ORIGINAL ARTICLE
Examining the Relationship Between the Leadership Levels and Authenticity of the Students in the Department of Recreation

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ABSTRACT

This study aims aimed to examine the relationship between the leadership levels and authenticity of the students in the Department of Recreation in terms of certain variables. The population of the study consisted of students of department of recreation studying in sports sciences faculties and schools of physical education and sports. The variance and homogeneity of the obtained data were tested, and for the data determined to be homogeneous, Independent t-test was used in binary comparisons while One Way Anowa test was used in multiple comparisons, and Tukey HSD test was used to determine the source of difference. For the statistical analysis and interpretation of the data, $p<0,05$ significance level was taken into consideration. It was found that the mean values of athletes were statistically higher compared to sedentary people in all Leadership dimensions depending of sportiveness factor ($p<0.05$) while again the mean values of athletes were statistically higher compared to sedentary people in all dimensions except Impartiality within authenticity dimensions ($p<0.05$). Depending on the age factor, it was determined that the mean value of the 18-21 age group in the Group sub-dimension of the Leadership dimension was statistically higher compared to the 26 and older age group ($p<0.05$). In all of the authenticity dimensions, it was determined that the values decreased as the age group increased and this change was statistically significant ($p<0.05$). A positive correlation was found between the leadership and authenticity values, and it was determined that the authenticity increased at the same rate as the leadership characteristics increased. In the light of these findings, it can be said that women are more authentic and unbiased compared to men, the leadership and authenticity values of the athletes are more positive compared to sedentary people, the mean values of the authenticity dimension decrease statistically as the age group increases, and there is a positive relationship between the leadership and authenticity values of the students. It can be said that this situation observed between women and men may be due to the responsibilities and roles imposed on women and men in society, sportive life has a positive effect on the leadership and authenticity characteristics, and the increase in leadership and authenticity characteristics will affect each other positively.

Keywords: Recreation, leadership, authenticity, university students, sports

INTRODUCTION

The leisure time of human beings has increased with the rapid development of technology from the past to the present as well as the decrease in the workload and the ease of access to social opportunities. Thanks to the developing technology, the need for manpower has continued to decrease gradually, and people have taken the path of using their leisure time, which can be said to have laid the foundations for recreation. We can say that recreation is when people use their leisure time efficiently by participating in an activity with their own free will in their leisure time. Individuals may sometimes need help when making use of their leisure time, may not be self-sufficient and may get assistance from recreational leaders while doing these activities and having fun.

Leadership is the process of influencing in general terms. Collective works are possible by the people being influenced by the leader and persuaded for voluntary cooperation. In other words, the leader guides the members in order to successfully realize the determined plans in the group. Leadership is the ability to persuade people to make an effort in a designated direction. High-level communication is the ability to create appropriate and fast solutions to complex issues. It is to be able to spread positive thoughts and emotions around them, and at the same time, they have the abilities to solve complex structures that can act as authentic.

Authenticity has been studied in depth in significant fields from people's physical health to their development [1]. According to Kernis and Goldman 2006, authenticity is the ability of people to continue their social life according to their actual personality or self without hindering their daily life [2]. Thus, the individual can continue their life in an authentic way without being affected by the pressure of the thoughts of different individuals [3]. It has been researched as an important concept that also reflects its own values and characteristics in daily life directed at people's thoughts and behaviors [4].

In today's conditions, it will have a significant impact in terms of individuals' use of their leisure time and assessing the activities of department of recreation in the society while reflecting leadership characteristics and authenticity when presenting these effects. Conscious directions and planning within leisure time in life, which fills a gap that can be considered important for people, play an important role in assessing the leadership and authenticity of the students of the department of recreation.

Recreation: Recreation is the whole of the activities that the people actively participate in in social life more effectively and for the purpose of resting, entertainment and recovery with the increase in leisure time after the recreation industry revolution [5].

Individuals move away from their living environment in their leisure time and adapt various objectives such as seeing other places, having fun, gaining various

experiences and resting. They may passively or actively participate in these recreational activities in outdoor or indoor areas. Recreation emerges as a concept that expresses the leisure time activities of individuals. People want to live a healthy life in order to relax themselves and somehow reduce work stress by moving away from the negative effects in their business life under pressure and stress as well as their routine daily lives. However, recreation means the individual's voluntary preference of activities which they can enjoy more in the time outside of their work and compulsory requirements, somehow rest, and reach personal satisfaction [6].

