



Recreational Leadership and Business Ethics: A Study on Animation Staff*

Rekreasyonel Liderlik ve İş Etiği: Animasyon Personeli Üzerine Bir Araştırma

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Abstract

The human factor in each service business has a very important position in effectiveness, efficiency and achieving goals of establishments. The animation department in the hotels plays also very important role so as to influence the decision-making process of customers and their loyalty to hotels. However, the animation staff working in this department should work in accordance with business ethics and morale as they are in close contact with the consumer. Furthermore, the animation staff can be considered as a “recreational leader” which leads to the recreational activities in hotels. The aim of this research is to determine the relationship between recreational leadership attitudes and views of business ethics of the animation staff. For this purpose, the data is collected by questionnaire which applied on 580 amateurs working in 65 resort hotels in Antalya, Muğla and Aydın. According to results of analysis, there was a significant relationship between recreational leadership attitude and business ethics of participants.

Keywords: Recreational leadership, business ethics, animation, hotels

Paper Type: Research

Özet

Her hizmet sektöründeki insan faktörü, işletmelerin etkinlik, verimlilik ve hedeflerine ulaşma konusunda çok önemli bir konuma sahiptir. Otellerdeki animasyon departmanı da müşterilerin karar alma süreçlerini ve otellere olan bağlılıklarını etkilemede oldukça önemli bir rol oynamaktadır. Bununla birlikte, bu bölümde çalışan animasyon personeli, tüketici ile yakın temas halinde oldukları için iş etiği ve ahlakına uygun olarak çalışmalıdır. Bununla birlikte, animasyon personeli otellerde rekreasyon faaliyetlerine öncülük eden “rekreasyon liderleri” olarak kabul edilmektedir. Bu araştırmanın amacı, animasyon personelinin rekreasyon liderlik tutumları ile iş etiği görüşleri arasındaki ilişkiyi belirlemektir. Bu amaç doğrultusunda araştırma verileri, Antalya, Muğla ve Aydın'da faaliyet gösteren 65 otelde çalışan toplam 580 animatöre uygulanan anket formu ile toplanmıştır. Analiz sonuçlarına göre, katılımcıların rekreasyon liderlik tutumları ile iş etiği görüşleri arasında anlamlı bir ilişki tespit edilmiştir.

Anahtar Kelimeler: Rekreasyonel liderlik, iş etiği, animasyon, oteller

Makale Türü: Araştırma

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Introduction

Regardless of the type of activity, the achievement of the goals and objectives of each establishment is largely based on the success, efficiency and effectiveness of the employees. For this reason, the human factor plays a very important role in the labor-intensive hotel establishments where the competition conditions are experienced intensely. Each establishment is trying to obtain the highest benefit from the individuals they employ. In order to achieve this goal, every establishment should first apply effective and efficient management techniques. The phenomenon of management is very important for organizations including people of different qualities to gather them around organizational aims in harmony and order. For each community and organization (from the smallest structure such as family to the biggest structures such as governments), there is a need for management for more regular progress and good performance. That is because, as Douglas McGregor mentioned in X and Y theories, according to the theory of X, people do not like to work and they tend to be managed, while in Y theory, work seems natural like play and rest and people tend to take responsibility (McGregor, 1957; Kopelman et al., 2008: 269; Koçel, 2015: 278-279). The situation is the same for the animation department, which plays an important role in increasing the commitment to the hotel establishments of the consumers by offering them nice time (Demirdağ and Güçer, 2016: 34). It is expected that the animation staff working in this department, which can directly affect the decision-making processes of consumers to prefer hotel establishments, will have some leadership qualities besides their management skills. In addition, it is also expected to exhibit business ethics behaviors with both managers, colleagues and consumers from the animation staff who have to spend time face to face with the consumers. The concept of recreational leadership on which academic studies continue in Turkey is also a suitable leadership attitude for animation staff such as tour guides and tour leaders. According to Kozak (2013), recreational leadership differs from managerial leadership in some basic responsibilities. Because, leadership in recreation activities is vital for the success and sustainability of activities. Moreover, it includes dimensions that differ from the managerial leaders with the management leadership because it is expected to provide the happiness of the members of the group, to be happy to be a member of that group, to direct the members to certain activities, to guide them and to influence them (Karaküçük, 1995: 191). Kozak (2013) emphasizes that it is extremely important to motivate, direct and manage the group by monitoring and managing group dynamics such as group commitment, group norms, atmosphere, climate, communication, conflict, leadership and motivation as well as group norms. In this context, the main subject of the research is to determine the effect of the staff working in the animation department on the recreational leadership with the recreational leadership attitude scale developed by the researcher and its effect on the business ethics. Within the scope of the research, it is planned to examine and reveal the relationship between the cognitive, situational and behavioral dimensions of recreational leadership attitudes and task awareness, virtuousness, human sensitivity, professional obligation and ethical thought dimensions of business ethics. When the literature on recreation and recreational leadership is examined, neither the national nor the international level, any recreational leadership scale has been found. Within the scope of the main purpose of the study, the researcher developed a recreational leadership attitude scale by taking advantage of expert opinions through three steps Delphi Technique. In this direction, the main aim of the research is to determine the recreational leadership attitudes of animation staff and to examine the relationship with the business ethics.

