THE EFFECT OF CREATIVE DRAMA TRAINING ON THE SELF LEADERSHIP SKILLS OF STUDENTS OF THE DEPARTMENT OF SPORTS MANAGEMENT ¹

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Abstract: Aim: This study has been designed to find out whether the self leadership skills can be developed through the drama method. Method: The study group is made up of a total of 150 freshmen, 75 of whom from Sports Management constituting the test group and the rest 75 of whom from Coaching Education constituting the control group at Ankara University Faculty of Sports Sciences in 2015-2016 academic years. Permission has been obtained from the Faculty of Sports Sciences of Ankara University to work with university students. Then the ethics committee report was taken and started to work. This study has a Pretest – Posttest Nonequivalent Groups Quasi-Experiment design. The 5-likert type self-leadership scale consisting of 29 items was used to determine the self-leadership skills of the participants. Self-leadership scale developed by Anderson and Prussia (1997: 119-143). The Revised Self-Leadership Scale, which was subsequently confirmed by Houghton and Neck (2002: 672-691), was translated into Turkish by Tabak et al. (2013:201-246). The scale has the following three sub-dimensions, namely Behaviour-Focused Strategies, Natural Reward Strategies and Constructive Thought Pattern Strategies. The drama workshop topics and achievements for the subject are similar to the sub-factors of the scale which are Behaviour-Focused Strategies, Natural Reward Strategies and Constructive Thought Pattern Strategies, and additionally consist of general leadership themes. The workshop titles on leadership were as follows; Leadership and Communication, Leadership and Goal Setting, Self-Rewarding in Leadership, Concept of Leadership and Trust, Team-building, Conflict Management, Leadership and Participation, Ethical Leadership, Leadership and Motivation, Leadership Types. Average workshop times lasted between 90 and 120 minutes. All of the workshops consisted of preparatory, warm-up, animation and evaluation stages. In the analysis of the quantitative data, the difference between the pretest and posttest results within groups were assessed via “t” test, and difference between the posttest results of the groups were assessed using “Covariance” analysis. Results: The results of the research have been studied in detail based on the pretest and posttest results of the students in the experimental group and control group with the variables in the general information part in the self leadership questionnaire. A significant difference has been found in all subheadings in pretest and posttest groups in the experimental group. On the other hand, no significant difference has been found in the control group in the subheadings. When the possibility of a significant difference between the experiment group and the control group is studied in terms of test scores, a positive meaningful difference has been proved in the experiment group. Conclusion: Based on the results obtained, it can be said that the creative drama method has a significant effect on improving self leadership skills.

Key Words: Jackknife, Bootstrap, Bootstrap Confidence Intervals, Bias, Standart Error, Mean Square Error, Financial Performance

Doi: 10.17368/UHBAB.2017.3.2
INTRODUCTION

Management, which examines the relationship of people to other people, is a universal and human essence concept that holds a number of functions at the same time. Many definitions of management have been on-going from past to present, and different definitions of different professional group emerged. While economists define ‘management’ as “One of the functions of production together with land, capital and labour”, management scientists state that “management is the authority system”. According to these persons, it is necessary to examine the ones who are managed and the ones who govern them under two headings; however, the relation that emerges between these titles is the relation of authority. (Sunay, 2009:3)

Today’s societies question the manners, attitudes and behaviours of managers, and their managerial styles in the most general sense, and see them as the focal point of success or existing problems. We often see that managers are the number one responsible in the organization. Particularly, from the 1960s to the present day, the development of the people, institutions and organizations surrounding the sport has set the stage for the industrialization of sports. When we consider this development as the growth and development of the individual sectors within the industry, it is possible to say that the current development has increased more rapidly every day. (Argan and Katırcı, 2002:23-26)

In this context, industrialized sport management led to the need for a sport manager, and the answers given to the questions of who is the sport manager, revealed different aspects of defining the sport manager. According to Yetim (1996:92-93); it is defined as “the sport manager of people who act on all elements in order to realize the objectives of the institution, organize and develop intra-organizational and non-organizational human relations, refer to them and manage them, lead and guide them in certain ways and influence them”. According to Donuk (2005); “the person who ensures the fulfillment of the sports services and activities in the sports organizations and institutions in accordance with the determined aims” is the sports manager.

According to Sunay (2009:177). “The sport manager who is knowledgeable enough to communicate and direct with specialists who know the principles and methods of modern management decision-making, apply them to new and special situations, know sports, approach problems with scientific methods, motivate personnel, use reward and punishment in place, and the concept of the importance of
international relations for our country, those who have the knowledge and skill of effectiveness in human and business relations”.

The results obtained from the studies carried out emphasize that sports is managed by sports managers and this is a necessity. Especially in the industrial revolution and afterwards, the sports has gained wide area, and brought a professional approach. The features that should be in the sport managers are listed and it is mentioned that success can only be achieved if the sport is managed by appropriate persons.

Hoye and colleagues (2015) also emphasized that sports managers should have leadership qualities alongside the various requirements. Çolakoğlu (2005:63-67) mentioned that the precondition of achieving success in organizational organizations depends on the use of a number of scientific methods, and at the same time can only be planned and programmed in the leadership of managers and leaders with transformative leadership qualities. According to Crust and Lawrence (2006:13), football executives have an important role in the success of the team and they support that leadership qualities can improve team coordination and performance by developing a shared mental model among players (Onağ and friends, 2013:125-145). Akyüz (2002:109-119) mentioned the importance of leadership in the organization at the same time, as well as the effective use of resources.

Atar and Özbek (2009:51-59) stated that, in order to emphasize the need for managers who have leadership qualities in their work, Physical Education and Sports students should acquire leadership behaviours and they will be successful in their professional life. When these conditions are evaluated, it is a necessity for sport managers to show leadership behaviours. Moreover, if the concepts of management and sport management are thought to serve the same purpose, the need of the sports organizations is revealed.

