
PEDAGOGY

The Analysis of Youth Leadership Traits in Terms of Gender

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Abstract. Introduction: Young people are affected by rapid change and transformation in today's world and are dealing with personal and social problems. In addition, they have difficulty in discovering and managing themselves. In order to overcome these challenges, it has become even more important to prepare young people for the future in terms of different skills. In this context, it can be said that determining leadership characteristics, building leadership capacity and developing them are important. In this respect, Youth Leadership features should be revealed. In the middle ages, leadership was more pronounced with the use of power and power, and it was only a characteristic of the rulers of the country, but also of the 20th century from the beginning of the century, it is associated not only with the country administration, but also with the company and all kinds of organization management. In addition, a lot of research has been done on leadership and gender and the perception that in the past leadership would be a better leader because of the memory of power and power, has changed with the fact that gender has not played a decisive role in leadership in recent years. Purpose: In this research, it is aimed to examine the youth leadership characteristics of university students and evaluate them in terms of gender. Method: This research is in the screening model for determining leadership characteristics of university students. This model, in a universe of many elements, is scanning the entire universe or an example from it, or an example from it, in order to reach a general judgment about the universe. The research universe, 2018-2019 academic year in Erzincan province of Turkey, Erzincan Binali Yıldırım University is the students of nutrition and dietetics department. 222 of the 240 students studying in this department completed the questionnaire. Data were analyzed in the SPSS 17 program in computer environment. Conclusion: According to the results of the research, university students generally show behaviors of youth leadership characteristics. Students participated in the research survey at a particularly high level of confidence and reliability. The gender characteristics of the students in the study differed statistically in some articles according to gender variables and this difference was in favor of girls. Female students are more involved in the provision of youth leadership than male students.

Keywords: *Leader, Leadership, Youth, Youth Leadership, Gender.*

Introduction. Youth is one of the most important and critical steps of life. In this critical period, it is very important that young generations become individuals who recognize themselves and their environment, think analytically, have the vision of the world and manage themselves [1]. The work in the field of youth leadership is mainly discussed in the field of youth services and in the field of leadership in young people in adolescence, and the results are discussed in the field of youth development [2].

Leadership. Leadership is one of the most popular issues of the past, present and future. Leadership, which is as old as the history of mankind, is the only object of both politics and administration. It is an event that permeates all areas where the leader lives with us at the moment, from education to military service, from medicine to property, from engineering to theology, from sports to family [3]. The term leadership is derived from widespread use and incorporated into the technical vocabulary of a scientific discipline before it is definitively re-defined. As a result, there are extracurricular associations that create ambiguity [4]. Bass [5] mentioned that leadership was an ancient art.

Leadership is the ability to reveal the power of the entire group in its efforts; the least conflict, the most powerful cooperation, to bring people to success. To be able to recognize the needs and wishes of the group members, to be able to orient their energies to meet these needs and desires. It is the art of influencing people mentally, physically, emotionally and making decisions using authority in order to achieve group objectives [6]. Yukl [7] revealed that leadership is a concept that can be defined in the context of personality traits, leader behaviors, patterns of interaction, organizational roles, subsequent perceptions, and the influence left on the

audience. Leadership is the behavior of an individual guiding the actions of a group towards a shared goal [8]. Leadership is the activation of institutional, psychological, political and other resources by individuals to predict, uncover and increase the demands of their followers [9]. Leadership is the process of influencing the targeted activities of an organizational group [10]. It is the job of creating the environment, values and vision in which something can be accomplished in leadership [11]. Leadership is the process of creating desire and determination to achieve the goal through collective effort [12]. Leadership is the ability to go out of culture to start the processes of evolutionary change in the organization [13]. Leadership is the process of making sense of what people do together and thus making people more committed [14]. Leadership is the ability of an individual to influence, motivate, and contribute others towards the effectiveness and success of an organization [15].

Youth Leadership. Youth leadership can be used as a way of identifying young people as leaders, as well as in religious organizations and in some organizations as mentors [2, p. 33]. Studies on leadership characteristics seen in young people can be discussed in the context of school and with student leadership. The main difference between the student leadership and youth leadership is that the student leadership is mostly addressed in the form of student representations within the school and affiliated to the school, while the youth leadership can be context as well as outside the school [16]. Youth leadership research, youth leadership and youth development can be used interchangeably from time to time. Youth development an approach or process is being evaluated within the framework of positive youth development so that young people can become competent on certain issues to

be successful and to cope with challenges [17]. Youth leadership can be considered as a separate field of competence, encompassing features such as team work, responsibility and vision in youth development. Youth development also covers the field of youth leadership competencies and looks more holistic in adolescence [18].

Purpose of the Research.

The aim of this study is to evaluate the youth leadership characteristics of university students in terms of gender factor.