1. Recreation, Recreational Leadership and Business Ethics

It is known that a lot of things have changed, from people's eating habits to clothing styles, ways of life to ways of understanding, from education systems to working systems, and even over time to their customs and traditions. Therefore, within this change and innovation, the recreational activities that people participated in their free time have adapted to this process of development and change (Demirdağ and Yaylı, 2016: 198). The recreation, which derives from the word

recreate, which is used in Latin in terms of regeneration and renewal, aims to revive and repair the bodily and mental resources that are exhausted by working activities (Hacıoğlu et al., 2015: 29). The word of recreation (re-creation) whose origin is in Latin, means briefly renewal, re-creation, revival and reconstruction (Karaküçük, 1995: 45). Recreation is a very broad concept that includes numerous leisure activities after daily work-time or on weekends such as cinemas, car rides, boat-trips, fishing, tennis and golf (Gubersky et al., 1955: 976). Recreation is the voluntary activities for the purpose of pleasure and satisfaction in leisure time (Pigram, 1983: 3). Recreation is the activities that people participate and satisfy with their free will and desires in times other than their compulsory behaviors (Hazar, 2003: 22). Carlson, Deppe and MacLean (1963: 7), who set out from different definitions of recreation, define recreation as a pleasant entertainment experience where the participant is voluntarily engaged and able to provide instant satisfaction. In addition, they emphasize that recreation is human oriented and therefore the individual's attitude towards activity is very important. Recreation is usually the activities and experiences that the participants choose voluntarily in order to provide a quick satisfaction or they realize with the feeling of reaching some individual or social values (Kraus, 1966: 7).

Morale resources are closely related to people's ability to be self-confident in the future, their capacity to act effectively under pressure, and a certain point of view. Morale can be created by recreation and, on the other hand, learning through recreation can help in dealing with and solving problems. For this reason, recreation area employees should realize that they are both leaders and trainers (Lindeman, 1941: 394). A staff policy that is built on the principle of merit and managed in a correct and honest manner is necessary for the recreation area, as in other areas of business. The success of the organized recreational activities in particular is more dependent on the leader who will lead the organization than any other factor (Meyer, 1942: 358). Leadership styles should be changed to reflect situational factors. Most leadership is based on either a directive or a supporting power (Robbins, 2002: 96). So, it can be said that recreational leadership is a leadership attitude which can display different leadership characteristics according to the situational conditions in terms of some basic responsibilities. Recreational leadership covers a variety of different functions and functions in various ways for various aims. Recreational leaders manage many different types of recreation activities and engage with leisure time and recreation institutions. According to Tezcan (1977: 200), recreational leaders help to organize and manage programs that show a wide range of activities. Kozak (2013) emphasizes that recreational leadership includes dimensions that differ from managerial leadership with some aims such as group members to live the pleasure of membership, to ensure that they are a member of the group to be happy, to direct them to certain activities, to guide and influence them. In the recreation activities, a recreational leader can play the role of consultant, controller, unrelated, task-oriented and relationship-oriented leadership (Hacıoğlu et al., 2015: 45-46). Good leadership requires understanding people, colleagues, customers and their motivations. Addressing people (relationship/task orientation) in leisure time and recreation activities is probably the most important component. Thus, the three basic elements (conceptual, human and technical) that the manager needs are concentrated on human factors. Good leaders form a vision and set a strategy to achieve the goals, direct the group members, motivate them and provide communication (Torkildsen, 1992: 268). Factors that make the leader active or effective in recreational activities vary depending on the field of activities, the personality of the leader, the structure and characteristics of the group, the position of the leader, and the hierarchical level etc. (Gül Yılmaz, 2017: 99). The roles, behaviors, strategies and tactics that the leaders undertake affect the values, beliefs and behaviors of their followers as well as achieving tasks within the organization and ensuring harmony within the organization (Arslantaş and Dursun, 2008: 112). Leadership in recreational activities is also very important in terms of success and sustainability of activities. Therefore, it is expected that individuals who will exhibit a recreational leadership attitude as expected from each leadership style will also behave within the scope of ethical values (Demirdağ and Güçer, 2018: 822).

In increasingly competitive conditions, establishments have become increasingly important to adopt and implement business ethics principles in maintaining their assets in a healthy way, in maintaining corporate trust and in delivering a high quality of business life (Güçer et al., 2016: 208). Business ethics is not only related to theoretical moral philosophy but is also closely related to daily moral values. Business ethics is the application of general ethics rules in working life; based on honesty and integrity, it is an applied moral philosophy that includes many dimensions ranging from community expectations to fair competitiveness, from advertising to public relations, from social responsibility to consumer independence (Akoğlan Kozak and Güçlü, 2006: 44). Organizations have certain responsibilities for their internal environment and external environment, within the scope of their objectives and systems. The necessity that they should not be opposed to these environment reveals the necessity of institutionalizing ethical principles (Gül and Gökçe, 2008: 382). For this reason, the fact that the animation staff are always intertwined with the consumers behave in accordance with business ethics and morale is of vital importance both for the organization and the hotels where they work. In this study, recreational leadership is discussed in three dimensions as cognitive, situational and behavioral while the factors affecting business ethics are examined in five groups: task awareness, virtuousness, human sensitivity, professional obligation and ethical thought. In this context, the main hypothesis of the research was developed as follows:

“Hypothesis: There is a significant relationship between the recreational leadership attitude and ideas of business ethics of animation staff in hotels”.