When we look at the concept of leadership, we see that the content is quite complex and deep. Also, so many researchers have mentioned that this concept is as old as human history. It is a phenomenon that people need social entities as well as the need to manage the groups they are in and the leaders that can reach them. Ever since people started to live in groups, they have always been in search of an order. This scientific fact supports the existence of conceptual leadership since ancient times. (Eren, 1996; Akt; Ulukoy and colleagues, 2014:191-206)

When it is looked from a chronological point of view, at the beginning of the twentieth
century, the qualities demanded in the leader were merely charismatic characteristics, but when it came to the 1930s, physical characteristics such as age, height, weight; social characteristics such as education and promotion in office, and personality traits like self-confidence have begun to manifest themselves. In the years between 1940 and 1960, while behavioural characteristics, effective communication patterns, and strengths of relations with employees came to the forefront, in the years 1960-1980, it is seen that the leader has the dominance of the contingence approach which can adapt to new situations in the face of constant changes. Finally, modern leadership approaches became dominant after 1978-1980 (Aksaraylı, 2015: 108-124).

It is seen that there are several basic theories in the conceptual framework in which we examine the concept of leadership. The first one is “great man theory” which advocates that the leader comes to the world with some innate talents and traits. The other one is “trait theory”, which means that the leadership qualities can be acquired later by a number of methods(Uğurluoğlu and Çelik, 2009:123). Another approach which states that leadership skills can be earned later is the “Behavioural Theory.” The idea that some behavioural traits may develop through education constitutes the basis of this approach and it is argued that the behaviours can be changed and the leadership skills can be earned in comparison with the trait theory. (Demir and his colleagues, 2010:5).

Başar (1998) mentions that leadership skills are largely later acquirable from the innate traits of human beings and that there is no need to have all of the leadership qualities to become a leader. Karip (1998:463) mentioned that managerial leadership qualities can be improved thanks to the appropriate leadership training. Taş and Önder (2010:25) mentioned that leaders working at the different departments may have different leadership qualities and while emphasizing the importance of field education, they pointed out that the leadership behaviours can be taught through education and the desired changes can be made in them.

With the awareness that leadership can be developed, many companies, businesses and similar organizations around the world have begun to organize training activities that uncover and develop leadership. The general of these activities consist of certificate programs. In the literature there are some educational programs including activities such as Coaching, Case Study, Problem Solving Groups, Role Play, Classroom Activities, Team Building Activities, and Organiza-
In addition to existing trainings, it may be possible that creative drama is used as a method in modern educational programs, and the purpose of these programs is to be used as a tool for leadership development of creative drama events, with the goal of maximizing the individual’s potential. Creative drama is expressed as an animation of a goal, a thought, an improvisation, a role play (taking a role), etc. which takes the life experiences of the members of a group by using techniques (Adıguzel, 2006:21). Many studies have been carried out on the effectiveness of this method, as it offers the opportunity to learn by doing and living by individual. Kara and Çam (2007:146) stated that the use of drama in education makes it possible for people to recognize themselves, to increase productivity and to organize social relations besides active learning. Akyol (2003:184) mentioned that the drama method can be used to acquire social skills in a person. He argues that the underlying reason for this is the individual’s use of the method of experiencing the nature of the drama. Because learning by living is the most permanent type of learning. Besides social development, he mentioned that it is a method that develops many individual development elements such as imagination, creativity and personal characteristics.

Self-confidence, incentives, and decision-making abilities are equally compatible with leadership skills as the aims of drama are ability to work together and being a team within the leadership. Just like the relationship between leadership and drama, the leader’s empathy ability within the organization can be likened to the nature of drama. The ability to develop an individual’s imagination and feelings can be likened to the formation of a vision of the leader (Şimşek and Ünsar, 2008:1029-32).

Turkeli (2006) stated that in his study, discussion groups were formed to study how to handle various leadership problems and that one of the participants played a leader role while the others played an audience role. Likewise, he stated that these studies are very popular and widely used because they allow the leaders to see the roles they need to perform in real life sections. Turkeli (2006), who reports from Solem (1960), expressed that 23 different multi-role-playing applications developed many leadership features such as the use of authority, decision making, and problem-solving abilities.

The transfer of the leadership skills, which are aimed to be developed by using the creative
drama training of the sports managers, to the manager training programs will be an initiative to contribute to this field. In the light of all these information, our study is intended to show whether the self leadership skills of the students of the sport management department can be improved by creative drama method. In this respect, it is also aimed to bring new study subjects to the area.

METHOD

The Model of Research

This research which aims to reveal the effect of creative drama method on the self-leadership skills of the first-year students of the Sports Management Department of the Faculty of Sports Sciences of the University of Ankara has a Pretest – Posttest Nonequivalent Groups Quasi – Experiment design. Information on the subject was obtained through literature search and data collection.

Problems and Sub-Problems of Research

It was investigated in the study that if the qualities of self leadership can be earned by drama method, and whether there was a significant difference between the experimental and control groups’ pre-test and post-test scores, in terms of certain demographical and general information about the participants such as age, gender and participation to sport. Sub problems;

1. Is there a meaningful difference between the pre-test and the post-test results in the sub-dimensions of the self-leadership skills scale in terms of the age groups of the students’ constituting the experimental group?

2. Is there a meaningful difference between the pre-test and the post-test results of students who constituted the experimental group in terms of sub-dimensions of the self-leadership skills scale according to gender?

3. Is there a meaningful difference between the pre-test and the post-test results of the experimental group students in terms of their status regarding their participation to sport?

4. Is there a significant difference between the pre-test and the post-test scores of the students in the experimental group in the scope of the sub-dimensions?

5. Is there a significant difference between the post-test scores of the students of the experimental and control groups regarding the entire scale?

Working Group of the Study

In the research, during the academic year of 2015-2016, 75 freshmen who were studying at the Sports Management Department of the
University of Ankara Sports Sciences Faculty; and 75 freshmen studying at the Coaching Education Department of the same university constitute the control group. Permission has been obtained from the Faculty of Sports Sciences of Ankara University (date: 06.10.2015, number 35654338-302.01.08 / E.1052) to work with the University students. Then the Ethics committee report was taken on 12.11.2015 with number 317 and started to work. During the research, while the drama group was performing drama activities for a total of 12 weeks, the experimental group did not participate in any drama activity.

