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Conceptualization, literature review, methodology, implementation, data analysis, translation, and writing

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Abstract

This research was conducted to examine the socially responsible leadership (SRL) perceptions of university students, which are thought to be directly related to social developments. The survey method, one of the quantitative research methods, was used in the study. The sample consisted of 73 female and 134 male (Age Mean: 22.19±3.307) students studying at the faculty of sports sciences. The "Socially Responsible Leadership Scale-SRL" developed by Tyree (1998) and adapted to Turkish by Külekçi and Özgan (2015) was used as a measurement tool. Descriptive statistics, t-test, and ANOVA were used in the analysis. It was found that students' SRL perception was high. While the variables of gender, grade level, and taking social service course showed statistically significant differences, no statistically significant differences were found between other variables and sub-factors. It has been determined that as the age and grade level increase and the status of doing sports is positive, students' perception of socially responsible leadership also increases. The results obtained in this research reveal the importance of education and sports. The fact that the courses given on socially responsible awareness in universities, the number of projects, and the positive situation of individuals doing sports make us think that university students are also effective in increasing their perception of socially responsible leadership, and it is expected that the research will contribute to socially responsible leadership studies in the field of sports sciences.

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Research Article

Sport Sciences Students' Socially Responsible Leadership Perceptions[*]

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Abstract

This research was conducted to examine the socially responsible leadership (SRL) perceptions of university students, which are thought to be directly related to social developments. The survey method, one of the quantitative research methods, was used in the study. The sample consisted of 73 female and 134 male (Age Mean: 22.19 ± 3.307) students studying at the faculty of sports sciences. The "Socially Responsible Leadership Scale-SRL" developed by Tyree (1998) and adapted to Turkish by Külekçi and Özgan (2015) was used as a measurement tool. Descriptive statistics, t-test, and ANOVA were used in the analysis. It was found that students' SRL perception was high. While the variables of gender, grade level, and taking social service course showed statistically significant differences, no statistically significant differences were found between other variables and sub-factors. It has been determined that as the age and grade level increase and the status of doing sports is positive, students' perception of socially responsible leadership also increases. The results obtained in this research reveal the importance of education and sports. The fact that the courses given on socially responsible awareness in universities, the number of projects, and the positive situation of individuals doing sports make us think that university students are also effective in increasing their perception of socially responsible leadership, and it is expected that the research will contribute to socially responsible leadership studies in the field of sports sciences.

Keywords: Social responsibility, leadership, education, sport, student

1. INTRODUCTION

With the development of technology and science, the speed of access to information, knowledge levels, perspectives, socio-cultural values and education levels of people are changing rapidly. It can be said that the definitions, concepts and theories related to leadership progress and develop in parallel with these changes. It is known that leadership theories follow each other as Great Man Theory, Trait Theories, Behavioral Theories, Contingency Theories, Modern/Contemporary approaches to leadership and then Neo-Charismatic Theories. In parallel with this historical development, ethical principles, spiritual morality, common goals and social responsibility (Komives & Dugan, 2010) come to the fore in modern leadership approaches, and social change is aimed in the realization of goals (Dugan, 2013). Although the concept of leadership has different definitions in many areas with change, development and progress, in general, leadership can be defined as a person who has the competence to bring a group of people together around a certain goal, to mobilize, direct and influence the group for this purpose (Robbins & Judge, 2013). In this direction, the mutual interaction that forms the basis of leadership also brings with it a sense of responsibility. Mutual interaction, which is an important factor in the individual's becoming a social being, can be associated with social

responsibility awareness by the individual adopting his responsibility in the society depending on the characteristics of the society he lives in, his social and cultural structure and his personal contribution to the development of the society (Erol, 2000). Although the individual is responsible for his/her behaviors in society, the individual should be aware of social responsibility in a livable and healthy society (Hotamışlı, Çağ, Menteşe & Yörük, 2010).