2. Methodology

The study universe is occurring of the animation staff (land-sport amateurs, mini-club amateurs, water-sport amateurs, joker amateurs, dance amateurs and choreographers) working in the resort hotels in Turkey. The sampling methods used in the study by evaluating the distance, time and transportation facilities. In this respect, the study data were collected by total of 580 amateurs working in 65 resort hotels in Antalya, Muğla and Aydın which cities are most visited destinations in Turkey by using survey technique. The questionnaire consists of 3 sections. In the first part of this questionnaire, there were 8 items to determine some individual characteristics (age, gender, marital status, number of children, total year of experience in the animation sector and in the current hotel, educational status, income) of the animation staff. In the second part, “The Recreational Leadership Attitude Scale” which consists of 36 items and three dimensions (cognitive, situational and behavioral) was used to determine participants' recreational leadership attitudes which developed by researcher within the scope of PhD thesis by using Delphi Technique. In the third part, “The Teacher Ethical Behavior Scale” which consists of 26 items and five dimensions (task awareness, virtuousness, human sensitivity, professional obligation and ethical thought) was used which developed by Çelebi and Akbağ (2012) and adapted for animation staff and recreational facilities to determine participants' views of business ethics. For the statistical analysis of the obtained data; frequency and percentage distributions for the characteristics of the sample group, One Way Anova and t test for the differences between of the variables, and the correlation and regression analysis were used for the relationship/effect between of recreational leadership attitudes and views on business ethics of amateurs. The findings that obtained by analysis of research data were interpreted in the aim of this study.

3. Research Findings and Interpretation

First of all, the Cronbach Alpha reliability coefficients were calculated which are the internal consistency coefficients for the reliability of the scales used in the study. According to the reliability test result, the Cronbach Alpha coefficient found as $\alpha:0.884$ of the recreational leadership attitude scale and $\alpha:0.902$ of the business ethics scale. When these coefficients are taken into consideration, the scales used in this study are reliable ($0,80 < \alpha < 1$) at high level (Ural and Kılıç, 2006: 286). Table 1 shows the frequency and percentage distribution of some individual characteristics of 580 amateurs working in the animation department of the hotels.

According to Table 1, 30.2% of the participants were between 18-22 years of age, 49.7% were between 23-27 years, 17.4% were between 28-32 years and 2.8% were 33 years and over. The participants consisted of 46% female and 54% male. In terms of marital status, 77.1% of participants are single, 13.8% are married and have no children, 7.2% are married and have children and 1.9% are in the others group (divorced, living together, engaged, etc.). It is seen that most of the participants are young and unmarried due to unique characteristics related to the working conditions of the tourism sector. When the status of having or not having children thought to affect people's work life directly or indirectly considered, 92.2% of the participants have no children, 5.3% have one child and 2.4% of the participants have two children. According to educational level of participants, 52.2% had a high school education, 29% had an associate degree and 18.8% of participants had university (undergraduate) degree.

While the average monthly incomes were grouped, the average wages given to foreign animateurs, minimum wage in Turkey (net 1404.06 TL in April, 2017) and animation salaries that vary by hotels were taken into consideration between July and October 2017 when the survey data were collected. In the said period, it was learned that foreign animateurs were paid between \$ 300 and \$ 750 in average and the grouping was started as 1200 TL and April 2017 due to the fact that the US Dollar was around 3.50 TL in April. When compared to the average monthly income of the participants working in the animation department, 50.3% earned between 1601-2000 TL, 20.7% earned between 1201-1600 TL, 19.7% earned between 2001-2400 TL, 5.5% earned over than 2401 TL and %3.8% earned less than 1200 TL. Majority of the participants (33.4%) were working between 1-3 years in animation department; while 52.6% of the participants were working less than one year in the current hotel as experience time. According to these values, it can be said that the animation department is one of the departments with high employee turnover rate in hotel establishments.

Table 1. The descriptive profile of the participants (n=580)

Variables	Groups	f	%	Variables	Groups	f	%
Age	18-22 years	175	30.2	Marital Status	Married (with children)	42	7.2
	23-27 years	288	49.7		Married (no children)	80	13.8
	28-32 years	101	17.4		Single	447	77.1
	33 years and over	16	2.8		Others	11	1.9
Gender	Female	267	46.0	Number of Children	0	535	92.2
	Male	313	54.0		1	31	5.3
Income (TL)	1200 and less	22	3.8		2	14	2.4
	1201-1600	120	20.7		3 and over	-	-
	1601-2000	292	50.3	Educational Level	High School	303	52.2
	2001-2400	114	19.7		Associate Degree	168	29.0
	2401 and over	32	5.5		University	109	18.8
Experience in Animation	Less than 1 year	144	24.8	Experience in the Current Hotel	Less than 1 year	305	52.6
	1-3 years	194	33.4		1-3 years	231	39.8
	4-6 years	153	26.4		4-6 years	44	7.6
	7-9 years	75	12.9		7-9 years	-	-
	10 years and over	14	2.4		10 years and over	-	-

Table 2 shows the frequency, percentage distributions, arithmetical mean and standard deviation related with each statement, referred on the recreational leadership attitude scale used to determine the recreational leadership attitude of animation staff. The arithmetic means of the cognitive dimension which constitutes the first dimension of the recreational leadership attitude scale was found as the highest average by $\bar{x}=4.47$ when compared to the other averages. According to the participants' responses to the first dimension of the scale, participants should be able to comment on what kind of qualifications and abilities should a recreational leader have,

and that participants have given consistent responses. The arithmetic mean ($\bar{x}=4.43$) of the situational dimension in the recreational leadership attitude scale was found to be as high as the average of the cognitive dimension. The arithmetic means of the behavioral dimension in the recreational leadership attitude scale was found as the lowest average by $\bar{x}=4.06$ when it compared to the other averages. It can be said that arithmetical means of items related to the behaviors of paternalist leadership (17-19) and autocratic leadership (26-30) is the reason for calculating the arithmetic mean of behavioral leadership dimension as low.