Students in the experimental group have the right not to participate in drama workshops no more than three times. Students who could not attend to drama workshops more than three times were excluded from the research group due to this reason. As a result, 25 out of 100 students enrolled at the beginning were excluded from the study group because they could not meet the required level of attendance. A total of 75 people formed the experimental group. All of the participants agreed to participate to the study voluntarily. The “volunteer consent forms”, which provided information on the content of the work enabling them to leave the study whenever they wanted, were filled in by all participants.

Measurement Tool and Collecting Data

The 5-likert type Self-leadership scale developed by Anderson and Prussia (1997:672-691). The Revised Self-Leadership Scale, which was subsequently confirmed by Houghton and Neck (2002: 672-691), was translated into Turkish by Tabak et al. (2013:213-246), was used to reach the determined goal of the research. The required consent which is used for the scale was taken from the Akif Tabak via e-mail. The scale has the following three sub-dimensions, namely Behaviour-Focused Strategies, Natural Reward Strategies and Constructive Thought Pattern Strategies. The lowest score for the answers given to the scale items was 29 and the highest score was 145. There are items coded reverse in the scale: Items numbered 5, 12, 21, and 26 are reverse encoded. In addition to this scale, a form including questions for the demographical and general information about the participants such as age, gender, status of participation to sport.

Preparation and Application of Creative Drama Training Program

Experiment and control groups were set up to measure whether the participants’ self leadership skills could be improved by creative drama or not. In the study, while drama workshops on leadership were being prepared for
the experimental group in the study, no action was taken for the control group.

The workshop topics and achievements for the subject are similar to the sub-factors of the scale which are Behavior-Focused Strategies, Natural Reward Strategies and Constructive Thought Pattern Strategies, and additionally consist of general leadership themes. Since the individuals who formed the experimental group did not have creative drama backgrounds, they were informed about the general information about drama and the drama applications and techniques to be used in the workshops for two weeks. In the research, the creative drama training that the students took was in the form of course activity. A drama hall was used for the workshops and it was equipped with materials such as spaces, costumes, photographs, a rope, painting materials, pictures, a music player, mattresses. The workshop titles on leadership were as follows; Leadership and Communication, Leadership and Goal Setting, Self-Rewarding in Leadership, Concept of Leadership and Trust, Team-building, Conflict Management, Leadership and Participation, Ethical Leadership, Leadership and Motivation, Leadership Types. All the workshops consisted of four groups of 20 - 25 students, who constituted the experimental group. Average workshop times lasted between 90 and 120 minutes. All of the workshops consisted of preparatory, warm-up, animation and evaluation stages.

Analysis of Data

Field expert opinion was taken into consideration and SPSS 16.0 package program was used in the analysis of the collected data. Percentage distributions, standard deviations and arithmetic averages of the obtained data were determined and since the preliminary scale was used, no measurements were made to provide validity. Cronbach’s alpha coefficient is examined for the reliability of the scale. Cronbach Alpha internal consistency coefficient was found to be 825, which means it is reliable.

The Kolmogorov Smirnov test and the Skewness-kurtosis values were calculated by considering the normal distribution of the data (group size over 50) (Büyüköztürk, 2011). As a result of the Kolmogorov Smirnov test, it was found that (p: 0.078-0.200) the data had a normal distribution. Skewness and kurtosis values were also found between -1 and +1. The “t” test was used to compare the differences between the group averages, and the analysis of Covariance (Anova) was used to compare the inter-group post-test scores. The assumption of homogeneity of the data, which is a precondition for applying Anova, was provided by the Levene Test. At the end
of the test results \((p = 0.679)\), the homogeneity of the variances was accepted.

**RESULTS**

Examination of the Distribution of Individuals in the Experimental and Control Groups by Individual Variables

Table 1. Distribution of Individuals in the Experimental and Control Groups by Individual Variables

<table>
<thead>
<tr>
<th>Personal Information</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency (f)</td>
<td>Percentage (%)</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>58.7</td>
</tr>
<tr>
<td>Male</td>
<td>31</td>
<td>41.3</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 – 20</td>
<td>57</td>
<td>76.0</td>
</tr>
<tr>
<td>21 – 23</td>
<td>18</td>
<td>24.0</td>
</tr>
<tr>
<td>Participation to Sport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do sports.</td>
<td>58</td>
<td>77.3</td>
</tr>
<tr>
<td>I do not do sports.</td>
<td>6</td>
<td>8.0</td>
</tr>
<tr>
<td>I did sports in the past.</td>
<td>11</td>
<td>14.7</td>
</tr>
</tbody>
</table>

As stated in Table 1, when we look at the distributions according to gender of the first-grade students of Sport Management Department, 58.7% of them are female and 41.3% of them are male, and according to their age distribution it is seen that 76.0% of those between the ages of 18-20 and 24.0% of those between the ages of 21-23. When we look at the distribution of sports participation cases; 77.3% of those say “I do sports”, 8.0% of those say “I do not do sports” and 14.7% say “I did sports in the past”.

When we look at the distributions according to gender of the first class of trainee education department, it is seen that 42.7% of them are female and 57.3% of them are male, and according to age differences 73.3% of those between the ages of 18-20, and 26.7% of those between the ages of 21-23. When we looked
at the distribution of sports participation cases; it was seen that 81.3% of those said “I do sports”, 6.7% said “I do not do sports” and 12.0% of those said “I did sports in the past”.

Examination of Pre-test and Final Test Differences of Individual Variables of Individuals in Experiment Group

Table 2. The Results of the “Paired Sample t Test” for the Age Groups of the Individuals in the Experimental Group by Sub-dimensions of Self-Leadership Skills