The need for recreation

As it is known, needs are unlimited and continuous. So much so that people have many needs that they have to fulfill and have the desire to fulfill, and these needs tend to increase constantly.

Benefits of recreation

Recreation and recreational activities are needed due to the benefits they bring to the individual and the society. In terms of the individual, recreation is needed due to reasons such as improving physical health, good mental health, being a social individual, business efficiency and business success in parallel to this, economic activation, being a happy individual, while ensuring solidarity, integration and acting together, strengthening the democratic phenomena of society in terms of the society [7].

Recreational activities have characteristics that support the physical and mental development of individuals, individual or in groups, active or passive, old or young, in outdoor or closed areas, are dedicated to psychological relaxation of each individual, and thus have no limitations [8].

Leadership: It has been a question from past to present that who can guide the individuals when they start to live alone or with groups, when they are always together. This has emerged as a concept that people need from the past to the present [9].

When we look at the literature, there are various definitions of leadership. Every researcher and reviewer has made an effort to recognize and explain the concept of leadership in terms of the subject they are interested in. It can be said that leadership, in its simple form, is the adaptation of a person to a social field of activity that is involved in different ways at every stage of their life [10].

The individual who opens a way of impact in the social life based on various available resources within this leadership process is called the leader. The leader is the person who influences their followers with various experiences and skills, gathers their affective and physical energies, and reveals their secret powers [11].

Importance of Leadership

Young people are also highly affected by the rapid change and development in our lives. However, they have difficulty in exploring and discovering their own self-worth and even managing themselves. In order to overcome such problems, it has become even more important to prepare young people for the future with more diverse skills. Thus, it can be said that it is important to determine the leadership criteria and to create leadership capacity in young people.

Due to the change in the leadership understanding of the society with the development of global conditions, the duties of individuals in leader roles are important in this regard. The ability of senior executives to best implement and fulfill the responsibilities expected from them is directly linked to their leadership characteristics. In order to be a better senior executive, it is necessary to have leadership characteristics [12].

Authenticity: The person's answers to the question of who they really are reflect their own insights into an authentic experience of existence. An authentic experience of existence is one of the main topics discussed in philosophy. Various propositions have been argued on authenticity or non-authentic experiences. Since the early 2000s, psychology has brought various approaches within the framework of its own principles and methods.

Authenticity is defined as the person's revealing their true self without hindering their daily life [2]. Kernis and Goldman 2006 discussed authenticity in four interrelated dimensions: awareness, impartiality, authentic behavior, and relational authenticity [2]. The awareness dimension is the knowledge and trust of the person in the context of cognitions about their motives, desires, feelings and self. The impartiality dimension reflects the objectivity of the person regarding the positive and negative aspects of their self, emotions and internal experiences. The authentic behavior dimension is the behavioral expression of the components of awareness and objectivity. The relational authenticity component includes the value of being open, sincere, and honest in close relationships and fighting for them. In addition to the discussed operational definition of authenticity, it has been also conceptualized from different perspectives. One of them is the Triple Authenticity Model [13].

The Triple Authenticity Model is based on the basic assumptions of Human Psychology. The model includes authentic life, acceptance of external impact and alienation components. Authenticity in Human Theory, which is the basis for the development of the triple authenticity model, has been discussed as an important structure that points to the difference/overlap between true, noticed and expressed selves [14]. From a more comprehensive perspective, authenticity reflects consistency among behavior, emotion, and intentions as well as openness to experience, self-awareness and belief in actualization their full potential [15].

In adulthood, authenticity can also mediate attachment and affect processes [16]. Similarly, there is a relationship between authentic or non-authentic behaviors and attachment. For example, attention was drawn to the relationship between insecure attachment and dishonest behaviors. In a study conducted on attachment, the relationship between authenticity and romantic attachment in relationships and the care given to the romantic partner was revealed. Authenticity is important in terms of the development of relationships and harmonious structures in different periods of the person's process of development.

MATERIAL AND METHOD

This section covers the method of the research, population and sample of the research, data collection tools, collection of the data and statistical issues used in the analysis of the data.

The research was carried out by descriptive method as determining the scope and method, collecting

information on the subject, conducting literature review and applying the questionnaire form. It is limited to students studying in the department of recreation at the Physical Education and Sports Schools and Faculties of Sports Sciences at universities.