Table 2. Findings about participants' attitudes towards Recreational Leadership

Dimensions	Recreational Leadership Attitude ($\bar{x}=4.20$; s.d.=0.35)	Distribution	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	\bar{x}	s.d.
<i>An individual who organizes / performs recreational activities;</i>									
Cognitive ($\bar{x}=4.47$; s.d.=0.49)	1. He/she should have problem solving skills and play an active role in solving problems among participants.	f	2	7	45	208	318	4.44	0.72
		%	0.3	1.2	7.8	35.9	54.8		
	2. He/she should support the creativity of the participants, be open to different views and be able to ensure the harmony between the participants.	f	-	6	37	226	311	4.45	0.66
		%	-	1.0	6.4	39.0	53.6		
	3. To be able to motivate participants, he/she should be able to use tangible and intangible awards.	f	5	2	29	237	307	4.45	0.69
		%	0.9	0.3	5.0	40.9	52.9		
	4. He/she should know that there are feelings such as winning, losing, self-realization, competition, pleasure and gusto in the nature of activities and they should be able to transfer these feelings to the participants in a peaceful way.	f	1	3	33	235	308	4.46	0.64
	%	0.2	0.5	5.7	40.5	53.1			
5. He/she should be able to carry out their activities equally and fairly without making any distinction between participants, including religion, language, race, culture, etc.	f	1	7	33	225	314	4.46	0.68	
	%	0.2	1.2	5.7	38.8	54.1			
6. He/she should be able to demonstrate a management style for the efficiency of participants in recreational activities.	f	1	6	36	203	334	4.49	0.68	
	%	0.2	1.0	6.2	35.0	57.6			
7. He/she should be able to provide the necessary disciplinary environment and order, and create sense of trust in the participants.	f	1	1	32	202	344	4.53	0.63	
	%	0.2	0.2	5.5	34.8	59.3			
<i>According to the situation when I organized / performed recreational activities;</i>									
Situational ($\bar{x}=4.43$; s.d.=0.54)	8. I think that I made the right decisions about activities and participants at the right time.	f	2	5	38	231	304	4.43	0.69
		%	0.3	0.9	6.6	39.8	52.4		
	9. I think that my speech, style of speech and behavior are very effective on the participants.	f	2	8	46	199	325	4.44	0.73
		%	0.3	1.4	7.9	34.3	56.0		
	10. I think the participants see me as an exemplary person both during the activities and at other times.	f	5	12	56	196	311	4.37	0.81
		%	0.9	2.1	9.7	33.8	53.6		
	11. I think I'm a source of inspiration for the participants.	f	5	9	63	191	312	4.37	0.81
		%	0.9	1.6	10.9	32.9	53.8		
12. I think I am enough interested in the needs of the participants.	f	2	8	27	211	332	4.49	0.68	
	%	0.3	1.4	4.7	36.4	57.2			
13. I think that standards should be developed and rewarded for activities.	f	-	7	36	204	333	4.49	0.67	
	%	-	1.2	6.2	35.2	57.4			
14. I consider the opinions, suggestions and experiences of the participants in terms of making the activities more efficient.	f	-	7	44	212	317	4.45	0.69	
	%	-	1.2	7.6	36.6	54.7			
15. From time to time, I let the participants take authority and responsibility.	f	2	7	75	215	281	4.32	0.77	
	%	0.3	1.2	12.9	37.1	48.4			

