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LEADERSHIP STYLES
IN PHYSICAL RECREATIONAL ACTIVITY CLUBS
AT MIDDLE EAST TECHNICAL UNIVERSITY

A Master's Thesis
Presented by
Müberra ATALAY

to
the Graduate School of Social Sciences
of Middle East Technical University
in Partial Fulfillment for the Degree of

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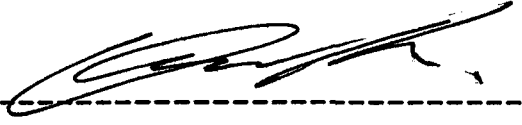
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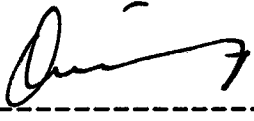
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We certify that we have read this thesis and that in our
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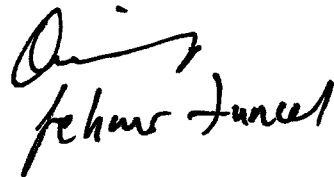


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ABSTRACT

LEADERSHIP STYLES
IN PHYSICAL RECREATIONAL ACTIVITY CLUBS
AT MIDDLE EAST TECHNICAL UNIVERSITY

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The purpose of this study was to determine the Leader Behaviors on Middle East Technical University of Physical Recreational Activity Clubs (PRAC). And, the sub-problem of this study was to determine the relationship between the leader behaviors in participation motives.

The pilot study conducted on Scouting club that was selected randomly to find reliability and validity of LSS and PM Questionnaires. Ten Scouting club members were randomly selected. And in this study conducted on 166 randomly selected subjects of ten PRAC. Data was collected through LSS and PM Questionnaires.

Statistical analysis used in this study were SPSS internal consistency of Reliability Analysis, Descriptive Statistics and Chi-Square Test. According to the results, types of leader behaviors were determined among the ten clubs. Nine of them were identified as "Training Instruction" type and one of them was identified as "Social Support" type in terms of leader behavior structures. And also, significant relationship between the two type of Leader Behaviors (Training Instruction and Social Support) was not found for each of the Participation motives except 7 participation motives. At these 7 participation motives (improvement skills, winning, travelling, excitement, going on to a higher level, fitness and using equipments or facilities) there was a relationship between "Training Instruction" type leader behaviors in participation motives at 0.05 significant level.

Keywords: Motivation, Participation, Leadership Behaviors, Physical Recreation

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Bu tezde amaç, Orta Doğu Teknik Üniversitesi öğrencilerinin Fiziksel Rekreatif aktivitelere katıldıkları kulüplerde bulunan lider davranış yapılarının belirlenmesi ve seçilen Lider davranış yapıları ile katılım motivleri arasındaki ilişkiye bakılmasıdır.

LSS ve PM anketlerinin geçerliliğini ve güvenilirliğini bulmak için yapılan pilot çalışma için, ODTÜ de faaliyet gösteren İzcilik kulübünden 10 denek rastgele örneklem sistemi ile seçildi. Araştırmada, ODTÜ de faaliyet gösteren on adet Fiziksel Rekreasyon yapısında kulüb ve 166 denek rastgele seçildi. Veriler Liderin davranış yapısını ölçen ve katılım motivlerini ölçen değerlendirme Anketi ile toplandı.

İstatistiksel analizler, SPSS iç güvenilirlik analizi, betimsel istatistik ve Chi-Square sonuçlarına göre yapılmıştır. Sonuçlara göre, 10 Kulüp için Lider davranış yapıları ölçülmüş ve bu ölçümde dokuz kulübün "Antrenör Öğretmen" (Training Instruction) tipli bir Kulübün ise "Sosyal Destekleyici" (Social Support) tipli Lider davranış yapısında olduğu belirlenmiştir. Ve ayrıca lider davranış yapıları ile katılım motivleri arasında 0.05 seviyesinde, 7 katılım motivi haricinde, anlamlı bir ilişki bulunamamıştır. Bu 7 katılım motivi (beceri gelişimi (improvement skills), kazanmak (winning), seyahat etmek (travelling), heyecan (excitement), Yükselmek (going on to a higher level), fiziksel uyum (fitness) ve malzemeleri veya tesisleri kullanmak (using equipments or facilities)) ile "Antrenör Öğretmen" (Training Instruction) tipli lider davranış yapısı arasında 0.05 seviyesinde anlamlı bir ilişki bulunmuştur.

Anahtar Kelimeler: Motivasyon, Katılım, Lider Davranış Yapıları, Fiziksel Rekreasyon.

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LIST OF SYMBOLS

TI	Training and Instruction Behavior
DB	Democratic Behavior
AB	Autocratic Behavior
SS	Social Support Behavior
PF	Positive Feedback Behavior
LSS	Leadership Scale for Sports
PM(Q)	Participation Motivation (Questionnaire)
PRAC	Physical Recreational Activity Clubs
RW	Rowing
TN	Tennis
WP	Water Polo
SC	Soccer
BM	Badmington
KD	Karate-do
MWS	Mountaineering and Winter Sport
TFS	Turkish Folk Dance Society
AR	Aeronautics
DT	Dance and Theatre
DSS	Directorate of Sport Services
DCS	Directorate of Culture Services

CHAPTER I

INTRODUCTION

In recent years, technology is highly developed and provided advantages and changes in positive sense for human being in the world. People realize the effect of machinery, incredible mobility, media, space travelling, computers, means of communication, robots and atomic energy on their lives. Those varieties lead the world, in other words, the people to a unique culture because people all around the world has been influenced more or less by these changes.

On the other hand, all these modifications may probably cause serious problems, like, idleness, boredom, escape through drugs, low productivity and those troubles may probably distrust the harmony of societies. The above mentioned problems should be evaluated seriously to find solutions to live in better conditions.

Furthermore, to get rid of stress of heavy work-

ing tempo, people developed the sense of leisure time. Leisure activities provide, the people with opportunities to encourage for positive attitudes, enjoying life, art, music, scientific work and so on. Therefore, these activities motivate us to take care of our health by means of sport and recreational activities, that's why all individuals can easily participate in social activities. But,leisure activities carry no guarantee for utopian happiness. According to Reynold., et al (1972). "The world progresses not so much through what is done in our work hours but through what is done or not done in our leisure hours."

In addition, the use of leisure time productively is related with consciousness and education. Today, education can be said to be the most important thing in our life. The aim of this serious process should not be limited by professions only. Recreation is an activity which is voluntarily performed enjoyable leisure experience, and participants are voluntarily engaged for immediate satisfactions.

However, recreation and education must not be thought seperately. The finest educational experiences are realized in recreational activities at universities. So, to increase the participation of young people of universities in recreation, concept of leadership

appears to be very significant and effective. In order to be effective, the leaders should have some qualifications. A leader must have personal and professional qualities and some behavioral dimensions. Some of these qualities can be listed as follows: Personal Qualities; Caring, honest, enthusiastic, healthy, having sense of humor, self confident, creative, adaptable. Professional Qualities: Knowledge, ability to organize, to delegate, to communicate and to motivate. In addition, the behavioral dimensions defined by the Chelladurai, P. (1987) which are; Training and Instructing/ Democratic / Autocratic/ Social Support/ Positive Feedback (Rewarding Behavior). This behavioral dimensions can be used to measure a leader's perception of his/her own leader behavior or to measure "ideal" Leader Behavior. These qualifications and behavioral dimensions of leaders do play an important role for participation of the leisure activities.

Many investigators demonstrated the effectiveness of the leadership in their studies. And also, the other researchers identified the motivational factors which are depending on the personal feelings, social factors, socioeconomic status, Environment and Educational status. This motives can be lead decreasing or increasing the participation level of the members of the recreational activities. The purpose of this particular study is to determine the leader behaviors on Middle East Technical

University of pyhsical recreational activity Clubs
(PRAC).

1.1 Statement of the Problem

The purpose of this study was to determine the leader behaviors on Middle East Technical University of Physical Recreational Activity Clubs (PRAC).

1.2 Sub-Problem

The sub-problem of this study was to determine the relationship between the leader behaviors with participation motives.