Population and Sample

Population of the study consists of the students of the department of recreation studying in the faculties of sports sciences and physical education and sports schools; and the sample consists of the students of Departments of Recreation of Selçuk University, Akdeniz University, Sakarya University, Gazi University, Kocaeli University and Adnan Menderes University. The questionnaire form was applied to a total of 401 people, 185 women and 216 men studying in Department of Recreation at these six universities.

Data Collection Tools

In the study, the Youth Leadership Characteristics Scale was used to measure the leadership levels of the students, and the authenticity scale was used for their authenticity. A personal information form was also used to collect information about demographic characteristics.

Personal Information Form

The information form developed to collect data on independent variables consists of 4 questions. It consists of personal information and questions such as gender, active sports status, grade level and age.

Youth Leadership Characteristics Scale (YLCS)

Youth Leadership Characteristics Scale was used in this part of the data collection tool. It was developed by Cansoy and Turan 2016 [17]. The scale consists of 7 sub-dimensions including Struggle Desire and Goal Setting, Communication Ability, Group Skills, Trust and Reliability, Decision Making Skills, Problem Solving Skills and Responsibility. Attitudes of the participants towards leadership characteristics are assessed on a 5-point Likert-type scale and the statements are answered as: Never - Rarely - Sometimes - Often - Always. In the study to determine the youth leadership characteristics of secondary school students, it was stated that the scale was a valid and reliable measurement tool. Accordingly, the internal consistency coefficient of the scale was found to be 0,95 as Cronbach Alpha value. It is seen that the items of

the scale are consistent with each other and aim to measure the same characteristic.

Authenticity Scale (OS)

In order to reveal the authenticity of the participants, the Authenticity Scale developed by Kernis and Goldman 2006 and adapted to Turkish culture by Aydoğan, Özbay and Büyüköztürk 2011 was used [2,18]. The scale adapted to Turkish language within the scope of the study consists of 39 items in 4 sub-dimensions: awareness, impartiality, behavioral and relational adaptation. Attitudes of the participants towards their authenticity levels are assessed on a 5-point Likert-type scale and the statements are answered as follows: Strongly Disagree - Disagree - Undecided - Agree - Strongly Agree. In the study, Cronbach Alpha value of the scale was calculated as 0.86. Construct validity was examined using the confirmatory factor analysis method tested on 315 university students, and the cultural validity of the proposed four-factor structure was revealed.

Data Collection and Analysis: After interviewing the officials of the Faculties of Sports Sciences and Physical Education and Sports Schools of the universities, the questionnaire was filled by the students studying in the department of recreation at Selçuk University, Akdeniz University, Sakarya University, Gazi University, Kocaeli University and Adnan Menderes University. Before the application, students were informed about the scales, and their questions about the scales were answered. Participation in the study was stated to be voluntary, and they were asked to answer the questions honestly. It was stated that it was not necessary for students to write their identity information.

The variance and homogeneity of the obtained data were tested in the analysis, and for the data determined to be homogeneous, Independent t-test was used in binary comparisons while One Way Anowa test was used in multiple comparisons, and Tukey HSD test was used to determine the source of difference. For the statistical analysis and interpretation of the data, p<0,05 significance level was taken into consideration. Cronbach Alpha value was found to be 0,95 for Youth Leadership Characteristics Scale and 0.85 for Authenticity Scale.

RESULT

Table 1: Changes between students' leadership dimensions depending on gender factor

Gender	n	Struggle		Communication		Group		Trust		Decision		Problem		Responsibility		General	
		x	Sd	x	Sd	x	Sd	x	Sd	x	Sd	x	Sd	x	Sd	x	Sd
Women	185	4,04	0,78	3,99	0,72	4,22	0,73	4,3	0,65	4,23	0,76	4,16	0,81	4,2	0,76	4,15	0,59
Men	216	4,06	0,72	3,91	0,75	4,12	0,72	4,2	0,71	4,17	0,8	4,23	0,7	4,18	0,68	4,11	0,58
Total	401	4,05	0,75	3,95	0,74	4,16	0,73	4,25	0,68	4,2	0,78	4,2	0,75	4,19	0,71	4,13	0,59
t		-0,367		1,082		1,339		1,461		0,706		-0,869		0,282		0,725	
p		0,712		0,278		0,181		0,142		0,479		0,38		0,776		0,468	