Behavioral ($\bar{x}=4.06$; s.d.=0.40)	16. I give importance to the opinions of the participants in the solution of the negative situations encountered.	f	1	9	55	252	263	4.32	0.72
		%	0.2	1.6	9.5	43.4	45.3		
	17. The responsibility that I assumed for the activities and the participants is like the responsibility of a parent to their children.	f	10	25	116	193	236	4.07	0.97
		%	1.7	4.3	20.0	33.3	40.7		
	18. By taking care of the personal problems of the participants, I adopt and protect the participants.	f	2	30	96	217	235	4.13	0.89
		%	0.3	5.2	16.6	37.4	40.5		
	19. I do not refrain from trying to meet the basic needs of the participants.	f	5	17	95	193	270	4.22	0.88
		%	0.9	2.9	16.4	33.3	46.6		
	20. I strive to strengthen team spirit and cooperation among the participants and insist on high performance.	f	1	11	56	226	286	4.35	0.75
		%	0.2	1.9	9.7	39.0	49.3		
	21. I work very hard for the participants to show their commitment to the goals and objectives that I have identified.	f	2	7	55	196	320	4.42	0.74
		%	0.3	1.2	9.5	33.8	55.2		
	22. I encourage and countenance participants for new and engaging activities.	f	2	1	34	165	378	4.58	0.64
		%	0.3	0.2	5.9	28.4	65.2		
	23. I speak to the participants in a motivating and improve their performance way.	f	3	8	65	186	318	4.39	0.78
		%	0.5	1.4	11.2	32.1	54.8		
	24. I think I have an open vision and imagination.	f	2	5	87	220	266	4.28	0.77
		%	0.3	0.9	15.0	37.9	45.9		
	25. I like to act unconventional in the realization of activities.	f	6	17	145	234	178	3.97	0.88
		%	1.0	2.9	25.0	40.3	30.7		
	26. I would like to put pressure on the participants in order for the activities to be better.	f	65	82	181	143	109	3.26	1.24
		%	11.2	14.1	31.2	24.7	18.8		
	27. I am anxious when the activities do not reach the conclusion, especially due to participants.	f	13	92	198	173	104	3.45	1.03
		%	2.2	15.9	34.1	29.8	17.9		
	28. I make my own opinion as a final decision, although I listen to the opinions of the participants.	f	26	78	190	210	76	3.40	1.02
		%	4.5	13.4	32.8	36.2	13.1		
	29. I criticize the participants to be more efficient.	f	25	102	186	186	81	3.34	1.06
		%	4.3	17.6	32.1	32.1	14.0		
	30. Since the participants show me that they don't agree with me, I try to put pressure on them to listen to me and to do what I say.	f	80	143	183	106	68	2.90	1.20
		%	13.8	24.7	31.6	18.3	11.7		
	31. During the activities, I give the participants full permissiveness.	f	17	51	108	248	156	3.82	1.02
		%	2.9	8.8	18.6	42.8	26.9		
	32. I do not intervene the participants during the activities.	f	14	49	97	220	200	3.94	1.03
		%	2.4	8.4	16.7	37.9	34.5		
	33. As long as the activity discipline is not impaired, I allow participants to continue their activities as they know.	f	4	30	87	211	248	4.15	0.91
		%	0.7	5.2	15.0	36.4	42.8		
34. Since I am open to new approaches and perspectives, I take into account the innovative suggestions of the participants about the activities.	f	2	12	43	215	308	4.41	0.75	
	%	0.3	2.1	7.4	37.1	53.1			
35. I appreciate the creative and innovative participants and try to honor them within the group.	f	-	6	34	195	345	4.52	0.66	
	%	-	1.0	5.9	33.6	59.5			
36. In order to adapt to changing conditions, I follow scientific and technological developments and try to reach innovations by communicating with other groups that implement the same activities.	f	1	4	24	169	382	4.60	0.62	
	%	0.2	0.7	4.1	29.1	65.9			

When the findings about participants' attitudes towards recreational leadership are considered, with $\bar{x}=2,90$ the lowest average (arithmetic mean) item is that “*since the participants show me that they don't agree with me, I try to put pressure on them to listen to me and to do what I say*”. 13.8% of the participants stated that they did not participate (strongly disagree) in this item

by giving one point which could be described as intolerance to different ideas and opinions. When the other distributions are examined related to this item, 24.7% of the participants stated that they participated in low level (disagree), and 31.6% stated that they participated at a moderate level (neutral), 18.3% stated that they participated in a lot (agree), and 11.7% stated that they were entirely participated (strongly agree). Also, the findings in Table 2 shows that with $\bar{x}=4.60$ the highest arithmetic mean item which about innovative leadership behavior is “*in order to adapt to changing conditions, I follow scientific and technological developments and try to reach innovations by communicating with other groups that implement the same activities*”. 65.9% of the animation staff stated that they were entirely participated (strongly agree) by giving five points to this item, 29.4% stated that they participated in a lot (agree/four points) and only 4.1% of the participants stated that they participated at a moderate level (neutral/3 points). The fact that the animation services offered in the hotel establishments are not monotonous, and that they turn to new and modern activities are important in terms of consumer satisfaction. By the way, the arithmetic means of the 580 animation workers' general recreational leadership attitudes was found to be quite high by the average of $\bar{x}=4,20$.

Table 3 shows the frequency, percentage distributions, arithmetical mean and standard deviation related with each statement, referred on the business ethics scale used to determine the participants' views of business ethics of animation staff.