Leadership, when the acceptance and undertaking of the effects and results within a work, event or decision made is defined as the concept of responsibility (Glover, 1970); is to bear the responsibility of a person, a purpose, a group along with the responsibility of their own actions. When we look at it in this context, we come across socially responsible leadership. The social change model of leadership development (HERI, 1996) was created specifically for university students and is compatible with the emerging leadership paradigm (Dugan, 2006). Although the Social Change Model is a model that addresses the responsibilities of the individual for the development of social benefit by focusing on change (Wagner, 2009), socially responsible leadership is defined as a type of leadership that is based on the awareness of the individual, considers society as a whole and includes the sense of responsibility, goals, values, creating change and cooperation for social benefit and prosperity (Komives & Dugan, 2010; Wagner, Ostick, & Komives, 2010; Watt, 2009). Socially responsible leadership is change-oriented, and there are three levels as individual, group and social values as a leadership development process.

Universities, which are an institution where universal knowledge is produced and managed, are also institutions that aim to raise individuals who are a whole of the society in which they are located, who are directly involved in the change and development of society, but who research, produce, develop, innovate, question, examine and have a sense of social responsibility (Kuzucu & Kamer, 2009). Universities, which are an inseparable part of societies and life, ensure that responsible individuals who aim to contribute to the society and give direction, raise awareness in the direction of service to the society, produce projects and play an active role in social changes. Considering this effect of universities on society and individuals, Külekçi (2016) also states that leadership skills should be developed by strengthening students' knowledge, experience and competencies by ensuring that students participate in social responsibility studies at all stages of university education.

When the studies on the socially responsible leadership perceptions of university students are examined, there is doctoral research conducted by Tyree (1998). In this first study, leadership's social change model was evaluated in 104 items and 8 sub-scales. In the studies conducted in the following years, it was observed that the scale items were reduced and different researchers focused on examining the socially responsible leadership capacities of university students (Barnes, 2014; Dugan, 2015; Dugan & Komives, 2010). On the other hand, the scarcity of studies in Turkey draws attention. It was initiated by Külekçi (2015) as doctoral research, and then the "Socially Responsible Leadership Scale" (Külekçi & Özgan, 2015) was translated into Turkish as an article.

Considering that the studies on university students, who are thought to have direct relations with social developments, have a significant impact, this study aimed to examine the socially responsible leadership perceptions of Pamukkale University Faculty of Sport Sciences students. For this purpose, it was aimed to examine whether the scores obtained from the sub-scales of the SRLS show a statistically significant difference according to gender, age groups, place of residence before coming to university, grade levels, department of education, taking on social service course, member in student societies, regular sports status and licensed sports status.

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2. METHOD

2.1. Research Method

In this research, source documents were examined, and comparison type relational survey model, one of the quantitative research methods, was used (Karasar, 2012). Study data were collected from the students who voluntarily participated in the research in the fall semester of the 2020-2021 academic year, using the survey technique.

2.2. Research Group

The universe of the research consists of 490 students studying at Pamukkale University Faculty of Sport Sciences. From this universe, 73 female (age=22.05±3.04), 134 male (age=22.26±3.44), totally 207 (age=22.19±3.31) students selected by simple random sampling method based on probability principle, constituted the sample group of the study. In the subgroups (gender, age, department, etc.) in which the sample was divided, care was taken to ensure that the sample size of each category was at least 30. In terms of the place where they lived before coming to the university, it was reported that 7.2% of the students lived in the village, 23.2% in the district, 21.7% in the province and 47.3% in the metropolitan city. According to the grade level, 30.4% of the students are in the first grade, 19.3% are in the second grade, 21.7% are in the third grade and 28.5% are in the fourth grade. Distribution of students according to departments; Physical Education and Sports Teaching 19.8%, Coaching Education 16.9%, Recreation 9.7% and Sports Management 53.6%. Considering whether or not they took the "social service course", 71% of the students answered "yes" and 29% answered "no". According to the status of being a member of student societies, 29.5% of the students marked "yes" and 70.5% marked "no". 62.3% of the students stated that they did sports regularly, while 37.7% stated that they did not do sports regularly. 71.5% of the students stated that they did sports under license, while 28.5% stated that they did not do sports under license.