Method. Universe. The research universe, 2018-2019 academic year in Erzincan province of Turkey, Erzincan Binali Yildirim University is the students of nutrition and dietetics department. 222 of the 240 students studying in this department completed the questionnaire. Gender characteristics of the group were determined by frequency and percentage distributions:

Table 1. Values For Gender Variable

Gender	f	%
Female	187	84,23
Male	35	15,77
Total	222	100,00

Analysis Of The Data. The data collected as a result of the research were encoded in digital environment and made using the SPSS 17.0 (Statistical Pack age for the Social Sciences) program. After displaying the frequency value and participation scores of the youth leadership characteristics of the survey ,Independent t test was performed according to gender variables and the significance level was accepted as 05.

Findings. Below are the findings of the students ' perceptions of youth leadership characteristics. Cronbach's alfa test of the youth leadership characteristics scale was carried out and the result was found as ,916. The opinions of the participants regarding the characteristics of youth leadership are given below.

Table 2 shows that participants generally adopt the characteristics of youth leaders ($\bar{x}=3,93$, $ss=0,98$). Participants ' participation in the "Always" option at a high level: 5th substance "I value the thoughts of my friends" (51,4 %), 6th substance "I stay away from acts that could hurt others" (59,0 %), 8th substance "I respect everyone in the group" (58,1 %), 12th substance "I can help if my friend needs me" (56,3 %) and 18th substance "Take care not to lose the trust of others" (63,5 %).

Table 2. Student's Views On Youth Leadership

	Article	Degree of Attendance										\bar{x}	SS
		Never		Rarely		Occasional-ly		Frequently		Always			
		f	%	f	%	f	%	f	%	f	%		
1	I work hard to achieve my goals	2	0,9	18	8,1	59	26,6	97	43,7	46	20,1	3,75	0,90
2	I follow my ideals	4	1,8	17	7,7	42	18,9	94	42,3	65	29,3	3,90	0,97
3	I can talk in an impressive way	6	2,7	24	10,8	90	40,5	60	27,0	42	18,9	3,49	1,00
4	Show the importance of sharing tasks in group work	6	2,7	13	5,9	35	15,8	79	35,6	89	40,1	4,05	1,01
5	I value the thoughts of my friends	2	0,9	4	1,8	17	7,7	85	38,3	114	51,4	4,37	0,77
6	I stay away from acts that could hurt others.	2	0,9	10	4,5	17	7,7	62	27,9	131	59,0	4,40	0,88
7	I collect all information about the subject before I make a decision	3	1,4	21	9,5	60	27,0	84	37,8	54	24,3	3,74	0,97
8	I respect everyone in the group.	0	0,0	3	1,4	12	5,4	78	35,1	129	58,1	4,50	0,66
9	It is quite easy for me to convince others	4	1,8	26	11,7	92	41,4	74	33,3	26	11,7	3,41	0,90
10	Even if I'm disappointed, I continue to work for my ideals	5	2,3	47	21,2	48	21,6	87	39,2	35	15,8	3,45	1,06
11	I can clearly explain to the group what, why and how to do	3	1,4	11	5,0	38	17,1	106	47,7	64	28,8	3,98	0,88
12	I can help if my friend needs me.	1	0,5	3	1,4	17	7,7	76	34,2	125	56,3	4,45	3,20
13	I'll review the options one by one when I decide.	0	0,0	4	1,8	34	15,3	85	38,3	99	44,6	4,26	0,78
14	Look to the future with confidence	23	10,4	34	15,3	70	31,5	66	29,7	29	13,1	3,20	1,16
15	I understand if the solutions to a problem are consistent.	3	1,4	12	5,4	57	25,7	105	47,3	45	20,3	3,80	0,87
16	I trust my friends	13	5,9	38	17,1	51	23,0	70	31,5	50	22,5	3,48	1,18
17	I take advantage of experiences to solve my problems	0	0,0	10	4,5	39	17,6	91	41,0	82	36,9	4,10	0,84
18	Take care not to lose the trust of others	2	0,9	2	0,9	11	5,0	66	29,7	141	63,5	4,54	0,71
19	I distinguish the information	1	0,5	8	3,6	42	18,9	98	44,1	73	32,9	4,05	0,83