<table>
<thead>
<tr>
<th>SELF-LEADERSHIP QUESTIONNAIRE</th>
<th>Groups</th>
<th>N</th>
<th>Pre-Test</th>
<th>Post-test</th>
<th>Average Difference</th>
<th>S</th>
<th>SD</th>
<th>t</th>
<th>P*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour-Focused Strategies</td>
<td>18 – 20 Age</td>
<td>57</td>
<td>3,353</td>
<td>3,487</td>
<td>.133</td>
<td>.63807</td>
<td>56</td>
<td>1,581</td>
<td>.120</td>
</tr>
<tr>
<td></td>
<td>21 – 23 Age</td>
<td>18</td>
<td>3,2564</td>
<td>3,7564</td>
<td>.500</td>
<td>.65604</td>
<td>17</td>
<td>3,234</td>
<td>.005</td>
</tr>
<tr>
<td>Natural Reward Strategies</td>
<td>18 – 20 Age</td>
<td>57</td>
<td>4,0526</td>
<td>4,2982</td>
<td>.245</td>
<td>1,02261</td>
<td>56</td>
<td>1,813</td>
<td>.075</td>
</tr>
<tr>
<td></td>
<td>21 – 23 Age</td>
<td>18</td>
<td>3,7222</td>
<td>4,6389</td>
<td>.916</td>
<td>.98891</td>
<td>17</td>
<td>3,933</td>
<td>.001</td>
</tr>
<tr>
<td>Constructive Thought Pattern Strategies</td>
<td>18 – 20 Age</td>
<td>57</td>
<td>4,0414</td>
<td>4,1892</td>
<td>.147</td>
<td>.52348</td>
<td>56</td>
<td>2,133</td>
<td>.037</td>
</tr>
<tr>
<td></td>
<td>21 – 23 Age</td>
<td>18</td>
<td>3,6984</td>
<td>4,4167</td>
<td>.718</td>
<td>.78149</td>
<td>17</td>
<td>3,899</td>
<td>.001</td>
</tr>
</tbody>
</table>

*(p<0, 05)

In Table 2, it was calculated whether there is a significant difference in the results of “Paired Sample t Test” for the age groups according to the sub-dimensions (behaviour-oriented strategies, natural reward strategies and constructive thought pattern strategies) of the individuals who are studying in the first class of Sports Management Department, by taking pre-test and post-test difference of related measures. There is no significant difference between pre-test and post-test scores of the subjects in the 18-20 age range in the behaviour-focused strategies subscale according to the ages of the individuals who are in sport management first grade [t (56) = 1,581, p> .05]. A significant difference was found between the pre-test and post-test results in the behavioural strategies subscale of the subjects in the 21-23 age range [t (17) = 3,234,
p < .05]. In the subscale of natural reward strategies according to the ages of individuals who are in sport management first class, no significant difference was found between pre- and post-test results of persons in the age range of 18-20 [t (56) = 1.813, p > .05]. However, there was a significant difference between the pre-test and post-test results in the behaviour-focused strategies subscale of the subjects in the 21-23 age range [t (17) = 3.933, p < .05]. In the subscale of constructive thought pattern strategies according to ages of individuals who are in sport management first grade, there was a significant difference between pre- and post-test results of the subjects in the age range 18-20 [t (56) = 2.133, p < .05] and 21-23 [t (17) = 3.899, p < .05].

Table 3. Results of the “Paired Sample t Test” Regarding the Individuals in the Experimental Group Relating to the Sub-Dimensions of Self-leadership Skills

<table>
<thead>
<tr>
<th>SELF-LEADERSHIP QUESTIONNAIRE</th>
<th>Gender</th>
<th>N</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Average Difference</th>
<th>S</th>
<th>SD</th>
<th>t</th>
<th>P*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour-Focused Strategies</td>
<td>Female</td>
<td>44</td>
<td>3,381</td>
<td>3,629</td>
<td>.248</td>
<td>.7042</td>
<td>43</td>
<td>2,338</td>
<td>.024</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>31</td>
<td>3,258</td>
<td>3,441</td>
<td>.183</td>
<td>.5930</td>
<td>30</td>
<td>1,724</td>
<td>.095</td>
</tr>
<tr>
<td>Natural Reward Strategies</td>
<td>Female</td>
<td>44</td>
<td>3,977</td>
<td>4,340</td>
<td>.363</td>
<td>1,112</td>
<td>43</td>
<td>2,169</td>
<td>.036</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>31</td>
<td>3,967</td>
<td>4,435</td>
<td>.467</td>
<td>.9655</td>
<td>30</td>
<td>2,697</td>
<td>.011</td>
</tr>
<tr>
<td>Constructive Thought Pattern Strategies</td>
<td>Female</td>
<td>44</td>
<td>3,988</td>
<td>4,207</td>
<td>.219</td>
<td>.6699</td>
<td>43</td>
<td>2,170</td>
<td>.036</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>31</td>
<td>3,917</td>
<td>4,294</td>
<td>.377</td>
<td>.5893</td>
<td>30</td>
<td>3,570</td>
<td>.001</td>
</tr>
</tbody>
</table>

* (p<0.05)

In Table 3, it was calculated whether there is a significant difference in the results of “Paired Sample t Test” for the gender according to the sub-dimensions (behaviour-focused strategies, natural reward strategies and constructive thought pattern strategies) of the individuals who are studying in the first class of Sports Management Department, by taking pre-test and post-test difference of related measures. In the sub-dimension of behaviour-focused strategies according to gender of individuals who are in the first grade of sports management, a meaningful difference was found between pre-test and post-test results of female. [t(43)=2.338, p<.05]. There was no significant difference between pre-test and
post-test results of male [t (30) = 1,724, p > .05]. In the sub-dimension of natural reward strategies according to gender of individuals who are in the first grade of sports management, a meaningful difference was found between pre-test and post-test results of female [t(43)=2,169, p < .05]. There was a significant difference between pre-test and post-test results of male [t (30) = 2,697, p < .05]. In the sub-dimension of constructive thought pattern strategies according to gender of individuals who are in the first grade of sports management, a meaningful difference was found between pre-test and post-test results of female [t(43)=2,170, p < .05]. There was a significant difference between pre-test and post-test results of male [t (30)=3,570, p < .05].

