

Relationship Investigation of the Effect of Multi-Directional Leadership Origins on Social Intelligence

KEMAL SARGIN¹, MESUT GÜLEŞÇE²

¹Physical Education And Sports School, Department Of Sports Management, Van Yüzüncü Yıl University, 65090 Van ,Turkey

²Faculty of Physical Education and Sports, Department of Sports Management, Ph.D. Student, Gazi University, 06500 Ankara ,Turkey

Correspondence to: Kemal Sargin, Email. sargin_kemal@hotmail.com,

ABSTRACT

Background: The aim of this research is to examine the relationship between the multidimensional leadership orientations of individuals working in the Ministry of Youth and Sports and social intelligence.

Aim: Could there be a difference between different variables in the relationship between the multi-faceted leadership orientations and social intelligence levels of individuals working in the Ministry of Youth and Sports?

Methods: Research method was used in our study. It was made with a descriptive scanning model. The universe of the study consists of sports managers who have worked and are working in the Ministries of Youth and Sports throughout Turkey. The sample of the research was the voluntary participation in the online survey, which was sent by e-mail to 507 people working in the sports management service at the Ministries of Youth and Sports. "Tromso Social Intelligence Scale", which he adapted to¹ "Multidimensional Leadership Orientations Scale" was used. SPSS 25. Program was used in the analysis of the data.

Results: According to the statistical results of the data obtained, there was a significant difference between the variables of age, working year and education level, and at the same time, there was a positive relationship between age, working year, education level, intelligence and leadership.

Conclusion: Leadership orientation and social intelligence level increase with age. In addition, it is believed that the level of leadership and social intelligence increases as the education level increases.

Keywords: Multiple intelligences, leadership, sports

INTRODUCTION

From past to present, people have tried to explain the concepts related to leader and leadership issues. The basic view that needs to be known is that the concept of leadership cannot be fully agreed upon. This result, which is obtained depending on the data, is an indication that the leadership feature is more than other features. Leadership trait is one of the most studied scientific researches in the fields of managerial and social sciences. The majority of the data obtained related to the leader and the leadership phenomenon is the concreteness of the importance given to the subject².

The history of the concept of leadership dates back to the 1300s, and the concept was introduced in the first half of the 19th century and has survived to the present day as a frequently used concept. The emergence of the concept of leadership has been made in recent years, many researches and definitions³. According to the definitions made, the sum of the knowledge, experience and abilities that can gather a group of people in line with certain goals and mobilize them to achieve these goals is explained within the scope of the concept of leadership⁴. is a person who realizes his secret powers for a purpose⁵. According to another definition, leadership is the process of directing and directing activities in order to achieve goals individually and collectively under certain conditions⁶. If the leader is; They are people who love people to behave in line with certain purposes⁷.

Just as an object can be analyzed or defined differently when looking at it, it is natural that the leadership phenomenon is analyzed in different ways from different aspects and features^{8,9}. Although it seems that there are so many different definitions of leadership and it is not a common way to be encountered in the literature, in fact, this situation is not a mess, but an indicator of wealth.

It includes the expected characteristics of people with a high level of general intelligence depending on social relations, in which leadership characteristics are more dominant depending on this situation. People in this situation are expected to be effective in understanding people, managing their environment or location in accordance with the rules. In addition, in Turkish literature,¹⁰ We come across many studies in this field, such as the article titled "Examination of the leadership orientations and physical respect levels of the students studying at the faculties of sports sciences". The first studies of social intelligence in this field started with¹¹ definition of social intelligence, understanding people in general

and displaying conscious attitudes in people's social relationships. In this definition of social intelligence, there are two dimensions: cognitive (understanding people) and behavioral (behaving wisely in human relations). Later, studies on social intelligence were generally based on this definition^{12,13,14,15,16,17,18,19,20}. Among these studies, there is no general consensus on the general definition of social intelligence and its sub-dimensions related to the subject. Defined social intelligence as "social intelligence or social competence is the ability to understand the emotions¹⁷, thoughts and behaviors of people, including the person, in interpersonal situations, and to act in accordance with that understanding". According to²¹ social intelligence is the ability to live in social harmony with other people. Although this situation is generally defined as a human relationship skill, it can also be defined in different areas. These can be defined as being aware of the events experienced and social mobility, interaction style and strategy knowledge that directly affect this situation.