Table 3. Findings about participants' views of Business Ethics

Dimensions	Business Ethics ($\bar{x}=4.52$; s.d.=0.37)	Distribution	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	\bar{x}	s.d.
Task Awareness ($\bar{x}=4.46$; s.d.=0.47)	1. I try to get to know all the participants who participate in recreational activities.	f %	4 0.7	4 0.7	47 8.1	187 32.2	338 58.3	4.47	0.73
	2. I devote time to all participants' problems about the recreational activities.	f %	4 0.7	8 1.4	45 7.8	202 34.8	321 55.3	4.43	0.75
	3. I think I do not hinder the freedom of participants to use their rights to recreational activities.	f %	1 0.2	4 0.7	35 6.0	199 34.3	341 58.8	4.51	0.66
	4. I endeavor to create a safe environment in my relationships with the participants.	f %	- -	1 0.2	32 5.5	218 37.6	329 56.7	4.51	0.61
	5. I believe that every participant is valuable.	f %	1 0.2	1 0.2	34 5.9	241 41.6	303 52.2	4.46	0.63
	6. I try to reward participants with outstanding achievements in recreational activities.	f %	- -	6 1.0	43 7.4	241 41.6	290 50.0	4.41	0.67
	7. I encourage the participants to develop themselves.	f %	1 0.2	4 0.7	39 6.7	245 42.2	291 50.2	4.42	0.66
	8. I follow innovations and developments for my work.	f %	- -	5 0.9	34 5.9	235 40.5	306 52.8	4.45	0.65
Virtuousness ($\bar{x}=4.53$; s.d.=0.66)	9. I empathize when performing / managing the recreational activities.	f %	3 0.5	3 0.5	30 5.2	238 41.0	306 52.8	4.45	0.67
	10. I have never been prejudiced by the participants.	f %	3 0.5	5 0.9	29 5.0	207 35.7	336 57.9	4.50	0.68
	11. I think I'm constructive in human relations.	f %	3 0.5	3 0.5	24 4.1	210 36.2	340 58.6	4.52	0.65
	12. I think I'm not selfish.	f %	2 0.3	3 0.5	22 3.8	199 34.3	354 61.0	4.55	0.63
	13. I do not treat the participants with religious, political, racial or political reasons.	f %	2 0.3	2 0.3	28 4.8	194 33.4	354 61.0	4.55	0.64
Human	14. I do not use the resources of the establishment for my own interests.	f %	3 0.5	2 0.3	25 4.3	194 33.4	356 61.4	4.55	0.65

	15. I try to do my personal things outside of work as much as possible.	f	1	2	32	196	349	4.54	0.63
		%	0.2	0.3	5.5	33.8	60.2		
	16. I keep and fulfill my promises.	f	1	-	25	202	352	4.56	0.60
		%	0.2	-	4.3	34.8	60.7		
	17. I do not pressure the participants to change their value judgments.	f	1	3	28	198	350	4.54	0.63
		%	0.2	0.5	4.8	34.1	60.3		
	18. I respect the personal thoughts and ideas of the participants.	f	-	3	17	197	363	4.59	0.58
		%	-	0.5	2.9	34.0	62.6		
Professional Obligation ($\bar{x}=4.54$; s.d.=0.49)	19. I always act according to professional principles.	f	2	5	24	194	355	4.54	0.65
		%	0.3	0.9	4.1	33.4	61.2		
	20. I see my profession as a requirement of serving people.	f	-	12	36	193	339	4.48	0.71
		%	-	2.1	6.2	33.3	58.4		
	21. I think I behave in the way that my profession requires.	f	-	2	18	197	363	4.59	0.57
		%	-	0.3	3.1	34.0	62.6		
	22. While carrying out my duty, I take care to ensure that everything conforms to the social rules and business ethics.	f	1	4	23	197	355	4.55	0.62
		%	0.2	0.7	4.0	34.0	61.2		
Ethical Thought ($\bar{x}=4.58$; s.d.=0.44)	23. As soon as I realize that there is an injustice among the participants, I do my best to eliminate injustice.	f	-	2	17	206	355	4.58	0.57
		%	-	0.3	2.9	35.5	61.2		
	24. I encourage participants to take responsibility for the recreational activities.	f	1	3	23	198	355	4.56	0.62
		%	0.2	0.5	4.0	34.1	61.2		
	25. I refrain from verbal or physical contact that is offensive to participants.	f	-	2	20	176	382	4.62	0.57
		%	-	0.3	3.4	30.3	65.9		
	26. I encourage the participants to make their own decisions about the activities.	f	1	6	24	171	378	4.59	0.64
		%	0.2	1.0	4.1	29.5	65.2		

The arithmetic means of the task awareness dimension which constitutes the first dimension of the business ethics scale was found as the lowest average by $\bar{x}=4.46$ when compared to the other averages. While the dimension of task consciousness has the lowest arithmetic mean of the ethical behavior scale, it is generally quite high. The arithmetic mean of the virtuousness dimension was calculated as $\bar{x}=4.53$. This value, which is found to be quite high, means that there are ideas of business ethics that animation staff are virtuous people, who adopt right, advocate truth, do not discriminate, are fair and are not biased.

When the arithmetic mean of the five dimensions of human sensitivity was considered, it was found high with $\bar{x}=4.55$. Therefore, it can be said that the human sensitivity dimension in business ethics view of the animation staff is high. When the professional obligation dimension is evaluated in terms of business ethics sub-dimensions, it is seen that it has $\bar{x}=4.54$ arithmetic mean. According to the mean of the four items of this dimension, it can be interpreted that the views of the animation staff are also very high in the professional obligation dimension. Within the scope of ethical behaviors, the arithmetic means of the moral dimension of social and professional moral thinking which is the last dimension of the scale, is the highest with $\bar{x}=4.58$ when it compared to other dimensions. On the other hand, when the arithmetical mean of the views of the general business ethics of animation staff is examined, it is seen that with $\bar{x}=4.52$ it is a very high value.

Correlation and regression analysis were used to determine the relationship/effect between the recreational leadership attitudes and sub-dimensions and business ethics of the animation staff. Correlation analysis is a statistical technique applied to determine the level (stage, severity and strength) and direction of the relationship between two variables. Correlation analysis is a statistical technique applied to determine the level (stage, severity and strength) and direction of the relationship between two variables. The results of the correlation analysis are presented in Table 4.