Table 4. “Paired Sample t Test” Test Results Regarding Levels of Participation in Sports by Sub-Dimensions of Self-leadership Skills of Individuals in the Experimental Group

<table>
<thead>
<tr>
<th>SELF-LEADERSHIP QUESTIONNAIRE</th>
<th>Participation</th>
<th>N</th>
<th>Pre-Test</th>
<th>Pro-Test</th>
<th>Average Difference</th>
<th>S</th>
<th>sd</th>
<th>t</th>
<th>P*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour-Focused Strategies</td>
<td>I do sports.</td>
<td>58</td>
<td>3,335</td>
<td>3,515</td>
<td>0.1803</td>
<td>57</td>
<td>2,137</td>
<td>0.037</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I do not do sports.</td>
<td>6</td>
<td>3,026</td>
<td>3,5897</td>
<td>0.5641</td>
<td>5</td>
<td>1,938</td>
<td>0.110</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I did sports in the past.</td>
<td>11</td>
<td>3,4685</td>
<td>3,7203</td>
<td>0.2517</td>
<td>10</td>
<td>1,174</td>
<td>0.267</td>
<td></td>
</tr>
<tr>
<td>Natural Reward Strategies</td>
<td>I do sports.</td>
<td>58</td>
<td>3,9224</td>
<td>4,3621</td>
<td>0.43966</td>
<td>57</td>
<td>3,249</td>
<td>0.002</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I do not do sports.</td>
<td>6</td>
<td>3,9167</td>
<td>4,5833</td>
<td>0.66667</td>
<td>5</td>
<td>1,265</td>
<td>0.262</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I did sports in the past.</td>
<td>11</td>
<td>4,2727</td>
<td>4,3636</td>
<td>0.09091</td>
<td>10</td>
<td>0.289</td>
<td>0.779</td>
<td></td>
</tr>
<tr>
<td>Constructive Thought Pattern Strategies</td>
<td>I do sports.</td>
<td>58</td>
<td>4,0012</td>
<td>4,2106</td>
<td>0.20936</td>
<td>57</td>
<td>2,555</td>
<td>0.013</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I do not do sports.</td>
<td>6</td>
<td>3,5119</td>
<td>4,1905</td>
<td>0.67857</td>
<td>5</td>
<td>2,165</td>
<td>0.083</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I did sports in the past.</td>
<td>11</td>
<td>3,9805</td>
<td>4,4881</td>
<td>0.46753</td>
<td>10</td>
<td>2,655</td>
<td>0.024</td>
<td></td>
</tr>
</tbody>
</table>

*(p<0, 05)

As it seems in table 4, it was calculated whether there is a significant difference in the results of “Paired Sample t Test” for the status of participation to sports according to the sub-dimensions (behaviour-focused
strategies, natural reward strategies and constructive thought pattern strategies) of the individuals who are studying in the first class of Sports Management Department, by taking pre-test and post-test difference of related measures. In the sub-dimension of behaviour-focused strategies according to the status of participation to sports of individuals who are in the first grade of sport management, there is a significant difference between pre-test and post-test results of those who marked “I do sports” option \[(t(57)=2.137, p<.05)\]. There was no significant difference between the pre-test and post-test results of those who marked “I do not do sports” (\(t (5) = 1.938, p>.05\)). There was no significant difference between pre- and post-test results for those who marked “I did sports in the past” \[(t(10) = 1.174, p>.05)\]. In the sub-dimension of natural prize strategies according to the level of sporadic participation of the individuals who are studying in the first class of Sports Management Department, a significant difference was found between the results of pre-test and post-test of those who marked “I do sports” option \[(t(57)=3.249, p<.05)\]. There was no significant difference between the pre-test and post-test results of those who marked the “I do not do sports” option \[(t (5) = 1.265, p>.05)\]. No significant difference was found between pre-test and post-test results for those who marked “I did sports in the past” \[(t(10) = 2.89, p>.05)\]. In the sub-dimension of constructive thought pattern strategies according to the levels of participation to sport of individuals who are in the first year of Sports Management Department, there is a significant difference between the pre-test and post-test results of those who marked “I do sports”. There was no meaningful difference between pre- and post-test results of those who marked “I do not do sports” (\(t (5) = 2.165, p>.05\)). A meaningful difference was found between pre- and post-test results of those who marked “I did sports in the past” \[(t(10) = , 655, p <.05)\].
Table 5. Results of the “Paired Sample t Test” of Individuals in the Experiment Group Relating to the Sub-Dimensions of the Self-leadership Skills Scale and the Complete Scale

<table>
<thead>
<tr>
<th>Self-Leadership Questionnaire</th>
<th>Leadership N</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Averages Difference</th>
<th>S</th>
<th>sd</th>
<th>t</th>
<th>P*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Leadership Questionnaire</td>
<td>Pre-Test – Post-Test</td>
<td>75</td>
<td>3,7542</td>
<td>4,0585</td>
<td>.304</td>
<td>61791</td>
<td>74</td>
<td>4,265</td>
</tr>
<tr>
<td>Behaviour-Focused Strategies</td>
<td>Pre-test – Pro-test</td>
<td>75</td>
<td>3,3303</td>
<td>3,5518</td>
<td>.221</td>
<td>65710</td>
<td>74</td>
<td>2,920</td>
</tr>
<tr>
<td>Natural Reward Strategies</td>
<td>Pre-test – Post-test</td>
<td>75</td>
<td>3,9733</td>
<td>4,3800</td>
<td>.406</td>
<td>10484</td>
<td>74</td>
<td>3,359</td>
</tr>
<tr>
<td>Constructive Thought Pattern Strategies</td>
<td>Pre-test – Pro-test</td>
<td>75</td>
<td>3,9590</td>
<td>4,2438</td>
<td>.284</td>
<td>63861</td>
<td>74</td>
<td>3,862</td>
</tr>
</tbody>
</table>

A meaningful difference was found between the pre-test and post-test results of the individuals who were educated in the first year of Sport Management Department \([t(74)=4.265, p<.05]\). As it seems in table 5, it was calculated whether there is a significant difference in the results of “Paired Sample t Test” according to the sub-dimensions (behaviour-focused strategies, natural reward strategies and constructive thought pattern strategies) of the individuals who are studying in the first class of Sports Management Department, by using pre-test and post-test difference of related measures. In the sub-dimension of behaviour-focused strategies of individuals who are in the first grade of sports management, a meaningful difference was found between pre-test and post-test results \([t(74)=2.920, p<.05]\). In the sub-dimension of natural reward strategies of individuals who are in the first grade of sports management, a meaningful difference was found between pre-test and post-test results \([t(74)=3.359, p<.05]\). In the sub-dimension of constructive thought pattern strategies of individuals who are in the first grade of sports management, a meaningful difference was found between pre-test and post-test results \([t(74)=3.862, p<.05]\).