As a result of the literature review, Nursing students' leadership orientations and motivation levels²²; As in article titled the relationship between teacher candidates' learning styles and leadership orientations²³, although there are studies examining the subject of leadership orientations on different parameters in different fields, no studies were found in which the leadership orientations of sports managers were examined with the social intelligence parameter. Therefore, in this study, it is aimed to examine and discuss the relationship between the leadership orientations and social intelligence levels of sports managers on different variables.

MATERIAL AND METHODS

The universe of the study consists of sports managers who have worked and are working in the Ministries of Youth and Sports throughout Turkey.

The sample of the research was voluntarily participated in the online survey, which was sent by e-mail to 507 people working in the sports management service at the Ministries of Youth and Sports.

Research method was used in our study. It was done with a descriptive survey model. The "Tromso Social Intelligence Scale" adapted into Turkish by^{24,1}.

Descriptive statistics (frequency, arithmetic mean, standard deviation) were used in the analysis and interpretation of the data, and the Shapiro-Wilk test was used to determine whether the data

showed a normal distribution. After the normality test, it was analyzed that the data did not show normal distribution. As a result, Whitney U tests were used for bivariate comparisons and Kruskal-Wallis H test was used for more than two variables. In order to determine the direction and level of the relationship between the two scales; Pearson correlation coefficient used in non-parametric tests was used. Significance level was accepted as $p < 0.05$. P value < 0.05 .

RESULTS

A total of 507 people participated, 243 women and 264 men, of the participating individuals. 26% of the participants are married and 73.8% are single. It has been determined that the highest number of participants is between the ages of 18-25, and the highest number of working years is 7 years and above. At the education level, 47.7% of the participants were found to have undergraduate programs.

Table 1: Frequency distribution of the participants by gender, age, marital status, working year, education level.

Değişkenler		N	%
Gender	Female	243	47,9
	Male	264	52,1
Marital status	Married	133	26,2
	Single	374	73,8
Age	18-25	198	39,1
	26-31	88	17,4
	32-36	110	21,7
	37 +	111	21,9
Time	0-1 year	176	34,7
	2-4 year	88	17,4
	4-6 year	22	4,3
	7 +	221	43,6
Education	High school	88	17,4
	University	242	47,7
	Masters	177	34,9
	total	507	%100

As a result of the analyzes made on the gender variable, there is a significant difference in the sub-dimensions of Leadership Influenced by People and genetic leadership in ÇYLÖ ($p < 0.05$). When the general average rank is taken into account, it is seen that the leadership approaches of men are higher than women participants. When the sub-dimensions of TZSÖ were examined, it was determined as a result of research that there was a significant difference in the social information process and this difference was made by women ($p < 0.05$).

Table 2: Mann-Whitney U Test According to ÇYLÖ and TZSÖ

	Gender	n	x	U	p
PL	Female	243	246,35	30217,00	,255
	Male	264	261,04		
ÇYLYÖ	Female	243	218,42	23430,00	,000
	Male	264	286,75		
KL	Female	243	249,43	30965,00	,496
	Male	264	258,21		
YL	Female	243	208,51	21021,00	,000
	Male	264	295,88		
SB	Female	243	271,34	27863,00	0,010
	Male	264	238,04		
TSZÖ	Female	243	253,41	31933,00	,930
	Male	264	254,54		
SF	Female	243	243,77	29590,00	,128
	Male	264	263,42		

When the marital status variable is examined, there is a significant difference in human-based, charismatic and structural leadership in ÇYLÖ ($p < 0.05$). Considering the mean rank, it was determined that the married participants had higher leadership orientations than the single participants. On the other hand, it was determined that there was a significant difference in the social information process and social skills sub-dimensions ($p < 0.05$) in

the TZSÖ, while the social intelligence of the singles in the social information process and the married people in the social skills were higher.