Table 4. Correlation matrix of relationship between Recreational Leadership attitudes and sub-dimensions and Business Ethics views and sub-dimensions of participants

Variables	Correlation Coefficient/ Significance/ Determination Coefficient	Task Awareness	Virtuousness	Human Sensitivity	Professional Obligation	Ethical Thought	Business Ethics
Cognitive (CRLA)	r	0.469**	0.365**	0.402**	0.365**	0.387**	0.555**
	p	0.000***	0.000***	0.000***	0.000***	0.000***	0.000***
	r ²	0.220	0.133	0.162	0.133	0.150	0.308
Situational (SRLA)	r	0.438**	0.262**	0.344**	0.335**	0.367**	0.483**
	p	0.000***	0.000***	0.000***	0.000***	0.000***	0.000***
	r ²	0.192	0.069	0.118	0.112	0.135	0.233
Behavioral (BRLA)	r	0.466**	0.197**	0.283**	0.320**	0.381**	0.456**
	p	0.000***	0.000***	0.000***	0.000***	0.000***	0.000***
	r ²	0.217	0.039	0.080	0.102	0.145	0.208
Recreational Leadership Attitude (RLA)	r	0.581**	0.311**	0.405**	0.419**	0.478**	0.609**
	p	0.000***	0.000***	0.000***	0.000***	0.000***	0.000***
	r ²	0.338	0.097	0.164	0.176	0.229	0.371

** : Correlation is significant at the 0.01 level; *** : p<0.01

It can be interpreted as being the level of relationship between the variables is weak or low if the correlation coefficient (r²) is between 0-0.29; If it is between 0.30 and 0.64 is medium; If it is between 0.65-0.84 is strong or high and if it is between 0.85-1 is too strong or too high (Ural ve Kılıç, 2006: 247-248). The values in the Table 4 shows that there is a positive and medium level relationship between recreational leadership attitude in the dimension of cognitive and business ethics (r²=0.308); between recreational leadership attitude and business ethics in task awareness dimension (r²=0.338); and between recreational leadership attitude and business ethics in general (r²=0.371). There are a low and positive relationships between all other variables in the correlation matrix table. A multiple linear regression analysis for sub-dimensions and a simple linear regression analysis were carried out to explain the relationship between the recreation leadership attitudes and sub-dimensions and business ethics views of participants to present it with a mathematical model. The results of regression analysis are presented in detail in the Table 5.

Table 5. Regression Analysis Between Recreational Leadership Attitudes, Sub-Dimensions and Business Ethics

Independent Variables	Standard Beta Coefficient (β)	Standard Error S(bj)	t	Significance (p)	Determination Coefficient (R ²)	ANOVA
Fixed	1.576	0.140	11.267	0.000***		
Cognitive (CRLA)	0.302	0.025	12.127	0.000***		
Situational (SRLA)	0.166	0.024	6.973	0.000***	0.449	F=156,421 p=0.000***
Behavioral (BRLA)	0.212	0.032	6.619	0.000***		
Fixed	1.847	0.145	12.695	0.000***		
Recreational Leadership Attitude (RLA)	0.637	0.035	18.452	0.000***	0.371	F=340,466 p=0.000***

***: p<0.001; Dependent variable: Business Ethics (BE)

According to the values in Table 5, multiple linear regression model of the relation between dependent variable (business ethics) and independent variables (recreational leadership

attitude in cognitive, situational and behavioral dimensions) can be indicated as; **Business Ethics=1.576+0.302xCRLA+0.166xSRLA+0.212xBRLA**. The multiple regression model, which was conducted to determine the effect of recreational leadership attitudes and sub-dimensions of the participants on their business ethics views, was found to be significant at the level of 0.01 significance level ($F=156.421$; $p<0.01$). When the determination coefficient (R^2) in the model was examined, it was determined that 44.9% ($R^2=0.449$) of the changes in the views of the business ethics were caused by the recreational leadership attitudes sub-dimensions of the participants. The simple linear regression model of the relationship between business ethics opinions (dependent variable) and recreational leadership attitudes (independent variables) of animation staff working in hotels is mathematically can be indicated as; **Business Ethics=1.847+0.637xRLA**. The simple regression model, which was conducted to determine the effect of recreational leadership attitudes of the participants on their business ethics views, was found to be also significant at the level of 0.01 significance level ($F=340.466$; $p<0.01$). When the determination coefficient (R^2) in the model was examined, it was determined that 37.1% ($R^2=0.371$) of the changes in the views of the business ethics were caused by the recreational leadership attitudes of the participants. According to these results, it can be said that the results which support the basic hypothesis (*Hypothesis: There is a significant relationship between the recreational leadership attitude and ideas of business ethics of animation staff in hotels*) of the research developed in accordance with the aim and subject of the research have been reached.