1.3 Significance of the Study

As it is indicated in some studies, recreational sport activity requirements of leadership, and motives may effect the participation of university students. This brought the need of studying this relationship once more. Therefore, this study helps to understand the state

of leadership and the reasons of participation and to develop additional motives to provide productivity of university students in their educational period in METU and also in their life.

1.4 Hypothesis

1. There are relationships between the leader behaviors in participation motives.

1.5 Definition of Terms

Recreation: any enjoyable activity and/or leisure experience in which the individual receives immediate satisfactions.

Physical Recreation: it is freely chosen, enjoyable activity which involves movement of the body and includes active sport, exercise, fitness, dance and outdoor activities.

Physical Recreation Participation: involvement in leisure during the Physical Recreational club programs are designed to increase immediate satisfaction and enjoyment with the activity experience.

Leisure: is commonly thought of as the surplus time remaining after the formal duties and necessities of life have been attended to. It is the free time or unoccupied time enabling a person to do as he/she chooses.

Motives: it is a kind of variety of motivation theories that are relevant to leisure activities. And leisure motives which appear to effectively differentiate those who have such experiences from those who do not.

Recreation leadership: is the activity of influencing people to cooperate toward some goal which they come to find desirable.

Athletic Coach: is a powerful leader who can make decisions concerning team membership, the duties each group member may assume, and the general manner of reaching team goals.

Play: is a voluntary activity which gives, joy, freedom, contentment, inner and outer rest, peace with the world, consciousness that is different from ordinary life.

1.6 Assumptions

1. The participants answers of the surveys reflected the reality.
2. It was assumed that the subjects completed both participation motivation questionnaire and leadership scale for sport activities unbiasedly and truthfully.

1.7 Limitations

1. This study was limited with METU students.
2. This study was limited with the influences of the characteristics of physical recreational activities participated on METU campus.
3. Result of the study was limited with the answers of the subjects to the surveys applied.

1.8 Delimitations

The study was delimited with the participating students of the physical recreational activity clubs at METU.

CHAPTER II

REVIEW OF LITERATURE

There are some studies which investigated the effects of some motivational aspects that effects the participation level in recreational activities. Also some other studies have discussed the leadership effectiveness, behavioral dimensions, programming and interest of the participant, in recreational activities.

2.1. Studies on Leisure and Interest

Shaw, (1986) has shown the leisure recreation or free-time concepts. The theoretical literature on leisure meanings were discussed. And, presented the emprical analysis of different time use measures using a time budget data set originally collected in 1981-82. This

measurement also based on time spend in particular objectively-defined activities while the measure of leisure time was based on individuals' subjective feelings about particular situations.

In addition, the other researcher Lupton, Ostrove & Bozzo(1984) studied participation in leisure-time physical activity. In this reasearch, the survey showed that people may begin an exercise program for fitness or health but they continue if they enjoy it. And, the study didn't find the descriptions of physical fitness status of the population exists.

2.2. Studies on Participation and Motivation

Longhurst & Spink(1987) studied on participation motivation of Australian children involved in organized sport. The subjects were selected from various junior sporting clubs & within the Melbourne Australian Metropolitan area. The basic data of this study were 217 females participated in little athletics, swimming, netball & 187 males participated in little athletics, swimming, football & cricket. Responses indicated that the most important reasons for participation in sport were to improve skills, be physically fit, compete learn new skills & to

be challenged. The findings of this study were cultural differences in participation motivation as well as sport & age differences.

Through the research of Heywood, (1987) the experience preferences of participants in different types of river recreation groups were detected. The purpose of the study was to explore relationships among individuals recreation experience preferences and characteristics of their social group of participation. And, in method part the twelve page questionnaire were used to find possible reasons why people take river trips. The results of the study clearly indicate that preferred river recreation experiences are related to the size and composition of the social group of participation.

Other, useful research for observation of participant in recreational setting was Glancy's, (1986) study. This study reported exploratory use of participant observation as a direct method of scientific investigation, examining the social-psychological context of recreational sport-group participation. Most important, however, was idea that participant observation was useful for studying this context of recreation participation and could be valuable in leisure study related to lifecycle, family, peer-group concepts and in developing grounded theory associated with freedom, expressiveness, meaningful motivation in leisure.

Mcclaskie and Napier, (1986) demonstrated the factors influencing outdoor recreation participation. The purpose of the study was to develop predictive models of outdoor recreation participation. And, the personal community factors & barrier factors were determined by the researchers. Mills (1985) has proven that the Participation Motivations for Outdoor Recreation: A Test of Moslow's Theory. In this study, 708 visitors was interviewed at Tahoe area downhill ski resorts in California. Respondents rated the importance of each of 23 items for having a succesful skiing day. Data were analyzed to determine in what way, if, any the emprical structure of motivation for participating in downhill skiing corresponded to Moslow's theory of motivation. This study helps us to understand the motivations and behaviour of outdoor recreationists have value for recreation planning and management.

According to Dottavio, et al.(1980), the socioeconomic and demographic variables explain the participation. This hypothesis was evaluated with two specifications of the dependent variable which were frequency of participation, and high/low participation. And the authors have claimed that, when the social group variable is combined with age and sex of participant, sharp increases occur for the straight frequency specification of participation. However, when the dependent variable is

high/low participation, the effectiveness of the social group decreases significantly.

Spence (1990) has shown factors relating to low participation in fitness programs by members of a multipurpose sports club. Results indicated the five most common perceptions for not participating in a regular fitness program at multipurpose sports club were: too busy, exercise is boring, already exercise elsewhere, already play enough tennis and exercise is painful/uncomfortable.

Ruhe(1969), demonstrated the effect of increased leadership program as it relates to interest and participation. In this study, parents of the participants indicated their child's interest reasons were; more varied program, the increased leadership enabled their child to make better friends and it was a well planned program. Conclusion of the study was interest and participation, the increased leadership program was extremely successful.

Hersey and Blanchard (1982) were studied on the the maturity (relative mastery of skill and knowledge in sport, experience) which effects the motivation and leader-member relationships. According to the researchers

when a team has reached its highest degree of maturity, the team members should no longer need the emotional support of the coach or leader.

Gill, Gross and Huddleston (1983), also conducted a recent investigation of participation motivation of young athletes. Participants who were attended university of Iowa summer school in baseball, basketball, golf, gymnastics, soccer, tennis, wrestling, track and football were examined.

In results of Sapp and Haubenstricker (1978); study it was revealed that 90% of the sample participated for fun, 80% to improve their skills and 56% for fitness benefits, in male and female athletes involved in non-school sport programs in Michigan. (Gould 1985)

2.3. Studies on Programming and Leadership

Gibson, Donnelly and Molvancevic(1988), studied on leadership theories, models and applications. The researchers found the leadership effectiveness from physical, sociological & psychological traits. The search for traits has led to studies involving effectiveness & such factors height, weight, intellegence and personal-ity. Beck(1987), demonstrated the differences between

leaders and managers' qualifications. The author of this study used inspirational, charismatics and sensitive characteristics of leaders. In the study by Corbin & Williams(1987), the most important fields were determined. These fields were about programming & leadership and their fundamental processes. It was through them that the field makes leisure opportunities available. Therefore, leadership was treated as a general process, applicable at administrative supervisory and functional levels; in interactions with participants staff members, and the general public.

Chelladurai and Saleh (1978), examined gender differences in preferred leader behaviors and noted that males preferred more autocratic and social support behaviors than did females. However, other studies of gender and personality differences in preferred leadership styles have yielded inconsistent findings. And the same researcher (Chelladurai 1984), reported that actual leader behavior was related to satisfaction (different sportgroups and members). Further investigation of specific leader behaviors, as well as participant preferences in different sport activities, may help to clarify the influence of varying leader behaviors on different sport groups and members. In addition, Weiss and Friedrichs (1986), also found that higher levels of rewarding behavior, social support and democratic behavior were asso-

ciated with higher levels of athletic satisfaction. And Chelladurai and Carron (1983), analysed that the preferred for TI and SS type leadership which progressively increased at university level. And the one result indicated that the SS type leader behavior increased with levels of competition. And in again Chelladurai and Malloy's (1978) study, more experienced athletes within the university level prefer more TI type than less experienced athletes.