**Analysis of the Differences between the Test Scores of the Individuals in the Experimental and Control Groups Related to the Complete Scale**
Table 6. Results of Covariance Analysis According to Test Scores of the Individuals in the Experimental and Control Groups Related to the Complete Scale of Self-leadership Skills

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Average of Squares</th>
<th>F</th>
<th>Post-Test (\bar{x})</th>
<th>P*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section</td>
<td>2,699</td>
<td>2,699</td>
<td>16,456</td>
<td>Coaching 3,7686</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Directorate 4,0585</td>
<td>.372</td>
</tr>
<tr>
<td>Pre-Test</td>
<td>.131</td>
<td>.131</td>
<td>.800</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mistake</td>
<td>24,109</td>
<td>.164</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2324,805</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(p<0.05)

In Table 6, whether there is a significant difference between the test group and the control group post test scores was measured by covariance analysis. As seen in the table, it was observed that the self-leadership levels (= 4, 0585) of the individuals who are studying in the first class of the Sports Management Department are significantly higher than the self-leadership levels (= 3, 7686) of the first-class students in the Coaching Education Department.

DISCUSSION

Discussion and Commentary on the First Sub-Problem

While there was no significant difference in the 18-20 age range between the results of ‘behaviour-focused strategies’, ‘natural reward strategies’ and ‘constructive thought pattern strategies’ pre-test and the post-test, there was a significant difference in the students between the ages of 21-23 in the Sports Management department students. Literature studies are available on whether leadership is affected or not affected by age. Çelik and Sümbül (2008) reported from Hodgets (1999) mentioned that effective leadership skills can be affected by many factors and that these factors are influenced by factors such as age, experience, participants’ anticipations, personality traits, process of decision making. Tahağlu and Gedikoglu (2009) stated that in the study they conducted with 4732 teachers working in 125 public schools, in which they have classed from the age of 21 to 50 and over, teachers who are 51 and over age fulfilled more leadership qualities than others. This situation shows parallelism to the findings of our study.
Avcı (2011:7-18) states that in his survey study conducted with 435 Tourism Hotel College students in total, the leadership characteristics did not show a meaningful difference according to age. The study does not show parallelism to findings of ours. The reason of this can be attributed to the lack of necessity of direct leadership skill in the tourism field. Gilbert and colleagues (1990:187-196) found that in the study conducted with 1634 randomly selected persons for three years, leadership did not differ by age. This study differs from our findings in this sense. The reason for this may be described as the absence of parallelism with the sub-dimensions of the self-leadership scale we use.

Discussion and Commentary on the Second Sub-Problem

There was a significant difference between pre-test and post-test of female when the behaviour-focused strategies of sport administrators were evaluated according to gender between pre-test and post-test results of the students, but no significant difference was found between pre-test and post-test results of male.

Leadership, a concept that has been debated since prehistoric times, has grown up to daylight without being included in a sexist class within a male dominant conception. When the related studies were examined, it was determined that leadership analyses were carried out only on men, not on women, and it was emphasized that all of the leaders displayed “masculine” characteristics (Uzun, 2005:29-30). Çelik and Sünbül (2008:14-18) found in the study which is about the effects of education and gender factors on 1419 students in 17 educational institutions in Mersin that female students who were studying at high school level had higher leadership skills. This situation shows parallelism to the findings of our study. On the other hand, the fact that the same study did not reveal any meaningful difference in the leadership skills of the students at higher education level is not parallel to our study.

When pre-test and post-test results of natural reward strategies and constructive thought pattern strategies were compared by gender, there was a significant difference between pre-test and post-test results of both female and male. Walker and Aritz (2015:452-478) stated in the study they conducted that, even though female exhibit leadership qualities in the male dominated societies, they had prejudices that male are leaders. In this sense, this study contradicts the conclusions we have found when we make the distinction about leadership between female and male. We can attribute this to the fact that the scales we use
are self-directed leadership strategies and that there is no concern for one’s acceptance of society. The main idea of self-leadership is one’s leadership strategies in his/her own selves.

Discussion and Commentary on the Third - Sub-Problem

When the behaviour-focused strategies of the sport administrators and the natural reward strategies were examined according to the levels of the status of participation to the sports it was found that there was no meaningful difference in all the sub-dimensions in the individuals who gave the answer “I do not play sports” when there was a meaningful difference between the pre-test and post test results of the individuals who answered “I do sports”.

Can et al. (2006:20-22) reached the conclusion in the study conducted with total 74 participants that the university students who were doing sports showed leadership behaviours related to the “Understanding” sub-dimension in the sports activities which were actively or simply participated in recreational purposes and they supported sporting activities to be organized for the students to have the leadership qualities in the other sub-dimensions and in general environment.

Marsh and Jackson (1986:391-415) found in the study conducted with 46 female athletes and non-athletic students whose age is 15 to 19 that the social level of athletic students is higher and they are more competent and more capable of leadership qualities. There was a meaningful difference between pre-test and post-test results of those who answered “I did sports in the past” in the sub-dimension of “Constructive thought pattern strategies” of sport administrator students. It would be a correct finding to relate this to the sub-factors of the constructive thought pattern strategies sub-dimension. The sub-factors are “to imagine successful performance by setting goals”, “self-talk” and “evaluation of thoughts and ideas”.

Haas and Tamarkin (1992:52-56) mentioned that internal observation is an on-going process for a leader, and that discipline and self-commitment are preliminary to internal observation. If the concepts of sport and discipline are thought to be intertwined, it can be interpreted that the attitudes of people who did sports in the past have continued towards this sub-factor. Konter (1999); refers to human being as an active and dynamic entity that transcends, changes, renews, and develops self. From this definition, it is possible to come up with an interpretation that the sub-factor of thinking and opinion evaluation is
encountered. On the other hand, athletes also benefit from psychological training as well as physical training.

If we think that sports managers are sportsmen coming from sports and they are influenced by sports nature, we can conclude that mental training is a method that is often used by sports managers, not just sportsmen. The most striking example of this is perhaps the Soviet athletics team at the 1980 Winter Olympics performed more successfully than groups who were spending more time on mental training. (Garfield and Bennett, 1984) These findings reveal that doing sports plays a role in the development of certain traits and may be a factor in demonstrating leadership behaviour.