Furthermore, according to the results of the tests conducted in order to determine whether participants' recreational leadership attitudes and views on business ethics differ according to some demographic factors; there was no significant difference between two variables according to gender, age, marital status, number of children, experience time in the current hotel and educational level. On the other hand, the significant difference was found between two variables according to experience time in animation and income. Both of the participants' recreational leadership attitude score ($F=5.020$; $p=0.001<0.05$) and views on business ethics score ($F=3.778$; $p=0.005<0.05$) were found to be statistically significant according to experience time in animation. When the averages are compared, the participants who have between 7-9 years sector experience have the highest recreational leadership attitude (4.35 ± 0.19) and business ethics view (4.62 ± 0.19). Both of the participants' recreational leadership attitude score ($F=3.599$; $p=0.007<0.05$) and views on business ethics score ($F=3.202$; $p=0.013<0.05$) were found to be statistically significant according to income. When the averages are compared, the participants who earns between 1601-2000 TL and 2001-2400 TL have the highest recreational leadership attitude (4.23 ± 0.31 ; 4.25 ± 0.32) and business ethics view (4.56 ± 0.32 ; 4.54 ± 0.31). When we look at different levels of academic studies on recreational leadership (Kraus, 1985; Jordan, 1989; Pyke, 1991; Blanchard and Hersey, 1996; Karaküçük and Yetim, 1996; Skully and Jordan, 1996; Edginton, 1997; Propst and Koesler, 1998; Edginton et al., 2002; Körük et al., 2003; Little and Watkins, 2004; Durukan et al., 2007; Yalız Solmaz and Aydın, 2015; Yılmaz et al., 2015; Demirdağ and Güçer, 2018 etc.) and business ethics (Aldemir, 2012) in recreation and leisure time, it has been observed that studies on qualifications and skills related to recreation leadership are generally conducted and, it was determined that some of the results obtained from this study on animation staff and similar results of these studies showed similarities or parallels.

Conclusion and Suggestions

Recreation, which carries significant social, economic and cultural values, undertakes personal and social functions with its aims. Recreational leaders have a fundamental role and responsibility in performing these functions (Karaküçük, 1995: 226). In this respect, recreational leaders should have sufficient social skills to manage group members effectively and efficiently, to understand their needs and expectations, and to succeed in solving problems (Jordan, 1989: 38). In addition, recreational leaders are required to exhibit behaviors and attitudes appropriate to social values, ethical rules and business ethics. In summary, these conclusions explain the

relationship between recreational leadership and business ethics and support the hypothesis developed within the scope of the research.

When academic studies on leadership and business ethics in recreation and leisure time area are examined, it is observed that there are generally studies related to qualifications and skills related to recreation leadership and the relationship between business ethics and leisure ethics (such as Kraus, 1985; Jordan, 1989; Pyke, 1991; Blanchard and Hersey, 1996; Karaküçük and Yetim, 1996; Skully and Jordan, 1996; Edginton, 1997; Propst and Koesler, 1998; Edginton et al., 2002; Körük et al., 2003; Little and Watkins, 2004; Durukan et al., 2007; Aldemir, 2012; Yalız Solmaz and Aydın, 2015; Yılmaz et al., 2015; Demirdağ and Güçer, 2018). It was determined that some of the results obtained from this research on animation staff and the other studies showed similarities or parallelism.

This study was carried out on total of 580 animation employee by using survey technique to determine the relationship between recreational leadership attitude and business ethics of animation staff in 65 resort hotels in the cities of Antalya, Muğla and Aydın which are most tourist attraction center in Turkey. In order to determine the participants' views on business ethics, the "Teacher Ethics Behavior Scale" developed by Çelebi and Akbağ (2012) was used by adapted to the animation staff and recreational activities. This scale consists of five dimensions (task awareness, virtuousness, human sensitivity, professional obligation and ethical thought) and a total of 26 items. "The Recreational Leadership Attitude Scale" developed by the researcher was used to determine the recreational leadership attitudes of the participants. The recreational leadership attitude scale consists of three dimensions (cognitive, situational and behavioral) and a total of 36 items. When the individual characteristics of the participants considered, 46.0% was female and 54.0% was male; the majority of participants (49.7%) were between the age of 23-27; 77.1% was single; 52.2% were educated high school; 50.3% had between 1601-2000 TL income; 52.6% had less than one year in the current hotel. According to comparing tests (t test and Anova), the significant difference was found between two variables according to experience time in animation and income. Also, positive and medium level relationship was found between recreational leadership attitude in the dimension of cognitive and business ethics ($r^2=0.308$); between recreational leadership attitude and business ethics in task awareness dimension ($r^2=0.338$); and between recreational leadership attitude and business ethics in general ($r^2=0.371$). There were a low and positive relationships between all other variables in the correlation matrix table. The simple and multiple linear regression models were found significant that used to explain the relationship between recreation leadership attitude and business ethics view of participants in the 0.01 significance level. These results support the research hypothesis developed within the scope of the research. As a result, in accordance with the analyzes conducted within the scope of the research, some suggestions for the related parties have been developed and presented below.

As in every business sector, there is a need for trained and qualified employment in the tourism sector. Especially the level of education of the employee working at the managerial level should be higher and, more importantly, they should have received tourism education.

Since the tourism sector has a fragile structure and is directly affected by many events and facts, each individual working in this sector should exhibit moral behaviors and perform their duties in accordance with business ethics.

The aim of this study was to determine the relationship between the recreational leadership attitudes and business ethics of animation staff. In future studies, it is possible to work on recreational leadership behaviors through adaptation of the developed recreational leadership attitude scale. Furthermore, the academic studies to be conducted in the future can be studied with a different organizational behavior other than the business ethics with the attitude or behavior of recreational leadership.

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