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2.3. Data Collection Tool

In the research, a "Personal Information Form" was created to determine the gender, age, place of residence, grade level, department of study, community service course, being a member of student societies, doing regular sports and doing sports as licensed. The "Socially Responsible Leadership Scale" (SRLS) developed by Tyree (1998) and adapted to Turkish by Külekçi and Özgan (2015) were used as measurement tools. The scale consists of 60 items and 8 sub-scales of the 5-point Likert type, graded between "strongly disagree-1" and "strongly agree-5". The total scores obtained from the scale are evaluated as "low", "medium" and "high". Item numbers of sub-scales; "consciousness of self" 8, "congruence" 7, "commitment" 6, "collaboration" 8, "common purpose" 9, "controversy with civility" 6, "citizenship" 8, and "change" 8. In the Turkish version, the Cronbach alpha values of the subscales of the SRLS were .82 for "consciousness of self", .82 for "congruence", .83 for "commitment", .77 for "collaboration", .83 for "common purpose", .69 for "controversy with civility", .92 for "citizenship", and .78 for "change".

2.4. Procedure

After obtaining approval from the relevant Ethics Committee of the university where the researchers are affiliated, permission was obtained from the Dean of the Faculty of Sport Sciences to collect the data. The number of students enrolled in the faculty in the 2020-2021 academic year has been determined. The data collection phase was carried out in the classroom environment and by informing the students who participated voluntarily. Response time for the data took an average of 25 minutes. The scale forms collected from the students were coded to be processed into the analysis program.

2.5. Data Analysis

SPSS 26 statistical program was used for the analysis of the data. Descriptive statistics of the obtained data were made and z test was applied to measure whether the data showed normal distribution. Samples independent of binary comparison tests t-test and One-Way Analysis of Variance (ANOVA) test from multiple comparison tests were applied to the groups found to show normal distribution, and Post Hoc (Tukey) test was applied to determine which group the results originated from in case of difference between the groups. Whether the variances were homogeneously distributed or not was examined by the Levene Test, and it was determined that they were homogeneously distributed. The findings were tested at a 95% confidence interval and a .05 significance level.

3. FINDINGS

The results obtained from the participants by using the Socially Responsible Leadership Scale (SRLS) are given in tables.

Table 1. Descriptive statistics, normality test values, and Cronbach Alpha values *(n=207)*

SRLS Sub-scales	Item n	Scores			SD	Skewness	Kurtosis	Cronbach Alpha
		Mean	Min.	Max.				
SRLS Total Score	60	269.44	177	300	24.651	-.924	.357	.96
Consciousness of Self	8	35.14	23	40	4.128	-.674	-.159	.77
Congruence	7	31.60	20	35	3.434	-.828	-.070	.83
Commitment	6	27.48	17	30	2.774	-1.181	1.107	.78
Collaboration	8	35.94	23	40	3.752	-.963	.384	.80
Common Purpose	9	41.10	26	45	4.132	-1.041	.420	.87
Controversy with Civility	6	27.23	17	30	2.975	-1.192	1.042	.67
Citizenship	8	35.69	22	40	4.132	-.847	-.136	.83
Change	8	35.25	24	40	3.753	-.620	-.293	.72

Since the Skewness and Kurtosis values were in the range of ± 1.5 (Tabachnick & Fidell, 2013), the data were assumed to be normally distributed. When the Cronbach Alpha values are examined, it is seen that it is between .67 and .87. According to Alpar (2010), the confidence interval values of the scales are "high" between 1.00-.80, "quite reliable" between .79-.60 and "low" between .59-.40. Considering these value ranges, the data tool can be considered reliable for this research.