Discussion and Interpretation on the Fourth Sub-Problem

There was a significant difference between pre-test and post-test results according to all the sub-dimensions of the students in the Sports Management department which constituted the experimental group. The point reached in the light of the findings that meet most of the basic hypothesis of our study is that the drama method has a positive meaning on the leadership skill. Montessori, with his statement: “Education; not with the words that teachers tell children, but with the experiences of children in the physical and social environment.”, he emphasized the importance of learning through experiencing. It is an indispensable truth that experiences from life are knowledge. Drama is not only a method of learning but also a field which the relation between the situations arising from experiences are learned freely and at the same time it is a field with the unlimited imagination power. (O’Neill and Lambert, 1990; Akt; Çalışkan and Karadağ, 2005:103-113)

Since drama is aimed at learning through living by nature far from other verbal expression techniques, it makes possible to develop some social skills. (Akyol, 2003:184) It is no surprise that there is a meaningful difference in all sub-dimensions in the light of the definitions made as a concept. When the literature was examined, no post-graduate, doctoral theses or no scientific studies were found under the name of drama and leadership development. On the other hand, many arts, education and sports fields in which the drama method is used are striking. The method is the same even if we sort the works separately by subjects, and the effectiveness of the drama method, which is the point of our work, reveals the functionality of the drama in different areas.
Epçaçan (2012:14), the Faculty of Education of Siirt University, conducted a survey of 150 classroom teachers to determine the effectiveness of the creative drama method. As a result of the drama lesson activities in primary education, the teacher candidates identified the creative drama as a completely teaching method with strong and weak aspects. Soytürk et al. (2007:55) found when they examined the effect of the creative drama technique applied over 30 primary school students in the 9-11 age groups for 9 weeks on the patterning of basic mobility skills, the experimental group’s mobility was significantly higher than that of the control group.

Özyıldırım Gümüş and İspir (2014:253) have reached a consensus that their awareness of the structure of effective mathematics learning environments has increased with the creative drama method in their work for a total of 10 weeks on 22 primary school mathematics teacher candidates who are studying in the fourth grade of a state university in Ankara. Çakmakçı and Özabacı (2013:11) have found that drama-supported education develops students’ decision-making skills and causes a meaningful change in decision-making skills to solve daily problems in their 6-week study conducted with a total of 50 students in the 4th grade; drama-supported education. Particularly in Çakmakçı and Özabacı’s observations that students are increasing in decision-making skills and problem-solving skills are evidence that students demonstrate leadership behaviour.

Discussion and Interpretation on the Fifth Sub-Problem

The results of the “Covariance Analysis” which was conducted to determine whether there was a significant difference between the test scores of the experimental and control groups regarding the whole scale, it was found that the self-leadership levels of the individuals in the first grade of the sports management department were significantly higher than the self-leadership levels of the first grade students in the coaching department. When the findings in response to sub-problems such as revealing significant differences in the sub-dimensions, and no significant differences in the pre-test and post-test results in the control group were evaluated, the signals that the study is successful made it evident. There are two important points to note here: Although our study seems to be a study measuring the effectiveness of the drama method, it also provides evidence that leadership skills can be improved. In this context, the findings of the eighth sub-problem and the underlying idea of the work are to be discussed under two headings. First of them, leadership is
a developing concept. Secondly, drama is a method that develops leadership. It is clear in this study that leadership is a developing concept and that development programs follow an increasing graphic. (Mole, 2004:74)

Over the past few years, researches have emerged on how to develop large-scale leadership in leadership books and leadership programs. There are several reasons for this: First, rapid changes in business, the development of technology, changes in human values and values in global communication can be said. In addition, as a result of science and technology developments, the emerging problems such as alienation and corruption of progressive workers and unemployment are often regarded as the causes that unravel them.

Finally, because the works of the Enterprising Nation Report and Kotter reveal the great need for leadership in the organization, we can say that studies of leadership development are of great importance. (Cacioppe, 1998:44-53) In fact, it can be said that the concept called leadership development is generally individual-based and means the development of skills related to knowledge, skills and official leadership roles. (Day, 2001:581-613) This way of thinking, which constitutes the transformative leadership approach, is already the most important theory that supports leadership development. There are also studies supporting leadership development.

Atwater and his colleagues (1999) investigated the effects of individual differences such as self-esteem, courage, moral development, and physical health on leadership development in 236 male students studying at the Military Academy and they came to the conclusion that self-esteem and courage did not affect the effectiveness of the leader when physical and moral values were developing. Rosh (1999:28-37) revealed that leadership skills improves by finding a significant difference in pre-test and post-test mean scores from their own statements in the 10-week study with 30 experimental and 32 control groups, with the students taking the leadership course.

In another study by Delice (2014:235-261), it was detected that leadership training causes a meaningful differentiation in leadership attitudes in general; in a detailed review, it was determined that there were significant differences in the eight of twelve leadership dimensions. The relevant literature knowledge clearly demonstrates the need for leader and leadership. The studies examined in the field support the idea of developing the leadership
that emerges with the need to meet this requirement. The obtained findings and related studies clarify the first part of our discussion. Tourangeau (2004:1); however, did not find a significant difference in the study between pre-test and post-test scores as a result of leadership training applied to the participants of 67 Canadian Public Health employees. The findings do not show parallelism in this sense as well as the underlying reasons suggests that there may be concepts such as time, individual factors, need for leadership in the sector, and organizational scheme. The second part of our discussion is the thesis that creative drama can be used as a way of improving the leadership skill. In the first applications, the creative drama is included only in kindergartens and crèches, but nowadays it is also included in the personal development and leadership trainings at every stage of education. (Aytaş, 2013:8) When relevant studies are investigated,

• In foreign language learning (16),
• In creative writing in literature (3),
• In the education of children with disabilities (11),
• In social studies lessons (14),
• In Geometry teaching (7),

• In teaching ecosystems (Biology) (6)

The study stated that creative drama had its effects in the areas where it was used as a method. (Soytürk et al. 2012) In addition, we see a similar work on the development of leadership skills in a thesis study that was prepared at the last stage of the Creative Drama Leadership / Trainer Program of the Contemporary Drama Association. Tunç (2014) concluded in the direction of participants’ opinions and findings in the study with 18 people consisting of seven weeks that drama method was an effective way to improve the effective leadership methods and skills of the drama method.