Fiedler (1967), said that about the social support type leader behavior which is a direct related with the interpersonal relations. And another researcher of Danielson et al., (1975), said that about same type leader behavior which is not contingent on individual performance and is provided outside of the athletic context. And it refers to extend to which the coach is involved in satisfying the interpersonal needs of the athletes.

According to Chelladurai (1984); Chelladurai and Caron (1983), Erle 1981; Horne and Caron (1985) and Olafson and Boucher (1978), some factors influence the leadership preferences which were interaction of individual, situational factors, organizational goals, sport type, age and sex. In addition, in Hersey (1982) study, the leadership styles were determined the author identified the leadership styles for various group situations which

influenced by different type of groups, good leader-member relations and environmental considerations. In another study of Bird, et.al., (1986), found that in his study, group size was the most effective when determining the leadership style.



CHAPTER III

METHODOLOGY

The purpose of this study was to determine the leader behaviors on Middle East Technical University of Physical Recreational Activity Clubs (PRAC). This chapter outlines the methodology and procedures used for assessing the leader behaviors and its relationship within the participation motives in physical recreational activity clubs of METU.

3.1. Reliability and Validity Testing of Participation Motivation Questionnaire and Leadership Scale for Sport (Participant's Perception of leader Behavior).

3.1.1. Selection of the Subjects

For testing the reliability and validity of the Participation Motivational Questionnaire and Leadership

Scale for Sport (Participant's perception of leader's Behavior) of Turkish population, one club (Scouting Club) as a sample had been randomly selected among the Physical Recreational Activity Clubs in METU. The instrument was pilot tested using a sample of ten club members who answered the questionnaire voluntarily.

3.1.2. Procedure

The questionnaires were translated from English to Turkish and again from Turkish to English to test reliability and validity of Participation Motivational Questionnaires and Leadership Scale for Sport on Turkish University Students. Then questionnaires were given to a specialist to decide whether some changes would be required on instruments according to Turkish society or not. The instruments were given to ten club members on the same day. After three weeks; the same instruments were given to the same subjects again. After the test-retest, internal consistency reliability analysis was used to analyse the instruments' reliability.

3.1.3 Results and Discussion

The internal consistency reliability Analysis results of LSS and PM Questionnaires were given in Table 1 and 2.

Table 1. Means, SD and Items for LSS and PM Questionnaires

Scale	N	TEST I			TEST II		
		MEAN	SD	ITEMS	MEAN	SD	ITEMS
LSS	10	35.10	7.11	39	35.69	6.37	39
PM	10	15.23	2.88	30	14.37	3.67	30

Table 2. Reliability Coefficients of LSS and PM Questionnaires for Scouting Club

Subscale	N	Items	Coefficient Cronbach Alpha
LSS	10	39	0.90
PM	10	30	0.91

As the question "keep a loof" in LSS questionnaires, had no correspondence in Turkish therefore, it was taken out of the questionnaire, so that the questionnaire consisted of 39 items instead of 40 items.

It can be seen in Table 1 that the means of both Test I and Test II for LSS questionnaire fluctuated around the value of 35.10 and 35.69 and the means of both Test I and Test II for PM questionnaire fluctuated around the value of 15.23 and 14.37 which are almost same values of the LSS and PM questionnaires.

The SD ranged from 7.11 and 6.37 for test I and Test II in LSS questionnaires. And also, SD of PM questionnaire were 2.88 and 3.67 for test I and test II. As shown in Table 2, Cronbach Alpha Coefficients for LSS questionnaire was 0.90 and for the PM questionnaire was 0.91 for the cronbach Alpha. Since, it is very close value to 1.00 it is considered reliable.

The results of reliability and Validity testing indicated that LSS and PM questionnaires were valuable for use in Physical Recreational Activity Club members of METU.

3.2 Selection of the Subjects

This study was conducted on 10 Physical Recreational Activity Clubs of METU which were (RW)Rowing, (TN)Tennis, (WP)Water Polo, (SC)Soccer, (BM)Badmington, (KD) Karate-Do, (MWS)Mountaineering and Winter Sport, (TFS)Turkish Folk Dance Societies, (AR)Aeronautics, (DT)Dance Theatre whose activities fit into the realm of this study. The sample included 166 members who consisted of 20 percent of total membership and who were selected through stratified random sampling technique. Subjects completed questionnaires while attending and/or participating in a Physical Recreational activity club programs during the 92-93 academic year of METU.

3.3 Instruments

Participation Motivation Questionnaire (Gill, Gross and Huddleston 1983) and Leadership Scale for Sports (Participant's Perception of leader's Behavior) (Chelladurai, P.1987) had been used as instruments for this study. Participation Motivation Questionnaire included possible reasons to participate the Physical Recreational activities and/or sports. Also this questionnaire

included 30 items which described a reason why subject participate in Physical Recreational Activity and/or Sports. Each statement included three alternative answers; 1.Very important 2.Somewhat important 3.Not at all important. The other instrument (Leadership Scale for Sport) included 39 items which describe a specific behaviour that a coach or a leader may exhibit. Each statement included five alternative answers; 1.Always 2.Often(about 75% of the time) 3.Occasionally(50% of the time) 4.Seldom(about 25% of the time) 5.Never.

Description of the dimensions of leader behaviors were;

Training and Instruction Behavior:

Coaching/Leader behavior aimed at improving the athletes'/participants performance by emphasizing and facilitating hard and strenuous training; instructing them in the skills, techniques and tactics of the sport activities; clarifying the relationship among members;and by instructing and coordinating the members' activities.

Democratic Behavior:

Coaching/Leader behavior which allows greater participation by the athletes in decisions pertaining to group goals, practice methods and game tactics and strategies.

Autocratic Behavior:

Coaching/Leader behavior which involves independent decision making and stresses personal authority.

Social Support Behavior:

Coaching/Leader behavior characterized by concern for the welfare of individual athletes, positive group atmosphere, and warm interpersonal relations with members.

Positive Feedback (Rewarding Behavior):

Coaching/Leader behavior which reinforces an athlete/participant by recognizing and rewarding good performance.

3.4 Procedure

Information about Recreational Activity Clubs and club members have been taken by researcher from Directorate of Sports Services and Directorate of Culture Services.

Questionnaires were given at the beginning of the activity to each of 166 subjects during the 1992-93 academic year of METU.

3.5 Data Analysis

In this study the Descriptive Statistic and SPSS Statistical analysis of Chi-square has been used to find the results.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Descriptive Statistics results of the Leader Behaviors (Participant's Perception of leader's Behavior) in PRAC.

The primary purpose of this study was to determine the leader types on METU of physical recreational activity clubs (PRAC). In addition, in this study, the relationship between the TI and SS type leaders in participation motives had been determined.

Study was administered to 10 Clubs who are controlled by the Directorate of Sport Services and Directorate of Culture Services of METU.

According to the results obtained from 166 subjects (members of 10 PRAC at METU). Highest scores for RW, TN, WP, SC, BM, KD, MWS, TFS and AR were 30.80,

39.94, 83.65, 45.48, 36.03, 52.80, 74.08, 41.54, and 40.10 respectively and all of these promoted the Training Instructor type leader behavior. Only the DT had highest score of 121.92 for Social Support type leader behavior (Table 3).

The scores of Leadership Behaviors in RW ranged from 19.62 for Democratic type Behavior to 30.80 for Training Instructor type behavior. Autocratic Behavior scored 28.25 which was second highest score. SS and PF had scores of 23.09 and 22.60 respectively.

The scores of Leadership Behaviors in TN ranged from 29.00 for Autocratic type Behavior to 39.94 for Training Instructor type behavior. Positive Feedback (Rewarding Behavior) scored 37.60 which was second highest score. The SS and DB had scores of 34.72 and 29.40 respectively.

The scores of Leadership Behaviors in WP ranged from 61.99 for Democratic type Behavior to 83.65 for Training Instructor type behavior. Social Support type Behavior scored 71.09 which was second highest score. PF and AB had scores of 70.70 and 69.75 respectively.