Table 2: Changes between students' authenticity dimensions depending on gender factor

Gender	n	Awareness		Impartiality		Behavior		Relational		General	
		x	Sd	x	Sd	x	Sd	x	Sd	x	Sd
Women	185	3,51	0,54	2,76	0,91	3,42	0,47	3,68	0,54	3,46	0,44
Men	216	3,44	0,49	2,61	0,85	3,28	0,40	3,58	0,47	3,35	0,38
Total	401	3,47	0,51	2,68	0,88	3,34	0,44	3,63	0,51	3,40	0,41
t		1,203		1,781		3,136		1,894		2,533	
p		,226		,074		,002 *		,056		,011*	

* Significant difference between groups (p<0.05).

When Table 1 is examined, no statistical change was observed in the sub-dimensions of struggle, communication, group skill, trust, decision-making, problem and responsibility according to gender variable.

Table.2 shows that there was no statistical change in the mean values of Awareness, Impartiality, Relational and General Dimensions while it was found that the mean value of Women in the behavior dimension was statistically compared to the mean value of Men (p<0.05).

Table 3: Changes between students' leadership dimensions depending on sportiveness factor

Sportiveness	n	Struggle		Communication		Group		Trust		Decision		Problem		Responsibility		General	
		x	Sd	x	Sd	x	Sd	x	Sd	x	Sd	x	Sd	x	Sd	x	Sd
Athlete	249	4,17	0,72	4,07	0,73	4,28	0,7	4,33	0,65	4,31	0,74	4,3	0,71	4,26	0,69	4,23	0,55
Sedentary	152	3,85	0,76	3,75	0,71	3,97	0,72	4,11	0,72	4,01	0,82	4,02	0,79	4,07	0,73	3,95	0,6
t		4,289		4,342		4,153		3,076		3,612		3,549		2,548		4,686	
p		,000 *		,000 *		,000 *		,002 *		,000 *		,000 *		,010 *		,000 *	

* Significant difference between groups (p<0.05).

Table.3 shows that a statistical change was observed in the struggle, communication, group, trust, decision-making, problem status and responsibility sub-dimensions of the leadership scale according to the active sportiveness status of the students. (p<0.05).

Table.4: Changes between students' authenticity dimensions depending on sportiveness factor

Sportiveness	n	Awareness		Impartiality		Behavior		Relational		General	
		x	Sd	x	Sd	x	Sd	x	Sd	x	Sd
Athlete	249	3,54	0,52	2,67	0,94	3,38	0,45	3,69	0,52	3,45	0,43
Sedentary	152	3,37	0,49	2,7	0,76	3,28	0,42	3,52	0,47	3,32	0,37
t		3,256		-0,291		2,103		3,403		3,146	
p		,001 *		0,759		,033 *		,001 *		,001 *	

* Significant difference between groups (p<0.05).

Table.4 shows that a statistical change was observed in the awareness, impartiality, behavior, relational and general dimensions of the authenticity scale according to sportiveness status of the students (p<0.05).

Table 5: Changes depending on the leadership dimensions of the students at the grade level

Grade	N	Struggle		Communication		Group		Trust		Decision		Problem		Responsibility		General	
		x	Sd	x	Sd	x	Sd	x	Sd	x	Sd	x	Sd	x	Sd	x	Sd
1st Grade	143	4,00	0,76	3,86	0,78	4,09	0,82	4,18	0,77	4,15	0,79	4,15	0,74	4,14	0,72	4,07	0,62
2nd Grade	96	4,03	0,81	3,94	0,78	4,15	0,74	4,21	0,72	4,14	0,86	4,08	0,86	4,09	0,79	4,08	0,61
3rd Grade	73	4,14	0,66	4,05	0,63	4,22	0,66	4,38	0,45	4,30	0,71	4,28	0,68	4,25	0,68	4,22	0,52
4th Grade	89	4,08	0,75	4,01	0,69	4,26	0,58	4,29	0,64	4,26	0,74	4,33	0,68	4,33	0,61	4,21	0,55
F		,622		1,367		1,147		1,637		,961		2,137		2,354		1,810	
P		,601		,252		,330		,180		,411		,095		,072		,145	

Table.5 shows that there was no statistically significant difference at the grade level in the struggle, communication, group, trust, decision-making, problem status and responsibility sub-dimensions of the leadership scale according to the active sportiveness status of the students.