Table 2. t-test results by gender

SRLS Sub-scales	Female *(n=73)*		Male *(n=134)*		t	p
	M	SD	M	SD		
Consciousness of Self	34.73	4.432	35.37	3.950	1.078	.282
Congruence	31.15	3.946	31.85	3.108	1.405	.162
Commitment	27.05	3.287	27.71	2.434	1.627	.105
Collaboration	35.22	4.063	36.34	3.524	2.062	.040*
Common Purpose	40.64	4.224	41.35	4.075	1.177	.240
Controversy with Civility	26.89	3.129	27.42	2.882	1.220	.224
Citizenship	35.12	4.469	35.99	3.919	1.450	.149
Change	34.51	4.096	35.66	3.501	2.124	.035*

*p<.05

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The scores of the students from the "collaboration" and "change" sub-scales of the Socially Responsible Leadership Scale show a statistically significant difference according to the gender variable.

Table 3. ANOVA results according to age groups

SRLS	18-20 ages (n=69)		21-23 ages (n=90)		24 age and older (n=48)				
Sub-scales	*M*	*SD*	*M*	*SD*	*M*	*SD*	**F**	**p**	**Effect size**
Consciousness of Self	35.36	3.967	34.58	4.203	35.90	4.147	1.752	.176	.017
Congruence	31.09	3.551	31.73	3.556	32.10	2.970	1.360	.259	.013
Commitment	27.04	2.987	27.49	2.900	28.08	2.061	2.009	.137	.019
Collaboration	35.23	4.033	36.22	3.693	36.44	3.345	1.923	.149	.019
Common Purpose	40.58	4.347	41.28	4.154	41.52	3.764	.878	.417	.009
Controversy with Civility	27.42	2.403	27.02	3.215	27.35	3.271	.400	.671	.004
Citizenship	35.09	4.375	35.88	4.016	36.19	3.966	1.178	.310	.011
Change	35.10	3.978	35.02	3.721	35.90	3.472	.930	.396	.009

There was no statistically significant difference between the scores of the students in the sub-scales of the Socially Responsible Leadership scale according to age groups. In addition, when the effect sizes were examined, it was determined that the variance in the dependent variable could be explained by the difference between the groups of the independent variable at very low levels.

Table 4. ANOVA test results according to place of residence before coming to university

SRLS	Village (n=15)		District (n=48)		City (n=46)		Metropolis (n=98)				Effect size
Sub-scales	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	**F**	**p**	
Consciousness of Self	34.53	4.868	35.71	4.032	34.41	4.047	35.31	4.098	.939	.423	.014
Congruence	31.53	3.944	31.50	3.632	31.28	2.994	31.82	3.486	.273	.845	.004
Commitment	26.73	3.348	27.90	2.668	26.78	2.529	27.71	2.803	1.950	.123	.028
Collaboration	35.93	4.367	35.67	4.304	35.54	3.305	36.27	3.589	.498	.684	.007
Common Purpose	41.07	5.189	41.08	4.326	40.39	3.780	41.45	4.039	.682	.564	.010
Controversy with Civility	27.67	3.177	27.42	3.024	26.72	3.082	27.32	2.885	.650	.584	.010
Citizenship	34.73	4.636	35.44	4.079	34.89	4.260	36.33	3.974	1.693	.170	.024
Change	35.87	4.549	35.06	4.071	34.67	3.354	35.52	3.656	.703	.551	.010

The scores of the students in the SRLS sub-scales do not show a statistically significant difference according to the variable of the place where they lived before coming to the university. In addition, when the effect sizes were examined, it was determined that the variance in the dependent variables could be explained by the difference between the groups of the independent variable at very low levels. The impact level was found to be 2.8% in the "commitment" sub-scale, and 2.4% in the "citizenship" sub-scale.