The scores of Leadership Behaviors in SC ranged from 36.75 for Autocratic type Behavior to 45.48 for

Training Instructor type behavior. Social Support type Behavior scored 44.34 which was second highest score. DB and PF had scores of 42.40 and 41.00 respectively.

The scores of Leadership Behaviors in BM ranged from 28.50 for Autocratic type Behavior to 36.03 for Training Instructor type behavior. Positive Feedback (Rewarding Behavior) type Behavior scored 34.80 which was second highest score. The SS and DB had scores of 32.10 and 29.97 respectively.

The scores of Leadership Behaviors in KD ranged from 30.40 for Autocratic type Behavior to 52.80 for Training Instructor type behavior. Democratic type Behavior scored 43.00 which was second highest score. SS and PF had scores of 38.30 and 32.80 respectively.

The scores of Leadership Behaviors in MWS ranged from 48.74 for Autocratic type Behavior to 74.08 for Training Instructor type behavior. Social Support type Behavior scored 63.84 which was second highest score. DB and PF had scores of 62.94 and 55.60 respectively.

The scores of Leadership Behaviors in TFS ranged from 30.50 for Autocratic type Behavior to 41.54 for Training Instructor type behavior. Democratic Behavior scored 38.16 which was second highest score. SS and PF had scores of 35.60 and 33.80 respectively.

The scores of Leadership Behaviors in AR ranged from 9.75 for Autocratic type Behavior to 40.10 for Training Instructor type behavior. Social Support Behavior scored 32.24 which was second highest score. PF and DB had scores of 31.00 and 28.19 respectively.

The scores of Leadership Behaviors in DT ranged from 67.50 for Autocratic type Behavior to 121.92 for Social Support type behavior. Training Instructor Behavior scored 115.54 which was second highest score. DB and PF had scores of 101.84 and 97.60 respectively.

Table 3. Total Scores of Percieved Leader Behaviors of the Clubs

PHYSICAL RECREATIONAL ACTIVITY CLUBS & Number of Subjects										
Leader Behaviors	RW (10)	TN (11)	WP (28)	SC (13)	BM (10)	K.Do (21)	MWS (19)	TFS (13)	AR (10)	DT (31)
TI	* 30.80	*39.94	*83.65	*45.48	*36.03	*52.80	*74.08	*41.54	*40.10	115.5
DB	19.62	29.40	61.99	42.40	29.97	43.00	62.94	38.16	28.19	101.8
AB	28.25	29.00	69.75	36.75	28.50	30.40	48.74	30.50	9.75	67.50
SS	23.09	34.72	71.09	44.34	32.10	38.30	63.84	35.60	32.24	*121.9
PF	22.60	37.60	70.70	41.00	34.80	32.80	55.60	33.80	31.00	97.60

(*) Highest Score of Perceived Leader Behaviors for each PRAC

In this study, there were two type of leaders rated as being TI and SS type of leaders in 10 PRAC. In Chelladurai and Saleh's (1980) study, the TI and SS type leader behaviors were seen more frequently in sport settings or environments.

Chelladurai and Carron's (1983) analysis revealed that for TI and SS type leadership were preferred which were rated as most important in the university level. These results supports the findings of this study.

The other study of Chelladurai and Saleh (1978) revealed that experienced athletes preferred TI type leader more than less experienced athletes in universities which seems to be contrasting with the results of this study. Eventhough the aims of PRAC is recreation skill levels of members who continued to be active might be elite.

In addition the other studies of Bird et.al., (1986) and Chelladurai and Malloy (1987), the type of sports and group size were most effective for determining the leader styles. In large sport groups, there are more activities to coordinate and more area for potential problems. Therefore TI type leaders are seen most frequently due to the fact that group size effects inversly the structuring and coordinating of member's activities.

In this study, the group size were small (Table 3). According to this factor, the 9 club's leader showed to be TI type which has characteristics of structuring and coordinating the member's activities.

Simth et. al., (1979) found that while the program did not have any effect on win-loss percentages, the players rated their leaders as more knowledgeable and as better teachers of skills which are the characteristics of TI type leader behavior in university level. This finding is seen in this study and "TI" type leader was found at 9 out of 10 Prac which were also not so competitive in structure.

4.2 Relationship between the groups with Training and Instruction and Social Support Type Leader for each Participation Motives.

X² statistical procedure was done to determine the relationship between the groups with Training Instruction and Social Support type leader for each participation motives.

The results of X² test are presented in Table 4. Calculations of X² values were done to determine whether the groups with TI and SS type leaders were related or independent in each participation motives. If the X² value was significant, it meant that the variable was dependent or related at the 0.05 level. In other words, if calculated X² value was greater than table value it meant that the TI and SS type leader behaviors were related within participation motives. Therefore, hypothesis was accepted (Table 4).

Table 4. The Distribution of the answers to Participation Motives and Chi-Square Values for the Groups with TI and SS type Leaders.

MOTIVES	TRAINING INSTRUCTION Leader Behavior (9 Clubs)				SOCIAL SUPPORT Leader Behavior (1 Club)				CHI-SQUARE ₂ (X)
	Very Imp %	Some W.Imp %	Not at all %	N	Very Imp %	Some W.Im p %	Not at all %	N	
Improvement Skills	78	11	11	135	55	29	16	31	7.93*
Friendships	56	31	13	135	61	23	16	31	1.10
Winning	53	28	19	135	23	42	35	31	9.75*
Get rid of Energy	32	47	21	135	32	42	26	31	0.47
Travelling	52	31	17	135	29	39	32	31	6.14*
Staying in Shape	58	26	16	135	36	35	29	31	5.47
Excitement	54	33	13	135	32	23	45	31	17.66*
Teamwork	62	22	16	135	55	26	19	31	0.60
My Parent or Friends want me to play	17	12	71	135	19	26	55	31	4.46
Learning new Skills	63	27	10	135	48	32	20	31	2.87
Meeting new Friends	43	47	10	135	55	29	16	31	3.32
To do smtg. is that one is good at	69	19	12	135	48	32	20	31	4.67
Releasing Tension	58	33	9	135	52	26	22	31	4.74
Getting Rewards	33	31	36	135	19	32	49	31	2.43

Table 4. (Cont'd)