Table.6: Changes between students' authenticity dimensions at the grade level

Grade	n	Awareness		Impartiality		Behavior		Relational		General	
		x	Sd	x	Sd	x	Sd	x	Sd	x	Sd
1st Grade	143	3,49	0,53	2,76	0,88	3,36	0,45	3,65	0,51	3,43	0,42
2nd Grade	96	3,51	0,51	2,66	0,86	3,41	0,4	3,64	0,51	3,43	0,4
3rd Grade	73	3,45	0,54	2,69	0,93	3,3	0,44	3,64	0,53	3,39	0,43
4th Grade	89	3,42	0,48	2,56	0,85	3,26	0,46	3,56	0,49	3,33	0,39
F		0,543		1,02		2,075		0,636		1,32	
p		0,653		0,384		0,103		0,592		0,268	

Table.7: changes of age factor depending on leadership dimensions of students

Age	n	Struggle		Communication		Group		Trust		Decision		Problem		Responsibility		General	
		x	Sd	x	Sd	x	Sd	x	Sd	X	Sd	x	Sd	x	Sd	x	Sd
		4,08	0,72	3,97	0,72	4,28	0,65a	4,33	0,61	4,24	0,8	4,28	0,7	4,23	0,69	4,19	0,55
18-21	202																
		4,03	0,75	3,89	0,74	4,09	0,77ab	4,18	0,77	4,2	0,72	4,13	0,79	4,13	0,76	4,08	0,62
22-25	121																
		3,99	0,83	3,97	0,78	3,99	0,78b	4,14	0,7	4,07	0,85	4,09	0,79	4,17	0,69	4,05	0,62
26 and Over	78																
F		0,46	0,523			5,437		2,869		1,256		2,437		0,675		2,145	
P		0,631	0,593			,005*		0,058		0,286		0,089		0,51		0,118	

[*] Significant difference between the groups (p<0.05). [a,b]= It refers to the significance of the difference between the groups if the alphabetical superscripts in the same column bear a separate letter

Table.6. shows that the changes do not differ in awareness, impartiality, behavior, relational and general sub-dimensions for authenticity of students at grade level

Table.7 shows that no statistical change was observed in struggle, communication, trust, decision-making, problem status, responsibility and general sub-dimensions in leadership scale depending on the age factor of the students while a significant difference was determined in group skills sub-dimensions in 18-21 age group compared to 26 and over age group in the group sub-dimension. (p<0.05).

Table.8: changes of students depending on the authenticity dimensions depending on age factor

Age	n	Awareness		Impartiality		Behavior		Relational		General	
		x	Sd	x	Sd	X	Sd	x	Sd	x	Sd
18-21	202	3,56	0,53[a]	2,81	0,87[a]	3,39	0,47[a]	3,73	0,52[a]	3,48	0,43[a]
22-25	121	3,42	0,51[b]	2,64	0,89[ab]	3,32	0,42[ab]	3,53	0,51[b]	3,35	0,40[ab]
26 and Over	78	3,33	0,45[b]	2,41	0,84[b]	3,25	0,36[b]	3,52	0,41[b]	3,27	0,34[b]
F		6,731		6,173		3,087		8,193		9,298	
p		,001*		,002*		,047*		,000*		,000*	

[*] Significant difference between the groups (p<0.05). [a,b]= It refers to the significance of the difference between the groups if the alphabetical superscripts in the same column bear a separate letter

Table.8 shows a statistically significant difference was found in the awareness, impartiality, behavior, relational and general sub-dimensions of the authenticity scale of the 18-21 age group in the 22-25 and 26 and over age groups. (p<0.05).

Table.9: Correlation Change Table of Students

Correlations			
		Leadership	Authenticity
Leadership	PearsonCorrelation	1	,379[**]
	Sig. (2-tailed)		,000
	N	401	401
Authenticity	PearsonCorrelation	,379[**]	1
	Sig. (2-tailed)	,000	
	N	401	401

[**]. Correlation is significant at the 0.01 level (2-tailed).

Table.9 shows that the students' authenticity levels increase with their leadership style exhibition levels, and they positively affect each other.

DISCUSSION AND CONCLUSION

This study aimed to examine the relationship between the leadership characteristics and authenticity levels of students of department of recreation. This section is the discussion within the framework of the findings achieved according to the purpose of the research. The discussion based on the findings in the research was assessed separately for each sub-purpose.