Table 5. ANOVA results according to grade level

SRLS Sub-scales	Grade 1 (n=63)		Grade 2 (n=40)		Grade 3 (n=45)		Grade 4 (n=59)		F	p	MD	Effect size
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**				
Consciousness of Self	34.00	4.143	35.63	4.180	35.60	4.158	35.69	3.905	2.374	.071		.034
Congruence	30.73	3.539	31.73	3.351	31.96	3.119	32.19	3.506	2.134	.097		.031
Commitment	26.71	2.921	27.53	3.004	28.33	1.931	27.61	2.847	3.162	.026*	1< 3	.045
Collaboration	34.81	4.040	35.85	3.556	36.71	3.231	36.63	3.713	3.316	.021*	1< 3, 4	.047
Common Purpose	40.13	4.148	41.50	4.108	41.87	3.328	41.29	4.568	1.870	.136		.027
Controversy with Civility	27.08	2.903	27.70	2.691	27.89	2.470	26.58	3.460	2.106	.101		.030
Citizenship	34.73	4.209	35.48	4.025	36.64	3.379	36.12	4.496	2.220	.087		.032
Change	34.49	3.852	35.48	3.515	36.22	3.771	35.17	3.696	1.947	.123		.028

*p<.05

The scores of sports science students in the "commitment" and "collaboration" sub-scales of the Socially Responsible Leadership scale show a statistically significant difference according to their grade level. In addition, when the effect sizes were examined, it was determined that the variance in the dependent variables could be explained by the difference between the groups of the class variable at the level of 3%.

Table 6. ANOVA results according to department

SRLS Sub-scales	PES (n=41)		C (n=35)		REC (n=20)		SM (n=111)		F	p	Effect size
	M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**			
Consciousness of Self	34.46	4.075	34.54	4.835	36.10	3.712	35.41	3.967	1.138	.335	.017
Congruence	31.46	3.494	31.49	3.338	32.40	3.939	31.55	3.376	.401	.753	.006
Commitment	27.39	2.587	27.71	2.468	26.95	3.591	27.53	2.792	.350	.789	.005
Collaboration	36.10	3.800	36.06	3.253	35.70	4.207	35.89	3.841	.068	.977	.001
Common Purpose	40.78	3.940	41.66	3.895	41.55	4.707	40.96	4.197	.409	.746	.006
Controversy with Civility	26.76	3.145	27.26	2.974	26.80	2.628	27.48	2.978	.740	.529	.011
Citizenship	35.37	3.961	36.03	4.091	36.00	4.449	35.64	4.193	.203	.894	.003
Change	34.59	3.681	35.51	3.442	34.35	4.107	35.58	3.798	1.153	.329	.017

PES: Physical Education and Sport, C: Coaching, REC: Recreation, SY: Sports Management

Students' SRLS sub-scale scores do not show a statistically significant difference according to the variable of the department they are studying. When the effect sizes were examined, it was determined that the variance in the dependent variables could be explained by the difference between the groups of the quotient variable at very low levels.

Table 7. t-test results according to social service course

SRLS Sub-scales	Yes (n=147)		No (n=60)		t	p
	M	**SD**	**M**	**SD**		
Consciousness of Self	35.46	3.822	34.37	4.741	1.742	.083
Congruence	31.82	3.319	31.08	3.679	1.396	.164
Commitment	27.67	2.604	27.00	3.125	1.590	.113
Collaboration	36.21	3.685	35.28	3.862	1.620	.107

Common Purpose	41.29	3.955	40.65	4.539	1.004	.316
Controversy with Civility	27.42	2.963	26.77	2.977	1.441	.151
Citizenship	35.93	4.041	35.10	4.325	1.306	.193
Change	35.60	3.719	34.40	3.729	2.102	.037*

*p<.05

A statistically significant difference was found in the scores of the students in the Socially Responsible Leadership Scale "change" sub-scale, according to the variable of taking on social service course, but no statistically significant difference was found for the other sub-scales.

Table 8. t -test results according to membership in student societies

SRLS	Member (n=61)		Not a member (n=146)			
Sub-scales	M	SD	M	SD	t	p
Consciousness of Self	34.90	4.053	35.25	4.168	.547	.585
Congruence	31.75	2.970	31.54	3.618	.406	.685
Commitment	27.59	2.411	27.43	2.919	.374	.709
Collaboration	36.51	3.218	35.71	3.939	1.407	.161
Common Purpose	41.44	3.599	40.96	4.339	.767	.444
Controversy with Civility	27.28	2.835	27.21	3.040	.146	.884
Citizenship	35.90	4.053	35.60	4.175	.484	.629
Change	35.56	3.299	35.12	3.930	.758	.449

There was no statistically significant difference between the scores obtained from the sub-scales of SRLS according to the status of being a member of student societies.