Table 3: Mann-Whitney U Test According to ÇYLÖ and TZSÖ

	marital status	n	x	U	p
PL	Married	133	273,19	22319,00	,076
	Single	374	247,18		
ÇYLYÖ	Married	133	287,66	20394,00	,001
	Single	374	242,03		
KL	Married	133	282,53	21076,00	,008
	Single	374	243,85		
YL	Married	133	327,94	15037,00	,000
	Single	374	227,71		
SBS	Married	133	196,44	17215,00	,000
	Single	374	274,47		
TSZÖ	Married	133	275,26	22044,00	,049
	Single	374	246,44		
SF	Married	133	237,21	22638,00	,121
	Single	374	259,97		

It was observed that there was a significant difference between the sub-dimensions of PILYS and TSIS and the age variable ($p < 0.05$). In the political, charismatic and structural leadership sub-dimensions of ÇYLYÖ, the age of 37 and above has a multi-faceted leadership understanding, and in the human-based leadership understanding; It has been determined that the age range of 26-31 is higher. When the TZSÖ sub-dimensions were examined, it was revealed as a result of the analyzes that the age of 2-31 was higher in the social information process and social skills, and the age of 32-36 in the social awareness sub-dimension.

Table 4: Kruskal-Wallis H Testi According to ÇYLÖ and TZSÖ

	age	n	x	sd	X ²	p
PL	18-25	198	208,33			
	26-31	88	289,50			
	32-36	110	229,30	3	59,974	,000
	37+	111	331,79			
ÇYLYÖ	18-25	198	202,28			
	26-31	88	372,12			
	32-36	110	176,60	3	152,602	,000
	37+	111	329,32			
KL	18-25	198	227,83			
	26-31	88	297,75			
	32-36	110	207,30	3	43,808	,000
	37+	111	312,27			
YL	18-25	198	177,72			
	26-31	88	308,75			
	32-36	110	249,20	3	118,990	,000
	37+	111	351,41			
SBS	18-25	198	220,72			
	26-31	88	361,00			
	32-36	110	236,00	3	59,851	,000
	37+	111	246,37			
TSZÖ	18-25	198	227,83			
	26-31	88	344,50			
	32-36	110	167,70	3	98,668	,000
	37+	111	314,45			
SF	18-25	198	255,28			
	26-31	88	290,00			
	32-36	110	324,90	3	85,307	,000
	37+	111	152,92			

When Table 5 is examined, it is seen that there is a significant difference between the sub-dimensions of ÇYLYS and TSIS and the variable of working time ($p < 0.05$). When the mean rank of the sub-dimensions of ÇYLYÖ is examined, it is seen that 7 years and above in political and charismatic leadership understandings, and in human-based and structural leadership understandings. if; It has been seen that 4-6 years is high. Considering the mean rank of the sub-dimensions of TSZÖ, it has been determined that 0-1 years in social knowledge process and

social awareness understanding and 7 years or more in social skills understanding are high.

Table 5: Kruskal-Wallis H Testi According to ÇYLÖ and TZSÖ

		time	n	x	sd	X ²	p
	PL	0-1 year	176	216,44			
		2-4 year	88	267,50			
		4-6 year	22	22,50	3	92,326	,000
		7+	221	301,58			
ÇYLYÖ	İKL	0-1 year	176	217,88			
		2-4 year	88	289,50			
		4-6 year	22	408,00	3	43,205	,000
		7+	221	253,30			
	KL	0-1 year	176	206,75			
		2-4 year	88	223,38			
		4-6 year	22	33,50	3	127,674	,000
		7+	221	325,77			
	YL	0-1 year	176	165,50			
		2-4 year	88	267,38			
		4-6 year	22	441,00	3	127,198	,000
		7+	221	300,54			
	SBS	0-1 year	176	289,62			
		2-4 year	88	157,25			
		4-6 year	22	11,50	3	122,672	,000
		7+	221	288,29			
TSZÖ	SB	0-1 year	176	241,12			
		2-4 year	88	212,38			
		4-6 year	22	44,50	3	78,213	,000
		7+	221	301,68			
	SF	0-1 year	176	272,00			
		2-4 year	88	188,00			
		4-6 year	22	221,50	3	24,365	,000
		7+	221	269,18			

