score type by means of gender, department, entrance type and class.

By means of this point, some Faculties of Sport Sciences and Physical Education and Sport Academies that repealed aptitude tests receive their students with YGS scores. Inevitably, it creates the idea that skilled sportsmen are overshadowed by sedentary students with higher YGS points. The high amount of implementation courses of Faculties of Sport Sciences makes students with higher YGS points think that they will be unsuccessful at implementation courses. In this context, self-confidence and leadership orientations of YGS students are considered as lower when compared to the students who entered to the school through aptitude tests.

When examinations and interpretations that are the consequences of this study are taken into consideration, following suggestions can be made for the other researchers.

- The target population may be enhanced and such a study can be performed at the faculties of sport sciences that removed aptitude tests and correlations between the students who entered to the school through aptitude test and YGS exam can be detemined.

- Due to the fact that development phase of self-confidence and leadership qualities is current in sportive arease, sportive areas can be popularized and an environment for the development of such qualities may be prepared.

- Autobiographies of sportsmen that attended to the faculties of sport sciences may be considered for a healty improvement of faculty quality and sportsmen development programs.

- On basis of Faculties of Sport Sciences and Physical Education and Sport Academies, it will be late for students to gain sportive skills, therefore sportive skills may be popularized among primary, secondary and high-school levels.

- When selecting students to the Faculties of Sport Sciences and Physical Education and Sport Academies, raceways can be established for students to see their own sportive skills, therefore students with higher sportive skills may be selected for such programs.

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