Table 9. t-test results according to regular sports status

SRLS	Yes (n=129)		No (n=78)			
Sub-scales	M	SD	M	SD	t	p
Consciousness of Self	35.19	4.062	35.08	4.260	.184	.854
Congruence	31.32	3.453	32.08	3.372	1.546	.124
Commitment	27.53	2.687	27.38	2.929	.377	.707
Collaboration	36.02	3.440	35.81	4.237	.400	.690
Common Purpose	40.95	4.151	41.35	4.115	.662	.509
Controversy with Civility	27.39	2.840	26.97	3.187	.968	.334
Citizenship	35.61	4.243	35.81	3.964	.329	.743
Change	35.40	3.633	35.00	3.954	.748	.455

It was found that the scores of the students from the sub-scales of the Socially Responsible Leadership Scale did not show a statistically significant difference according to the regular sports variable.

Table 10. t-test results according to licensed sports status

SRLS	Yes (n=148)		No (n=59)			
Sub-scales	M	SD	M	SD	t	p
Consciousness of Self	35.29	4.065	34.78	4.295	.803	.423
Congruence	31.84	3.276	31.00	3.765	1.603	.110
Commitment	27.62	2.522	27.12	3.322	1.179	.240
Collaboration	36.11	3.455	35.53	4.415	1.009	.314
Common Purpose	41.31	4.023	40.58	4.383	1.156	.249
Controversy with Civility	27.30	2.732	27.07	3.532	.500	.617
Citizenship	35.75	4.015	35.53	4.443	.352	.725

| Change | 35.36 | 3.616 | 34.97 | 4.094 | .689 | .491 |

It was found that the scores of the students from the sub-scales of the SRLS did not show a statistically significant difference according to the licensed sports variable.

4. DISCUSSION and CONCLUSION

In the study, the socially responsible leadership perceptions of the students of the Faculty of Sports Sciences were examined according to the variables of gender, age, place of residence, grade level, department, taking social service courses, membership in student societies, doing regular sports and doing licensed sports. Considering the minimum and maximum scores of the sub-scales of SRLS, it was found that the students had a perception of socially responsible leadership above the average. In a study conducted by Külekçi (2015) on university students, it was found that the post-test score averages were 262 for the experimental group, 279 for the control group, and the pre-test scores for these two groups were close to each other, and it was determined that the students' SRLS perceptions increased because of the training provided. In this study, the average score of the students who received sports training was determined as 269. Therefore, it can be said that university students' perceptions of leadership based on social responsibility are close to each other.

When the gender variable was examined, a statistically significant difference was found in the scores of male and female students receiving sports training from the "collaboration" and "change" subscales of the socially responsible leadership scale. It was determined that male students had higher scores than female students in all sub-scales. Similarly, in the study conducted by Dugan, Komives and Segar (2008), male participants scored higher in the "change" sub-scale, while female participants scored higher in other sub-scales. Özgan and Öztuzcu's (2016) study found that male teachers' perceptions of socially responsible leadership were higher than female teachers in the "congruence" and "collaboration" sub-scales. When other studies were examined, it was determined that female participants had higher perceptions of socially responsible leadership than male participants and that there were significant differences in sub-scales (Anderson, 2012; Dugan, 2006). In the study conducted by Haber and Komives (2009), it was determined that female participants scored higher on the "consciousness of self", "responsibility" and "congruence" sub-scales. In Buschlen and Johnson's (2014) study, it was observed that although female participants received higher scores in the "citizenship" sub-scale, the scores of male participants increased because of the training. The reason for the different results in terms of gender in the studies may be due to the education levels of the students, different education programs, having different cultures, and even the developing and changing world and opportunities with the year the research was conducted. Since students in sports sciences were examined in this study, the fact that there is a male-dominated sports culture stemming from our culture may be a factor in the higher scores of male students. As a matter of fact, male students achieved higher socially responsible leadership scores than female students on the "collaboration" and "change" sub-scales.