	that has nothing to do with my decision.												
20	I can easily communicate with people.	4	1,8	18	8,1	46	20,7	93	41,9	61	27,5	3,85	0,97
21	I encourage everyone in group work.	6	2,7	33	14,9	79	35,6	64	28,8	40	18,0	3,45	1,03
22	I follow social rules.	1	0,5	7	3,2	27	12,2	82	36,9	105	47,3	4,27	0,83
23	My friends tell me about your troubles.	3	1,4	7	3,2	21	9,5	108	48,6	83	37,4	4,18	0,83
24	If I have a problem, I will consider the reasons in detail.	0	0,0	10	4,5	33	14,9	75	33,8	104	46,8	4,23	0,86
25	To succeed in a job, I say to myself, "you can do it."	7	3,2	8	3,6	43	19,4	79	35,6	85	38,3	4,02	1,00
26	I care to do useful work for society.	2	0,9	12	5,4	46	20,7	105	47,3	57	25,7	3,91	0,87
27	My friends consult with me when making a decision.	3	1,4	8	3,6	66	29,7	107	48,2	38	17,1	3,76	0,82
28	I have a positive effect on the course of group work.	1	0,5	12	5,4	41	18,5	116	52,3	52	23,4	3,93	0,82
29	I take advantage of the information I collect when I make a decision.	0	0,0	7	3,2	30	13,5	105	47,3	80	36,0	4,16	0,77
30	I know how to impress people.	7	3,2	23	10,4	60	27,0	87	39,2	45	20,3	3,63	1,02
31	I try to create a trust environment within a group.	1	0,5	6	2,7	35	15,8	101	45,5	79	35,6	4,13	0,80
32	I'm guessing the causes of a problem.	1	0,5	10	4,5	31	14,0	111	50,0	69	31,1	4,07	0,81
33	I deal with social issues.	5	2,3	17	7,7	76	34,2	77	34,7	47	21,2	3,65	0,97
34	In any case, it's my goal.	8	3,6	35	15,8	65	29,3	58	26,1	56	25,2	3,54	1,13
35	I do it very well to develop my country.	6	2,7	13	5,9	42	18,9	77	34,7	84	37,8	3,99	1,02
36	I have said my ideas clearly.	5	2,3	14	6,3	55	24,8	69	31,1	79	35,6	3,91	1,02
37	I have tried to fix the conflict between friends.	6	2,7	15	6,8	31	14,0	88	39,6	82	36,9	4,01	1,01
38	I communicate intimately with people.	8	3,6	17	7,7	42	18,9	69	31,1	86	38,7	3,94	1,09
39	I struggle to overcome my problems.	1	0,5	15	6,8	33	14,9	73	32,9	100	45,0	4,15	0,94
40	I can manage a competition	13	5,9	28	12,6	53	23,9	72	32,4	56	25,2	3,59	1,16
Total											3,93	0,98	

Table 3 shows statistically significant differences in the results of Independent t test of youth leadership characteristics according to gender variables. According to the

study findings, 7th, 22th, 23th and 24th substance difference was found in favor of female in the article.

Table 3. Independent T Test Results Of Youth Leadership Characteristics Based On Gender Variables

Articles	Gender	N	x̄	ss	sh	Independent T Test			
						t	Sd	F	p
7	Female	187	3,81	0,93	0,68	2,029	0,20	3,966	,049
	Male	35	3,40	1,17	0,18				
22	Female	187	4,36	0,75	0,05	3,798	0,27	8,504	,000
	Male	35	3,80	1,02	0,17				
23	Female	187	4,24	0,72	0,53	2,504	0,81	11,52	,013
	Male	35	3,86	1,21	0,20				
24	Female	187	4,28	0,81	0,05	2,156	0,29	8,858	,032
	Male	35	3,94	1,08	0,18				

Discussion and Conclusions. The level of participation in the youth leadership skills of the students involved in the study is above the middle level and almost at a good level. The result of this study coincides with other studies [19-20-21-22]. Based on this result, it can be said that students have leadership qualities above average. Students participated in the research survey at a particularly high level of confidence and reliability. Youth leadership capabilities, and confidence to be reliable, are

among the important leadership characteristics [7, p. 418-23]. Solomon and Flores [24] indicated that trusting as well as reliable is an important feature. The behavior of confidence is important to interact with the environment [25]. As a result, it can be said that there is much training in leadership behavior in people who show confidence and confidence behavior. It can be argued that the reasons for the high participation in trust and trust items are more important to socialize, the relationship of friends becomes

more important, the less negative in interpersonal relationships, the less negative in their lives, the trust and trust being independent of gender, the change in the characteristics of trust and trust depending on age. It was determined that the characteristics of the youth leadership of the participants differ statistically by gender. According to this, female students' youth leadership characteristics are higher than male students. These findings coincide with the findings of Cansoy and Turan [1], Çelik and Sünbül [26], Durmuş [27], Brick [21], Chan [28]. As a result of this study, it can be said that females are working together and adopting behavior, especially in adolescence. In his metaanalysis study, Eagly, Johannesen-Schmidt and

Van Engen [29], women show more transformative leadership, while men show more transformative leadership, let alone and transactional leadership. According to Bass and Riggio [30], women are more sensitive to emotions and want to maintain relationships. While there is little difference in leadership between men and women, there are differences in leadership styles in general [31]. Females behave differently in terms of leadership characteristics in adolescence, female and male with more participation in collaborative learning activities with the development of leadership qualities in the activities, more and more individual power can be explained by participation in activities that require [32].

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