It is observed that the students of department of recreation participating in our study mainly exhibit leadership and authenticity style. On the other hand, authenticity style is close to youth leadership style. There is a positive relationship between the leadership and authenticity levels of students of department of recration (p<0.05).

In a study conducted by Özdenk 2015 on individuals who are interested in and not interested in a sports branch, no significant difference was observed in their ability to analyze and organize in the leadership sub-dimensions depending on gender, and this is in parallel with our study [19]. According to a different study, Başoğlu 2013 stated that the transformational leadership scores of high school students who participated in sports recreational activities were higher compared to other participants [20]. We can attribute the reason for the lack of parallelism with our study to the difference of the sample group.

The discussion on differentiation of leadership characteristics according to gender persists. These discussions are about whether they differ according to gender [21]. In general, it is seen that the discussions about leadership depending on gender are conducted less at the youth level. Since the discussions are at the executive level, there is more need for studies on youth leadership perception and differentiation depending on gender.

In our study, a significant difference was observed only in authenticity and behavioral sub-dimension of authenticity. In their study on happiness, authenticity and the meaning of life, Demir 2017 found that while the relational authenticity, awareness and authentic behavior sub-dimensions of authenticity showed a significant difference in favor of women in terms of gender, the impartiality sub-dimension of authenticity did not show a significant level of difference [22]. In a different study conducted İmamoğlu et al. 2011, it was observed that women reported higher authentic behavior and general authenticity compared to men [23]. In our study, it is thought that the fact that the behavioral dimension of women's authenticity is significant may be due to the roles women undertake in social life.

Active sports variable is an effective variable in the leadership skills and authenticity levels of the students of department of recreation. This effect is in favor of students who actively engage in sports. When the literature is revirewed, there are studies that reach the conclusion that the social skill levels of the students engaging in sports are high in support of the conclusion of this study [24,25]. In addition to these studies, there are also studies that find that the sportiveness variable is not an effective variable in the social skill levels of the students [26]. In a different study, Garland and Barry investigated the effect of leadership behaviors and personality characteristics on the performance of athletes playing football in college. Garland and Barry considered performance measures as they considered them as original, substitute, and fighter. They considered personality characteristics and leadership behaviors together and found that this significantly contributed to performance estimation, and higher

performance of the players within the group was associated with them being more open-minded, extroverted, emotionally balanced and perceiving more training and positive feedback from their trainers [27].There are studies which support and do not support our study as a result of the researches conducted in the literature. We can attribute the reason for this difference to the difference of the sample group or their lifestyles in social life.

In our study, a statistically significant change was observed in the authenticity and authenticity sub-dimensions of the students according to their active sportiveness status. As a result of their study conducted with professional football players, Erdoğan 2014 observed that the results found in the sub-dimensions of discipline and responsibility, trust and forgiveness, honesty and sharing, respect and truthfulness, sharing and respect in terms of the league variable they played were statistically significant, and in parallel with these findings, there was an increase in the individual value levels as the league level increased [28]. Again, in parallel with our study, Adiloğulları 2011 stated in their study that the football players who found their annual wage sufficient were more loyal to the team compared to those who did not [29]. In a study conducted on nurses by Olgun et al. 2010, the success of students was associated with them having subjective responsibility [30]. In our study, we conclude that the recreation department students who are actively involved in sports activities are more authentic.

It was found that there was no statistically significant difference at the grade level depending on the leadership dimensions of the students. Başdoğan et al. 2002 found that there was no significant difference between the perceptions about leadership behaviors and gender variable of health vocational high school executives and teachers [31]. Again, in the study conducted by Manning 2002 on senior executives, it was found that there was no significant difference between gender and leadership styles [32]. While these studies supported our study, Eagly and Johnson 1990 conducted a meta-analytic analysis of 370 studies focusing on gender in leadership behaviors, and found that women were more prone to democratic and participatory leadership styles compared men, and they adopted autocratic and peremptory leadership styles less than men [33].