No statistically significant difference was found between the scores of the participants from the sub-scales of the socially responsible leadership scale according to age groups. In terms of age groups, the existence of findings supporting this result draws attention in the literature. In studies in which university students (Buschlen & Johnson, 2014; Külekçi, 2015) and teachers (Özgan & Öztuzcu, 2016) were examined, it was stated that the perception of socially responsible leadership did not differ significantly in terms of age groups. The studies examined in the literature support the results of this study, and it can be said that the age variable is not a determining factor in the perception of socially responsible leadership. However, in this study and related studies, it has been determined that students' perceptions of socially responsible leadership increase in almost all sub-scales as age increases. This may be due to the age factor gaining experience with the progression of time, receiving different

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trainings in every field, increasing the sense of responsibility and social relations, developing the ability to congruence, and experiencing change by experiencing more collaboration and common purpose factors. It was found that there was no statistically significant difference between the variable of place where the students lived before coming to university and the SRLS subscale scores. In other words, the fact that students studying in sports sciences live in villages, districts, provinces, and metropolises is not a determining factor in the perception of socially responsible leadership. On the other hand, when the mean scores are examined, the students living in metropolitan cities "congruence", "collaboration", "common purpose" and "citizenship", the students living in the district "commitment" and "consciousness of self ", and the students living in the village "controversy with civility" and "change" sub-scales were found to have higher mean scores. Similarly, in Külekçi's (2015) study, a significant difference was found only in the "collaboration" sub-scale with the place of residence variable, and it was reported that students living in metropolitan cities scored higher. In the light of this information, the higher perceptions of socially responsible leadership of students who lived in metropolitan cities before they started their university education may be due to the wider educational opportunities of the students, the population density, the richness of the social and cultural structure, and the more opportunities to participate in activities or projects related to social responsibility.

The scores of the "congruence" and "collaboration" sub-scales of sports science students show a statistically significant difference according to the grade level variable. In the "congruence" sub-scale, the mean scores of 3rd graders (*M*=28.33) were higher than 1st graders (*M*=26.71), and on the "collaboration" sub-scale, 3rd graders (*M*=36.71) and 4th graders (*M*= 36.63) scores were found to be higher than the scores of 1st graders (*M*=34.81). When the studies are examined, it is seen that there are results that support the results obtained in this study. When the studies were examined, it was seen that the findings obtained in this study were supported. In Külekçi's (2015) study, a statistically significant difference was found only in the "collaboration" subscale, and grade 3 students' SRLS perceptions (*M*=32.77) were higher than grade 1 and grade 2 students. In the light of this information, the increase in the courses and projects related to social responsibility at universities as the grade level increases may be effective in the increase in the perception of socially responsible leadership of university students.

In terms of the department variable, the research findings show that there is no statistically significant difference in the socially responsible leadership perceptions of sports science students. However, when the scores of the students were examined according to the departments, it was determined that higher scores were obtained in the sub-scales; Physical Education and Sports "collaboration", Coaching Education "commitment", "common purpose" and "citizenship", Recreation "consciousness of self" and "congruence", and Sports Management "controversy with civility" and "change". The reason for obtaining different findings according to departments may be because there are different curricula in the departments and the courses are given by different instructors. Therefore, although it has been determined that the department variable is not a determining factor for this research, it is a situation that will be supported by the increase in studies to be done in the field.