Saçlı (2013:179), determined in the study conducted in Hacettepe University, Sport Sciences and Technology School and Physical Education and Sports Teaching Program, 2010-2011 Education Year- with 64 physical education teacher candidates for 10 weeks that there are positive changes in critical thinking in the group taking creative drama courses. In the related literature, there are studies on the development of behaviours, which constitute a number of leadership qualities and there are not encountered with direct studies of developing leadership by drama.

Dassen (2015:13) has shown that drama techniques are important tools to understand and
improve the working of the group, in a study of 10 public health organizations and non-profit organizations in the range of 5 to 18 employees in Northern European organizations. He also found that effective use of drama techniques improved the effectiveness of the team position and helped the team maintain its dynamism.

Gentry and Perkins (2015:178-179), in their work on increasing dependence in the psychology class through drama, have found that active learning through drama can provide more benefits than learning simply because students find their own way of life. Schiller (2008:26), in his work; showed that the risk behaviours of them decrease as the self-esteem increases with the drama method of the students at risk. Each of these studies revealed that drama plays an effective role in enhancing self-esteem, motivation, and social skills of each participant in the important and positive direction.

Kerekes and King (2010:56) determined in the study “drama in teacher education” in New York with 4th grade students and 4 selected teachers for 17 weeks in the curriculum; that their problem solving, and critical thinking skills developed, as well as self-confidence and self-efficacy in crime and test-focused work.

CONCLUSIONS

While there was no significant difference in the 18-20 age range between the results of ‘behaviour-focused strategies’, ‘natural reward strategies’ and ‘constructive thought pattern strategies’ pre-test and the post-test, there was a significant difference in the students between the ages of 21-23 in the Sports Management department students. Literature studies are available on whether leadership is affected or not affected by age.

There was a significant difference between pre-test and post-test of female when the behaviour-focused strategies of sport administrators were evaluated according to gender between pre-test and post-test results of the students, but no significant difference was found between pre-test and post-test results of male.

When the behaviour-focused strategies of the sport administrators and the natural reward strategies were examined according to the levels of the status of participation to the sports it was found that there was no meaningful difference in all the sub-dimensions in the individuals who gave the answer “I do not play sports” when there was a meaningful difference between the pre-test and post test results of the individuals who answered “I do sports”.

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In the research we tried to show whether the self-leadership skills of the students of sports management department improved with creative drama studies or not, there was a positive significant difference in all of the subdimensions of the scale and in the scale itself as a whole in the experimental group. A similar difference was also observed in the comparison between the experimental and control groups’ post test scores. It was concluded that creative drama is an effective way to improve self-leadership skills.

RECOMMENDATIONS

Research Recommendations

In this study using quasi-experimental design with a pre-test, a post-test and a control group, significant differences were found between the pre-test and the post-test results for the creative drama training for the experimental group. In addition to the method of analysis of quantitative data used, a mixed method can be used by incorporating qualitative data into the study. Methods such as individual interviews or student diaries may reveal deeper findings in terms of classifying the increase in self leadership skills.

Whether the creative drama which influences the students of sports management is also influential on sports managers or not can be another research topic.

Since creative drama was used as an important method in increasing individual awareness and the assumption that it can also develop self-leadership skills, it can be considered for different types of leadership and different applications as well.

The validity of the research can be checked by making similar measurements with different leadership workshops in accordance with the general operation of the drama works. In the same way, it can be shown how workshops work in different groups.

Recommendations for Implementations

Instead of processing creative drama courses within a designated weekly schedule, the hours and workshop durations can be rearranged according to group characteristics and the learner’s course intensity; and the time periods that will provide the maximum benefit to the permanence of this learning can be selected.

Perhaps creating later workshops for only the creative drama techniques and the discipline of creative drama by devoting a longer time can make a difference in the results of the work.
The notion of leadership is a process. When considered in this sense, new studies can be done to investigate the effects of procedural drama on leadership development.

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Bulgular: Spor Yöneticiliği bölümünün birincisi sınıfında öğrenim gören bireylerin cinsiyetlerine göre dağılımını % 58,7’sinin kadın, % 41,3’ünün ise erkek olduğu, yaş durumlarına göre dağılımlarında 18-20 yaş arasında olanların % 76,0’lık kısmı, 21-23 yaş arasında olanların % 24,0’lık kısmı oluşturduğu görülmüştür. Spora katılım durumlarının dağılımına göre dağılımlarında ise; “spor yapıyorum” diyenlerin % 77,3’lük kısmı, “spor yapmıyorum” diyenlerin % 8,0’lık kısmı, “geçmişte spor yapmıştım” diyenlerin % 14,7’lik kısmı oluşturduğu görülmüştür. Deney grubunda tüm alt boyutlarda ön test ve son test sonuçları arasında anlamlı fark bulunduken kontrol grubunda alt boyutlarda bir fark ortaya çıkmamıştır. Son test skorları arasındaki fark testi ve son test sonuçları arasında anlamlı fark bulunmamıştır. Son test skorları açısından deney ve kontrol grubu arasında anlamlı bir fark olmadı ancak bu durumun kontrol grubunda alt boyutlarda bir fark ortaya çıkmamasına sebebi olarak düşünülmüştür. Burada dikkat edilmesi gereken iki önemli husus vardır: Çalışmanın kültürel, sosyo-kültürel etkinlikleri ve etkinlikleri gibi görünse de liderlik becerilerinin gelişebildiği ile ilgili de kanıtı ortaya koymaktadır. Bu bağlamda sezikinci alt problem ve asında çalismanın temelini oluşturan düşünceye ilişkin bulgular, iki başka altıda tartışılmalıdır. Bunlardan birincisi, liderliğin gelişebildiği bir kavram olduğudur. Tartışmamızın İkinci kısmını ise yaraticı dramanın liderlik becerisinin geliştirilmesinde bir yön-

**Anahtar Kelimeler:** Drama, Liderlik, Spor Yöneticiliği, Yaratıcı Drama