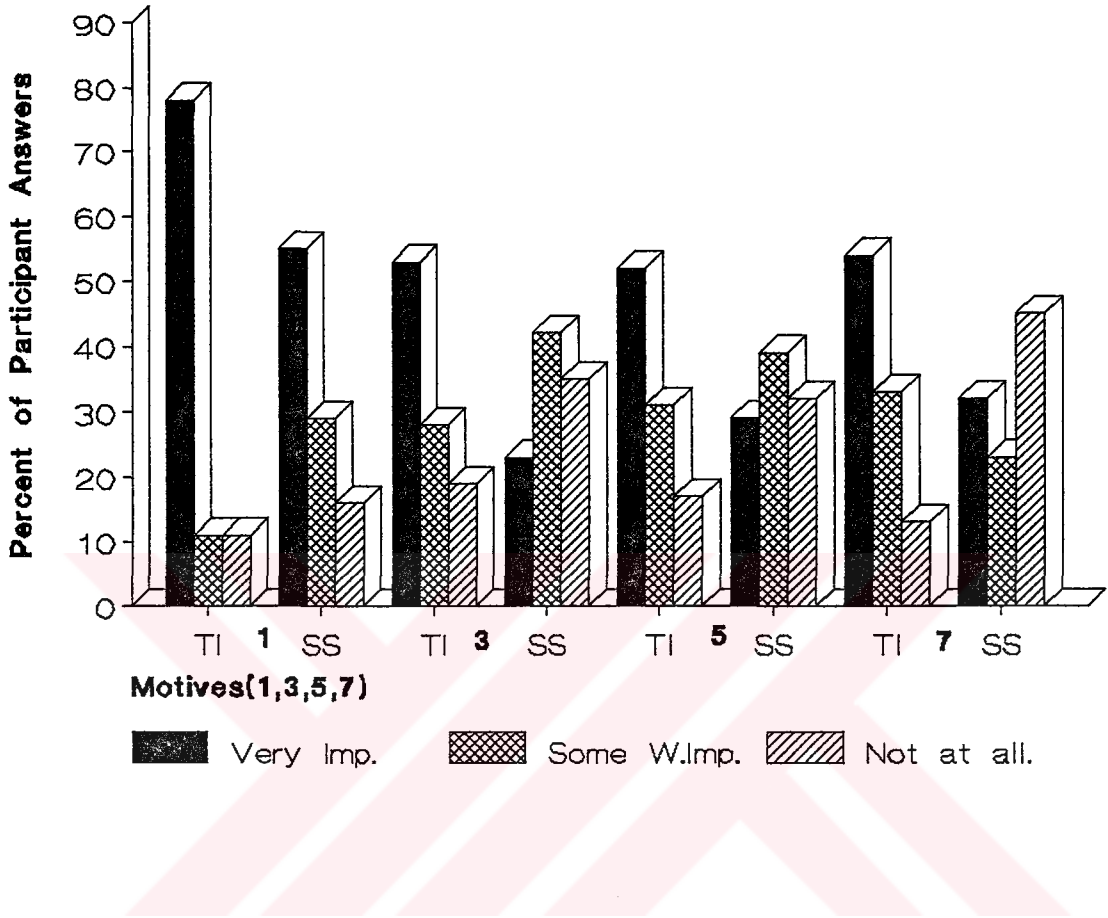
Getting Exercises	56	32	12	135	36	45	19	31	4.18
Having Smtg. to do	60	30	10	135	61	20	19	31	2.66
Action	73	16	11	135	55	26	19	31	4.19
Team Spirit	66	21	13	135	48	29	23	31	3.06
Getting Out of the House	48	36	16	135	29	42	29	31	4.53
Competition	40	28	32	135	23	29	49	31	4.07
Feeling Important	49	34	17	135	32	45	23	31	2.81
Being on a Team	58	32	10	135	45	35	20	31	2.88
Go on to a Higher Level	67	23	10	135	35	39	26	31	11.39 *
Fitness	79	11	10	135	45	32	23	31	15.02 *
Being Popular	25	46	29	135	19	42	39	31	1.23
Challenge	33	30	37	135	23	32	45	31	1.29
Enjoying Coaches or Instructors	30	37	33	135	23	42	35	31	0.63
Gaining Status Recognition	43	37	20	135	29	42	29	31	2.32
Having Fun	57	32	11	135	52	28	20	31	1.57
Using Equipments or Facilities	51	39	10	135	39	32	29	31	7.40 *

*Statistically Significant at $\alpha=0.05$

In this study χ^2 values for 23 participation motives were smaller than the table value of 5.99 for significance at the 0.05 level. Therefore, the null hypothesis was accepted. In other words, it was concluded that there was no significant relationship between the groups with TI and SS type leader in 23 participation motives. On the other hand, χ^2 values for 7 participation motives of χ^2 values were higher than the table value of 5.99 for significance at the 0.05 level. Therefore, the null hypothesis was rejected. In other words, it was concluded that there was a significant relationship between the group with TI type leader in 7 participation motives which were improvement skills (7.93), Winning (9.75), Travelling (6.14), Excitement (17.66) Fitness (15.02), Go on a Higher Level (11.39) and Using Equipment or Facilities (7.40).

The percent distribution of the answers given to the 7 motives that was a significantly relationship between the 2 groups (groups with TI and SS type leaders) were shown in the bar graph (Figure 1 and 2).

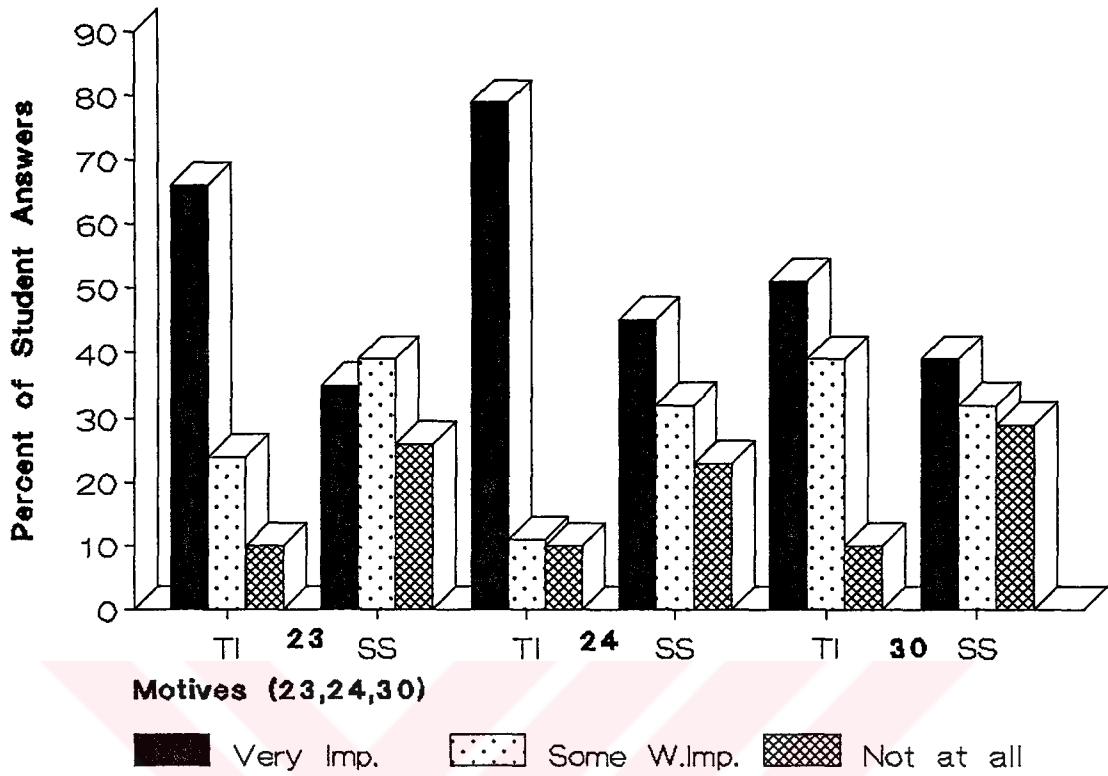
"Participation Motives"



- 1.Improvement Skills
- 3.Winning
- 5.Travelling
- 7.Excitement

Figure 1. The distrubition of the Gill, Gross, and Huddleston (1983) participation motives questionnaire answers in Training Instructor and Social Support type Leaders for the motives 1-3-5-7.

"Participation Motives"



23. Go on to a Higher Level

24. Fitness

30. Using Equipments or Facilities

Figure 2. The distribution of the Gill, Gross, and Huddleston (1983) participation motives questionnaire answers in Training Instructor and Social Support type Leaders for the motives 23-24-30.

At all of the 7 participation motives, the most important rating ratios were higher among the members of PRAC with TI type leader. However, at the other 23 participation motives the most important rating ratio were almost at the same level for both in the TI and SS type leader groups in PRAC.

Therefore, there was no significant relationship between the groups with TI and SS type leaders within 23 types of participation motives. Among the 7 participation motives in that there was a significant relationship between the TI type leader behavior. Improvement Skills, Winning, Fitness and excitement, are characteristics of TI type leader behavior but, Go on to a Higher Level, Travelling and Using Equipments or Facilities motives can be accepted as the characteristics of all SS, DB and TI type leader behaviors. Therefore, result of this study is usual. The fact that at all of these motives groups with TI type leader behaviors rated as most important significantly higher than other. This result may be due to the recreational aim and the democratic, social structure of the PRAC at METU.