A statistically significant difference was found only in the "change" sub-scale in the socially responsible leadership perceptions of university students according to their Social Service Course (SSC). When the mean scores were examined, it was determined that the students who took SSC had higher SRLS perceptions in all subscales than the students who did not take the course. When the curricula of the departments (PES: Physical Education and Sport, C: Coaching, REC: Recreation, SY: Sports Management) in the Faculty of Sport Sciences, where the research was carried out, are examined, it is seen that "community service practices", "volunteering in sports", "organization management", "group dynamics and leadership", "leadership and sports" etc. It has been determined

that such courses are included and the content is processed as project-based applied trainings (PAÜ, 2022). Therefore, the fact that the scores of students who took similar courses on social responsibility and leadership were higher than those who did not receive them was supported by this research. On the other hand, although there is no statistically significant difference in other sub-scales, except for the "change" sub-scale, it can be said that the status of taking SSC course contributes to the development of students' perception of socially responsible leadership. Saran, Coşkun, İnal Zorel and Aksoy (2011) also stated that students taking THU courses offers the opportunity to develop their skills to serve the community throughout their university education and when they graduate. These findings, which were also obtained in this research conducted on sports science students, once again emphasize the contribution and importance of education on students.

According to the variable of membership in student societies, there was no statistical difference in students' perceptions of socially responsible leadership. However, it was determined that the average scores of the students who were members of the communities were high in all except the "consciousness of self" dimension. Similarly, in studies conducted, Hotamışlı et al. (2010) found that taking an active role in student societies did not make a difference in students' perception of socially responsible, and Külekçi and Özgan (2015) found that students who were members of communities had higher perception of SRL. Since only the status of being a member is determined in the variable of being a member of student societies, the interaction of the communities, the number of activities and the impact on the student etc. such cases could not be controlled. Therefore, these factors should be taken into consideration in more in-depth research and the impact of membership in communities on social responsibility should be determined. As research increases, it can be revealed whether this variable is also a consistent variable.

There was no statistically significant difference in the perception of SRL according to the variables of "regular sports" and "licensed sports" of students studying in sports sciences. However, the mean scores of students who played regular and licensed sports were higher than those who did not play sports. It can be said that this situation is due to the fact that the entire research sample consists of sports science students. When sports are examined as a variable in the studies to be carried out with students who do not receive sports education, it can be revealed more clearly whether doing sports is an effective factor or not. Because, according to Şahan (2008), with sports activities, the individual provides solidarity and sharing with the feeling of winning and losing, and the development of a sense of social responsibility in this direction.

According to the results of the research, it was determined that gender, grade level and taking on social service course were a determining factor, while age groups, place of residence, department, membership in student societies, regular sports and licensed sports were not a factor in students' SRL perceptions. The gender of the students is a determining factor in the "collaboration" and "change" sub-scales in the perception of socially responsible leadership, and the scores of male students are higher than female students. The "collaboration" and "commitment" sub-scales in the grade level variable, and the "change" sub-scale in the social service practices course-taking variable made a significant difference. It has been determined that the perception of socially responsible leadership increases as the age and class level of students, and students living in metropolitan cities in terms of where they live before they come to the university. Similarly, socially responsible leadership perceptions of students who are members of student societies and who do sports were found to be high.

The results obtained in this research reveal the importance of education and sports. The fact that the courses given on social responsibility awareness in universities, the number of projects and the positive situation of individuals doing sports make one think that university students are also effective in increasing their perception of socially responsible leadership, and it is expected that the research will contribute to socially responsible leadership studies in the field of sports sciences.

This research is limited to the answers given by the students who continue their education at Pamukkale University Faculty of Sport Sciences in the fall semester of the 2020-2021 academic year, but who continue to school. However, the fact that the authors did not give permission for the adaptation of the short form of the original scale to Turkish at the beginning of the study was also a limitation. Finally, it is thought that making some suggestions within the scope of the research will be beneficial for future research. Considering that social responsibility is important in leadership development, the relationship between leadership and social responsibility can be investigated in sports-related fields. By reaching larger samples, studies and trainings on social responsibility and leadership development in sports can be carried out. Qualitative, quantitative and mixed research can be done on sports, social responsibility and leadership.

Ethics Committee Decision

For the research, the permission of the ethics committee was obtained with the decision of Pamukkale University Social Sciences Research and Humanities Research and Publication Ethics Committee dated 02.06.2021 and numbered 10-1 meeting/decision numbered 68282350/22021/G10.

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