When Table 6 is examined, it is seen that there is a significant difference between the ÇYLYÖ and TSZÖ sub-dimensions and the level of education (p<0.05). Considering the rank averages of the ÇYLYÖ sub-dimensions, postgraduate education in human-based, charismatic and structural leadership understandings, and high school education level in political leadership understanding. out has been found. Considering the mean rank of the TSZÖ sub-dimension; It has been revealed as a result of the analyzes that the undergraduate education level is high

Table 6: Kruskal-Wallis H Testi According to ÇYLÖ and TZSÖ

		Education	N	x	sd	X ²	p
	PL	High school	88	322,25			
		University	242	186,64	2	100,078	,000
		Masters	177	312,17			
	İKL	High school	88	201,38			
		University	242	228,68	2	52,736	,000
		Masters	177	314,78			
ÇYLYÖ	KL	High school	88	292,00			
		University	242	191,55	2	88,191	,000
		Masters	177	320,50			
	YL	High school	88	259,00			
		University	242	232,64	2	11,508	,000
		Masters	177	280,72			
	SBS	High school	88	303,25			
		University	242	222,64	2	24,121	,000
		Masters	177	272,40			
TSZÖ	SB	High school	88	237,00			
		University	242	194,55	2	109,341	,000
		Masters	177	343,74			
	SF	High school	88	287,25			
		University	242	291,32	2	58,816	,000
		Masters	177	186,45			

DISCUSSION

Considering the variables such as gender, marital status, age, working year and education level of the participants in the relationship between Leadership tendencies and general intelligence levels depending on their personality traits, significant differences were found predominantly.

As a result of the analysis, it was examined whether there is a difference according to gender in terms of the social intelligence scores of the multi-dimensional leadership orientations of sports managers in terms of leadership tendencies. As a result of the analysis, it is seen that the leadership orientations of men are statistically higher than women. There are some studies in the literature that do not show parallelism with the findings of the study. In his study, determined the leadership characteristics of male and female students studying in primary and secondary education, and found that female students' leadership structures were more developed than male students' leadership structures^{25,30,31}.Examined the leadership characteristics of teacher candidates in a study they conducted²³, and in this study, they obtained a symbolic difference between male and female candidates and determined that the leadership characteristics of female teacher candidates were more developed than male candidates.

When the social intelligence level is examined in terms of gender variable, it is seen that the social information process is higher in favor of women. When the studies were evaluated, it was concluded that the social intelligence status of men was generally lower than that of women¹⁹.Found in their study that female students have more social intelligence than male students^{26,32,33}, which is in line with our study. They found that social intelligence levels were higher than female students. Concluded in their study on self-esteem and social intelligence in university students that there was no difference between male and female students in terms of self-esteem^{27,28,34}.

When the leadership orientations and social intelligence levels were examined in terms of gender, it was determined as a result of the analyzes that there was a significant difference between the ages. In the political, charismatic and structural leadership sub-dimensions in leadership orientations, the age of 37 and above has a multi-faceted leadership understanding, while in the human-based leadership understanding; It has been determined that the age range of 26-31 is higher. At the level of social intelligence; It was determined as a result of the analyzes that the age of 26-31 was higher in the social information process and social skills, and the age of 32-36 in the sub-dimension of social awareness. In the literature, there are some studies that are not parallel to our study. In the research conducted by²⁹ to examine the social intelligence and communication skills of vocational school students in terms of different variables, it was determined that there was no significant difference between social intelligence, social information process, social skills and social awareness, and age.

It has been determined that there is a significant difference between the education variable of leadership and social intelligence levels. It has been determined that the level of postgraduate education in the understanding of human origin, charismatic and structural leadership in leadership orientations and high school education level in the understanding of political leadership is high. At the level of social intelligence; high school in the social knowledge process, postgraduate in the social skills process, in the social awareness process; It has been revealed as a result of the analyzes that the undergraduate education level is high.

It was observed that there was a significant difference between the working time variable of leadership and social intelligence levels. When the leadership orientations are examined, it is seen that 7 years and above are high in political and charismatic leadership understandings, and in human-based and structural leadership understandings; It has been seen that 4-6 years is high. When the intelligence levels are examined, it has

been determined that 0-1 years in social knowledge process and social awareness understanding and 7 years and above in social skills understanding are high.

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