Gill, Gross and Huddleston (1983) conducted an investigation of participation motivation of young athletes. Participants who were attended University of Iowa Summer school in baseball, basketball, golf, gymnastics, soccer, tennis, wrestling, track, football were examined. The result of this type of clubs were similar to the result of this study and they stated that factors of "improvement skills, fitness, challenge, team atmosphere, fun, energy release were the basic participation motive dimensions for both male-female athletes. The "improving skills" and "fitness" participation motives that were found in Gill, Gross and Huddleston's study (1983) were also found to similar with this study.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

In this study the type of leaders and general participation motives in PRA Clubs were identified. The leaders of the PRAC were found to be Training Instruction and Social Support type leaders. In addition, the "Improvement Skills", "Winning", "Travelling", "Excitement", "Go on to a higher level", "Fitness" and "Using equipments or facilities" were rated the most important participation motives at TI type leader group significantly higher than SS type leader group. On the other hand, at the other 23 participation motives the most important rating ratio were almost at the same level for both in the TI and SS type leader groups in PRAC.

According to the results of this study TI type leader behavior was found at 9 of the 10 PRAC with exception of DT at which the leader was in SS type leader behavior. In analysis of the ratios of the answers of the

two groups, there was no relationship in 23 motives, but, there was a significant relationship in 7 motives (improvement skills, winning, travelling, excitement, going on to a higher level, fitness and using equipments or facilities). At all these 7 motives participants of the groups with TI type leader rated as most important with higher ratio than the group with SS type leader. Interestingly, "improvement skills", "winning", "excitement" and "fitness" motives are the characteristics of TI type leader behavior and "go on to a higher level", "travelling" and "using equipments or facilities" motives can be accepted as the characteristics of all SS, DB and TI type leader behaviors, but still the groups with TI type leader behavior rated them higher. These might be due to the recreational aim of the PRAC and the democratic, social structure of the PRAC at METU. Because METU with its campus that is wide and forest and faculties most of whom had some kind of experience a broad is unique and different from many other universities in Turkiye.

It is recommended to the administrators of Directorate of Sport and Culture Services whose jobs require them to work towards increasing the number of participation in their responsible Clubs in METU:

According to the results of this study the 7 motives that was shown or determined as significant motives in participation can be useful in getting and retaining more student members to the PRAC. Since, this is also responsibilities of the administrators at DSS and DCS, they should consider this result to become more succesful their jobs.

Considering this study, several recommendations listed below can be made for further studies:

1. Environmental factors such as campus life, climate etc., sex, age and experience level should be considered for identifying the participation motivation.
2. This study should be applied in other universities to make comparison among them.
3. The instruments could be redesigned according to the recreational type of activities and social realities of Turkiye which will make differences

in dimensions of reasons in participating physical recreational activities or in participating to the other type of recreational activities.

4. Longitudinal data collection from same clubs will increase the reliability of the results.
5. Other than surveying the active members, surveying the inactive and/or quitting members will help to reflect the different realities of the issue.

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APPENDICES

**MANUAL
FOR THE
LEADERSHIP SCALE FOR SPORTS**



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Dimensions of Leader Behavior in Sports

Dimension	Description
Training and Instruction	Coaching behavior aimed at improving the athletes' performance by emphasizing and facilitating hard and strenuous training; instructing them in the skills, techniques and tactics of the sport; clarifying the relationship among the members; and by structuring and coordinating the members' activities.
Democratic Behavior	Coaching behavior which allows greater participation by the athletes in decisions pertaining to group goals, practice methods, and game tactics and strategies.
Autocratic Behavior	Coaching behavior which involves independent decision making and stresses personal authority.
Social Support Behavior	Coaching behavior characterized by a concern for the welfare of individual athletes, positive group atmosphere, and warm interpersonal relations with members.
Positive Feedback (Rewarding Behavior)	Coaching behavior which reinforces an athlete by recognizing and rewarding good performance.

The development of the Leadership Scale for Sports (LSS) and its psychometric properties have been fully elaborated in Chelladurai, P., & Saleh, S.D. (1980). Dimensions of leader behavior in sports: Development of a leadership scale. *Journal of Sport Psychology*, 2 (1), 34-45.

Versions of the LSS

The LSS has so far been used to measure 1) the preferences of athletes for specific leader behavior from the coach, and 2) the perception of athletes regarding the actual leader behavior of their coach. It can also be used to measure a coach's perception of his/her own leader behavior or to measure "Ideal" Leader Behavior.

Of course, the introductory statements would vary according to the purpose of a study. Also, relevant grammatical changes need to be made in the items themselves. This manual presents the Preference version.

Scoring

The items under each dimension of leader behavior are as follows:

Training and Instruction	Democratic Behavior	Autocratic Behavior	Social Support	Positive Feedback (Rewarding Behavior)
1	2	6	3	4
5	9	12	7	10
8	15	27	13	16
11	18	34	19	28
14	21	40	22	37
17	24		25	
20	30		31	
23	33		36	
26	39			
29				
32				
35				
38				

The scoring of each of the items is as follows:

- Always = 5
- Often = 4
- Occasionally = 3
- Seldom = 2
- Never = 1

The sum of the scores on the items in a dimension is divided by the number of items in that dimension to derive the dimension score for a subject. It is advisable to carry these scores to at least four decimals in statistical analyses.

Descriptive Statistics for the LSS Dimensions

Source	DIMENSIONS				
	TI	DB	AB	SE	PF
Chelladurai (1984)	4.15 ^a	2.90	2.41	3.29	4.08
	(0.46)	(0.53)	(0.51)	(0.49)	(0.62)
	4.06 ^b	3.30	2.15	3.34	4.09
	(0.49)	(0.46)	(0.44)	(0.51)	(0.60)
	3.87 ^c	3.34	2.13	3.19	3.89
	(0.49)	(0.43)	(0.46)	(0.47)	(0.66)
	3.55 ^d	2.58	2.89	2.93	3.52
	(0.83)	(0.75)	(0.83)	(0.80)	(0.92)
Chelladurai & Carron (1981)	4.00 ^e	3.38	2.33	3.09	3.99
	(0.63)	(0.43)	(0.57)	(0.66)	(0.61)
	4.07 ^f	3.84	2.31	3.06	4.14
	(0.49)	(0.45)	(0.63)	(0.58)	(0.64)
	3.75 ^g	3.39	2.56	3.41	3.82
	(0.63)	(0.74)	(0.80)	(0.70)	(0.73)
	3.26 ^h	2.79	2.93	2.96	3.50
	(0.78)	(0.81)	(0.80)	(0.86)	(0.90)
Chelladurai (1986)	4.20 ⁱ	3.53	2.41	3.52	3.97
	(0.53)	(0.67)	(0.91)	(0.60)	(0.68)
	3.85 ^j	3.42	2.83	3.32	3.73
(0.77)	(0.79)	(0.87)	(0.76)	(0.82)	
Dwyer & Fischer (1988)	3.9 ^k	3.3	2.3	3.6	4.5
(0.50)	(0.60)	(0.40)	(0.50)	(0.40)	
Schlicman (1987)	4.25 ^l	3.62	2.21	3.34	4.52
	(0.51)	(0.49)	(0.68)	(0.66)	(0.58)
	3.85 ^m	3.09	2.82	2.82	3.86
(0.50)	(0.58)	(0.49)	(0.62)	(0.60)	
Garland & Barry (1988)	4.15 ⁿ	3.45	2.05	3.66	4.18
(0.66)	(0.54)	(0.68)	(0.54)	(0.56)	
Horan and Carron (1983)	3.50 ^o	2.88	2.67	2.85	3.55
(0.57)	(0.63)	(0.63)	(0.74)	(0.75)	

- ^a Canadian Varsity Basketball Players - Preferences
- ^b Canadian Varsity Wrestlers - Preferences
- ^c Canadian Varsity T & F Athletes - Preferences
- ^d Canadian Varsity Basketball Players - Perceptions
- ^e Canadian Varsity Wrestlers - Perceptions
- ^f Canadian Varsity T & F Athletes - Perceptions
- ^g Canadian High School Basketball Players - Preferences
- ^h Canadian High School Wrestlers - Preferences
- ⁱ Japanese Varsity Athletes - Preferences
- ^j Japanese Varsity Athletes - Perceptions
- ^k Indian Varsity and Provincial Athletes - Preferences
- ^l Indian Varsity and Provincial Athletes - Perceptions
- ^m Canadian Wrestling Coaches - Self Perceptions
- ⁿ U.S. Varsity T & F Athletes - Preferences
- ^o U.S. Varsity T & F Athletes - Perceptions
- ^p U.S. Varsity Football Players - Perceptions
- ^q Canadian Varsity Female Athletes - Perceptions

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Leadership Scale For Sports
(Athlete's Perception of Coach's Behaviour)

Each of the following statements describe a specific behaviour that a coach may exhibit. For each statement there are five alternatives:

1. ALWAYS; 2. OFTEN (about 75% of the time); 3. OCCASIONALLY (50% of the time);
4. SELDOM (about 25% of the time); 5. NEVER

Please indicate your coach's actual behavior by placing an "X" in the appropriate space. Answer all items even if you are unsure of any. Please note that you are rating your present coach.

	ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER	
My coach:						
1. Sees to it that athletes work to capacity.	---	---	---	---	---	1
2. Asks for the opinion of the athletes on strategies for specific competitions.	---	---	---	---	---	2
3. Helps athletes with their personal problems.	---	---	---	---	---	3
4. Compliments an athlete for good performance in front of others.	---	---	---	---	---	4
5. Explains to each athlete the techniques and tactics of the sport.	---	---	---	---	---	5
6. Plans relatively independent of the athletes.	---	---	---	---	---	6
7. Helps members of the group settle their conflicts.	---	---	---	---	---	7
8. Pays special attention to correcting athletes' mistakes.	---	---	---	---	---	8
9. Gets group approval on important matters before going ahead.	---	---	---	---	---	9
10. Tells an athlete when the athlete does a particularly good job.	---	---	---	---	---	10
11. Makes sure that the coach's function in the team is understood by all athletes.	---	---	---	---	---	11
12. Does not explain his/her actions.	---	---	---	---	---	12
13. Looks out for the personal welfare of the athletes.	---	---	---	---	---	13
14. Instructs every athlete individually in the skills of the sport.	---	---	---	---	---	14
15. Lets the athletes share in decision making.	---	---	---	---	---	15
16. Sees that an athlete is rewarded for a good performance.	---	---	---	---	---	16
17. Figures ahead on what should be done.	---	---	---	---	---	17

	ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER	
My coach:						
18. Encourages athletes to make suggestions for ways to conduct practices.	—	—	—	—	—	18
19. Does personal favours for the athletes.	—	—	—	—	—	19
20. Explains to every athlete what should be done and what should not be done.	—	—	—	—	—	20
21. Lets the athletes set their own goals.	—	—	—	—	—	21
22. Expresses any affection felt for the athletes.	—	—	—	—	—	22
23. Expects every athlete to carry out one's assignment to the last detail.	—	—	—	—	—	23
24. Lets the athletes try their own way even if they make mistakes.	—	—	—	—	—	24
25. Encourages the athlete to confide in the coach.	—	—	—	—	—	25
26. Points out each athlete's strengths and weaknesses.	—	—	—	—	—	26
27. Refuses to compromise on a point.	—	—	—	—	—	27
28. Expresses appreciation when an athlete performs well.	—	—	—	—	—	28
29. Gives specific instructions to each athlete on what should be done in every situation.	—	—	—	—	—	29
30. Asks for the opinion of the athletes on important coaching matters.	—	—	—	—	—	30
31. Encourages close and informal relations with athletes.	—	—	—	—	—	31
32. Sees to it that the athletes' efforts are coordinated.	—	—	—	—	—	32
33. Lets the athletes work at their own speed.	—	—	—	—	—	33
34. Keeps aloof from the athletes.	—	—	—	—	—	34
35. Explains how each athlete's contribution fits into the total picture.	—	—	—	—	—	35
36. Invites the athletes home.	—	—	—	—	—	36
37. Gives credit when it is due.	—	—	—	—	—	37
38. Specifies in detail what is expected of athletes.	—	—	—	—	—	38
39. Lets the athletes decide on plays to be used in a game.	—	—	—	—	—	39
40. Speaks in a manner which discourages questions.	—	—	—	—	—	40

IOWA SPORTS SCHOOL QUESTIONNAIRE

Date: _____ Sex: Male _____ Female _____

Sport Session: _____ Age: _____

1. What is the one most important reason why you participate in your sport?

2. How old were you when you first started to participate in your sport? _____

3. What is the one most important reason why you first started to participate in your sport?

4. Do you play on a school team in your sport? Yes _____ No _____

5. Do you play on a team outside of school in your sport? Yes _____ No _____

Below are some reasons that people give for participating in sports. Read each item carefully and decide if that item describes a reason why you participate in your sport. Mark an "X" to indicate if that reason is very important, somewhat important, or not at all important for you.

	Very Important	Somewhat Important	Not at all Important
1. I want to improve my skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I want to be with my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I like to win	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I want to get rid of energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I like to travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I want to stay in shape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I like the excitement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I like the teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My parents or close friends want me to play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I want to learn new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I like to meet new friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I like to do something I'm good at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I want to release tension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I like the rewards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I like to get exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Very Important Somewhat Important Not at all Important

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 16. I like to have something to do | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I like the action | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I like the team spirit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. I like to get out of the house | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. I like to compete | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. I like to feel important | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. I like being on a team | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. I want to go on to a higher level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. I want to be physically fit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. I want to be popular | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. I like the challenge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. I like the coaches or instructors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. I want to gain status or recognition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. I like to have fun | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. I like to use the equipment or facilities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

From the reasons listed above, go back and circle the number of the one that is the most important for you.

ODTÜ SERBEST ZAMAN AKTİVİTELERİNE KATILIM ANKET FORMU

ODTÜ-Kültür İşleri Müdürlüğü'ne ve Spor Müdürlüğü'ne bağlı kulüp ve Topluluklar için hazırlanmış bir ankettir.

Bu anket için ayıracağınız on dakika, Beden Eğitimi ve Spor Bölümü Yüksek Lisans Öğrencisi ve Araştırma Görevlisi olan MÜBERRA ATALAY'in TEZ ÇALIŞMASI için çok önemlidir. Bu konuda göstereceğiniz titizlik ve yardım için şimdiden çok teşekkür ederiz.

1. CİNSİYETİNİZ: ERKEK BAYAN
2. KAÇ YAŞINDASINIZ
3. EVLİMİSİNİZ EVET HAYIR
4. ÜYESİ OLDUĞUNUZ KULÜBÜN ADI:
5. Çalışma Saatleriniz hangi sıklıktadır:
 - Haftada 1-2 saat
 - Haftada 3-4 saat
 - Haftada 5-6 saat
 - Haftada 7 veya daha fazla
 - Düzensizdir
 - Hiçbiri
6. Bu sporu veya aktiviteyi yapmanızdaki en önemli sebep nedir?

7. Yaptığınız spora(aktivite vb.) ilk başladığınızda KAÇ YAŞINDAYDINIZ?

8. Yaptığınız spora(aktivite vb.) başlamanızı sağlayan en önemli sebep nedir? _____
9. Branşınızda Okul Takımında oynuyormusunuz? EVET....HAYIR.....
10. Branşınızda Okul Dışında herhangi bir Takımda oynuyormusunuz?
EVET..... HAYIR.....
11. Branşınızda çeşitli gösteriler, sergiler ve buna benzer aktiviteler düzenliyorsunuzuz? EVET.....HAYIR.....

Aşağıda verilmiş olan başlıklar, kişilerin spora(aktivite vb.) katılımlarını sağlayan sebeplerden bir kaçıdır. LÜTFEN her cümleyi çok dikkatli okuyun ve SİZİN SPORA KATILIM SEBEBİNİZİ TANIMLAYAN CÜMLE VARMI KARAR VERİN ve Bu sizin için ÇOK ÖNEMLİ- AZ ÖNEMLİ-HİÇ ÖNEMLİ DEĞİL ; LÜTFEN (X) işaretini gerekli yere koyarak belirtin.