According to the results of the research, it was determined that the changes between the authenticity dimensions of the students did not differ at the grade level. In parallel with our study, in the study conducted by Denktaş 2020 "Examination of the relationships among authenticity, self-esteem and serious leisure perspective of individuals participating in leisure activities" on individuals participating in KOMEK, Public Education Center and Youth Center courses titled, it was found that there was no significant difference between the scores of man and woman participants according to the results obtained from the authenticity scale in the study [34]. In their study on happiness, authenticity and the meaning of life, Demir 2017 found that while the relational authenticity, awareness and authentic behavior sub-dimensions of authenticity showed a significant difference in favor of women in terms of gender, the impartiality sub-dimension of authenticity did not show a significant level of difference [22]. It is thought that

the different results in the literature and in our study may be due to the roles of students of department of recreation in social life.

A significant difference was determined in group skills sub-dimensions in 18-21 age group compared to 26 and over age group in terms of leadership of students depending of age factor and leadership sub-dimension. When the studies conducted in the literature are reviewed, Diener and Seligman 2002 stated that the happy university students have better social relations and their group skills are higher [35]. According to another study, the finding that the ability to work with the group is higher in students in public schools is similar to the study of Demir and Duruhan 2005 conducted in primary schools, which indicates that public schools give more pleasure to work with groups [36]. It can be said that the reason for the fact that there is no significant difference between the sub-dimensions in terms of leadership characteristics and it is lower compared to other dimensions is that students cannot successfully overcome the adolescence crisis, their psychosocial developments, they are not very happy, have low levels of self-esteem, and certain demographic and socioeconomic variables.

Based on this information, it can be argued that the fact that the students in of department of recreation within the 18-21 age group attach more importance to sociality at this age, friendship relationships become more important, they take responsibilities by feeling belonging to a group, there is a change in the characteristics of trust and reliability depending on age.

According to the findings, statistically significant changes were observed in all the authenticity sub-dimensions of the 18-21 age group, 22-25 age group and 26 and over age group. The researches indicate that authenticity has a significant effect on mental health and well-being [13]. Lack of authenticity may cause fear of living, lack of a strong character and awareness, and mental health disorders defined by social-emotional and personality disorders [37]. It can be said that authenticity will positively affect the leadership characteristics of the individual in realizing themselves, revealing their self autonomously and freely, and also their leadership characteristics when they achieve a high level of live satisfaction [38,39]. When the level of authentication of football players is examined based on the league they play in, a significant difference is observed within all sub-dimensions and this is in parallel with our study. 18-21 age group being statistically more significant compared to 22-25 and 26 and over age group in our research may be due to the trainings provided in the education system developing in line with the advancing technology.

When the researches and findings in the literature were examined, it was found that as the characteristics of students to exhibit leadership styles increased, their authenticity levels also increased, and there was a positive relationship between them. There are similar studies in the literature. Akyol 2009 examined the relationship between power distance and leadership in organizational culture and obtained results similar to our study [40,41]. In a different study, Kinter 2016 found a positive relation between power distance and interactive leadership and this supports our study [42,43,44]. Based on these findings, it was seen that the

active social life and sports participation of the students studying in department of recreation activities affected their authenticity together with leadership.

In conclusion:

— While no gender-related change was observed between the YLCS values, it was determined that the mean value of women was statistically higher compared to men in the mean of the authenticity scale, impartiality and general dimension (p<0.05)

— It was found that the mean values of athletes were statistically higher compared to sedentary people in all YLCS dimensions depending of sportiveness factor (p<0.05) while again the mean values of athletes were statistically higher compared to sedentary people in all dimensions except Impartiality within authenticity dimensions (p<0.05).

— Depending on the age factor, it was determined that the mean value of the 18-21 age group in the Group sub-dimension of the Leadership dimension was statistically higher compared to the 26 and older age group.

— No change was observed in the mean values of Leadership and Authenticity depending on the grade factor.

Suggestions: As a result of our study, it was seen that the students of department of recreation reflected their leadership and authenticity styles. For this reason, studies can be conducted to improve the leadership characteristics of students of department of recreation.

More comprehensive studies can be conducted to determine the leadership and authenticity levels of students, and clearer and more effective decisions can be made about their leadership and authenticity by addressing larger samples.

Mixed method studies covering all sports sciences faculties can be conducted to obtain the students' views on leadership and authenticity. These studies, which include different departments, can enable us to look at students studying in sports sciences from a wider and more detailed perspective.

It can be suggested to provide the students of department of recreation convenience in terms of access to sources such as workshops, books, videos and software that will assist leadership education.

Courses can be added and studies can be conducted in this field regarding the definition and theoretical conceptualization of leadership for students of department of recreation studying at faculty of sports sciences.

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