	ÇOK ÖNEMLİ	AZ ÖNEMLİ	HİÇ ÖNEMLİ DEĞİL
1.Becerilerimi Geliştirmek İstiyorum	()	()	()
2.Arkadaşlarımla Olmak İstiyorum	()	()	()
3.Kazanmayı Severim	()	()	()
4.Enerjimi Tüketmek İstiyorum	()	()	()
5.Seyahati Severim	()	()	()
6.Formumu Korumak İstiyorum	()	()	()
7.Heyecanı Severim	()	()	()
8.Takım Çalışmasını Severim	()	()	()
9.Ailem veya Yakın Arkadaşlarım oyynamamı istiyor	()	()	()
10.Yeni Beceriler Öğrenmek İstiyorum	()	()	()
11.Yeni Arkadaşlarla Tanışmak İstiyorum	()	()	()
12.İyi Olduğum Bir konuda bir şeyler Yapmak İsterim	()	()	()
13.Stresimi atmak istiyorum	()	()	()
14.Ödül Kazanmayı Severim	()	()	()
15.Egzersiz Yapmayı Severim	()	()	()
16.Birşeylerle uğraşmak hoşuma gider	()	()	()
17.Hareketi severim	()	()	()
18.Takım Ruhunu Severim	()	()	()
19.Evden Çıkmayı Severim	()	()	()
20.Rekabeti Severi	()	()	()
21.Önemli Olduğumu Hissetmek Hoşuma Gider	()	()	()
22.Takımda Olmayı Severim	()	()	()

	ÇOK ÖNEMLİ	AZ ÖNEMLİ	HİÇ ÖNEMLİ DEĞİL
23.Branşımda Yükselmeyi İsterim	()	()	()
24.Fiziksel Olarak Sağlıklı olmak istiyorum	()	()	()
25.Popüler olmak isterim	()	()	()
26.Meydan Okumayı Severim	()	()	()
27.Liderleri, Antrenörleri veya Eğiticileri Severim	()	()	()
28.Statü ve Saygınlık kazanmak isterim	()	()	()
29.Eğlence Severim	()	()	()
30.Malzeme ve tesislerden Faydalanmak İsterim	()	()	()

* Tekrar geriye dönün ve Yukarıdaki Sebeplerden Sizin için EN ÖNEMLİ OLAN BİR TANESİNİ yuvarlak içine alın.

LİDERLERİN (ANTRENÖR, EĞİTİCİ) DAVRANIŞ ÖZELLİKLERİ HAKKINDA
BİLGİ FORMU

Aşağıdaki cümleler sizin liderinizin veya antrenörünüzün veya eğiticinizin davranışlarından sadece birkaç örnektir. Her cümle için beş tane seçenek hakkınız vardır.

1. HER ZAMAN
2. SIK SIK (%75)
3. GENELLİKLE (%50)
4. ARA-SIRA (%25)
5. HİÇBİR ZAMAN

Lütfen sizin liderinizin veya antrenörünüzün davranışlarına öyan cümleleri seçin ve gerekli boşluklara (X) işareti koyun.

Bu bir değerlendirme testidir, sadece sizin görüşlerinizi almak amacıyla hazırlanmıştır. Lütfen içtenlikle cevaplayınız.

NOT: Lider, Antrenör, Eğitici; aynı anlamdadır.

Sporcu, katılımcı, üye ; " "

BENİM LİDERİM veya Antrenörüm, Eğiticim;

	(%75)	(%50)	(%25)	HİÇ BİR ZAMAN	
	HER ZAMAN (1)	SIK SIK (2)	GENEL- LİKLE (3)	ARA SIRA (4)	(5)
1. "Benim LİDERİM" sporcuların kapasitelerine uygun olarak çalışmalarına dikkat eder.	-----	-----	-----	-----	-----
2. "Benim LİDERİM" özel yarışmalarda ve gösterilerde ortaya konacak stratejiler konusunda sporcuların görüşlerini alır.	-----	-----	-----	-----	-----
3. Sporculara kişisel sorunlarında yardımcı olur.	-----	-----	-----	-----	-----
4. İyi performans gösteren bir sporcuyu diğerlerinin yanında över.	-----	-----	-----	-----	-----
5. Her sporcuya sporun teknik ve taktiklerini açıklar.	-----	-----	-----	-----	-----
6. Sporcuların belirli ölçülerde serbest davranmalarına izin verir.	-----	-----	-----	-----	-----
7. Grup üyelerine çelişkiye düştükleri konuları açıklamaları için yardımcı olur.	-----	-----	-----	-----	-----
8. Sporcuların hatalarını düzeltme konusu üzerinde önemle durur.	-----	-----	-----	-----	-----

	(%75)	(%50)	(%25)	HİÇ BİR ZAMAN
	HER ZAMAN (1)	SIK SIK (2)	GENEL- LİKLE (3)	ARA SIRA (4)
9. Önemli konularda grubun görüşünü alır	-----	-----	-----	-----
10. Sporcu gerçekten iyi bir iş yaptığıında bunu ona söyler.	-----	-----	-----	-----
11. Liderin takım içindeki işlevinin bütün sporcularca anlaşılmasını sağlar.	-----	-----	-----	-----
12. Davranışlarının nedenini açıklamaz.	-----	-----	-----	-----
13. Sporcuların sağlık durumlarına dikkat eder.	-----	-----	-----	-----
14. Her sporcuı spordaki yetenekler konusunda bilgilendirir.	-----	-----	-----	-----
15. Bir karar alınırken sporcuların da fikrini sorar.	-----	-----	-----	-----
16. İyi performans gösteren sporcuı ödüllendirir.	-----	-----	-----	-----
17. Bir hareketin nasıl yapılacağını figürlerle gösterir.	-----	-----	-----	-----
18. Nasıl pratik yapılacağı konusunda sporcuların da görüş bildirmelerini sağlar.	-----	-----	-----	-----
19. Sporcuları kişisel olarak över.	-----	-----	-----	-----
20. Her sporcuya neyin yapılıp, neyin yapılmayacağını açıklar.	-----	-----	-----	-----
21. Sporcuların kendi hedeflerini ortaya koymalarını sağlar.	-----	-----	-----	-----
22. Sporculara karşı sevgisini belli eder.	-----	-----	-----	-----
23. Sporculardan üzerlerine düşen görevi sonuna kadar yapmalarını bekler.	-----	-----	-----	-----

	(%75)	(%50)	(%25)	HİÇ BİR ZAMAN
	HER ZAMAN (1)	SIK SIK (2)	GENEL- LİKLE (3)	ARA SIRA (4)
24. Hata yapsalar da sporcuların kendi seçtikleri yolları denemelerine izin verir.	-----	-----	-----	-----
25. Sporcuları kendisine güvenmeleri konusunda yüreklendirir.	-----	-----	-----	-----
26. Her sporcunun güçlü ve zayıf yönlerini ortaya koyar.	-----	-----	-----	-----
27. Tek bir konu üzerinde uzlaşmayı kabul etmez.	-----	-----	-----	-----
28. Sporcu iyi performans gösterdiğinde bunu takdir eder.	-----	-----	-----	-----
29. Sporculara çeşitli durumlarda kullanılacak özel yöntemleri anlatır.	-----	-----	-----	-----
30. Eğitim yöntemleri ile ilgili önemli konularda sporcuların fikirlerini alır.	-----	-----	-----	-----
31. Sporcuları yakın ve samimi ilişkiler kurmaları için teşvik eder.	-----	-----	-----	-----
32. Sporcuların performanslarının olmasını ister.	-----	-----	-----	-----
33. Sporcuların kendi kapasitelerinde çalışmalarına izin verir.	-----	-----	-----	-----
35. Her sporcuya genel bütün içindeki katkısını anlatır.	-----	-----	-----	-----
36. Sporcuları evine davet eder.	-----	-----	-----	-----
37. Gerektiğinde maddi yardımda bulunur.	-----	-----	-----	-----
38. Sporculardan ne beklenildiğini ayrıntılı olarak açıklar.	-----	-----	-----	-----
39. Oyunda kullanılacak taktiklerde sporcuların karar vermesine izin verir.	-----	-----	-----	-----

	(%75)	(%50)	(%25)	HİÇ
HER	SIK	GENEL-	ARA	BİR
ZAMAN	SIK	LİKLE	SIRA	ZAMAN
(1)	(2)	(3)	(4)	(5)

40. Soru sormalarını engeller bir
tavırla konuşur.



T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