Investigation Of The Charisma And Intellectuality Effect In Determining A Leadership Model In The Light Of University Students’ Interaction With Their Academicians And Parents

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Extensive Summary

Introduction

With an amendment in the Article 130 of the 1982 Constitution, the number of universities started to increase in 1992 and the rate regarding the number of universities reached 34.5% in 2006. It is seen that a university was founded in each city of Turkey. This increase in the number of universities has brought out the necessity for them to question their educational quality along with the lack of academic staff and infrastructure. This increase in the number of universities along with the changing social environment, economic, political and cultural structure has also led to radical changes on university students.

As of 2014, Turkey has 111 state universities and 70 private universities (a total of 181 universities), and approximately 6 million students attend to these higher education institutions. The increase in the number, therefore, brings along competition and quality. (http://www.yok.gov.tr./web/guest/universitelerimiz, access:12.03.2015).

Those who were born between 1980 and 2000, and nearly consist more than of 30% of the Turkish population are called Gen-Yers. Gen Yers are described as independent, entrepreneurial, self-confident individuals who expect to succeed in a short period of time, like freedom and flexibility, dislike micromanagement, have individual decision-making mechanisms and are good at using information technology. This research aims to investigate what kind of a leadership profile university students, most
of whom are Gen Yers, desire to have under the effect of their academicians and parents, and whether charismatic or intellectual effect is higher in terms of demographic variables.

**Methodology**

The purpose of this research is to find out whether there is a relationship between the intellectual, charismatic and problem-solving leadership preferences of Generation Y and their demographic variables. The characteristics of Intellectual Leadership in the book titled *Vizyon Yönetimi (Vision Management)* by Prof. Dr. Ali Akdemir were used to determine the intellectual leadership preferences (Akdemir, 2008: 133-137). Conger and Kanungo’s revised C-K Charismatic leadership scale was used to determine the characteristics of charismatic leadership (Cogner and Kanungo: 1997:290). Moreover, the characteristics of a charismatic leader, which was described in a postgraduate thesis titled “An Implementation on the Relationship between Charismatic Leadership and Organizational Culture” by Zafer Aykanat was used (Aykanat, 2010: 116). The questionnaire consisted of two sections – the demographics section and the second section in which leadership profile was determined. The demographics section consisted of seven questions covering age, gender, region, income distribution, monthly expenses, education level and educational status of parents. The second section consisted of 20 items about the characteristics of charismatic and intellectual leadership using 5-Likert type scale. Of these items, 3 were excluded in the factor analysis. In the study, leadership preferences intellectual, charismatic and problem-solving were examined in three dimensions. Totally 1005 students - 227 associate’s degree students, 702 bachelor’s degree students and 76 master’s degree students – participated in the research.

**Findings**

It was found out in the ANOVA analyses that there was no difference in the variables depending on the perception of intellectuality, charisma and problem-solving according to their age, income level, consumption, region, and educational status of the parents.

P value in Bartlett test was ,000. KMO value was ,939, which showed the conformity of the variables with the factor analysis was perfect. Cronbach's Alpha value of the survey questions was ,904.

It was stated that the item university students agree with most in their preferences for intellectual leadership was “Parents and academicians must show utmost care for values such as equality, justice, transparency, merit” (X$_{\text{mean}}=4,40$) and the item they agree with least was “Parents and academicians must defend merit, transparency, equality, which are considered to be universal values, under all circumstances and at an advanced level.” (X$_{\text{mean}}=4,05$).

It was determined that the item university students agree with most in their preferences for charismatic leadership was “Parents and academicians must have an influence on me when I am troubled or have a big problem” (X$_{\text{mean}}=3,88$) and the item they agree with least was “Parents and academicians must have achieved challenging goals in their lives” (X$_{\text{mean}}=3,34$).

It was determined that the item university students agree with most in their preferences for problem-solving leadership was “For parents and academicians,
emotional and social intelligence are more important than cognitive intelligence in terms of problem-solving” ($X_{mean}=3.75$), and the item they agree with least was “Parents and academicians should not only deal with their professional issues but also with the socio-political issues of the world.” ($X_{mean}=3.43$).

**Result and Discussion**

This study investigates the kind of a leadership profile university students, most of whom are Gen Yers, have under the effect of their academicians and parents with whom they are intensively in touch, and whether charismatic effect or intellectual effect is higher in terms of demographic variables. In terms of the leadership preferences of Generation Y, the factor analysis showed that intellectuality were preferred more, and in terms of gender the women’s perception of intellectuality was found to be more significant than men’s. (Female $\bar{X}=4.23$; Male $\bar{X}=4.10$). Likewise, women’s perception of charisma was found to be more significant then men’s (Female $\bar{X}=3.65$; Male $\bar{X}=3.50$). No significant difference was found in terms of women and men’s problem-solving.

It was found out by Anova test that university students’ perception of intellectual leadership differed depending on their educational status and that bachelor’s degree students adapt intellectual leadership more than the ones doing their associate degree.

Gen Yers pay close attention to the values such as equality, transparency, and merit in their preference for leadership. Consistency in behaviors and discourse and paying more attention to knowledge than title indicate that their preference for intellectual leadership is more dominant. In their preference for charismatic leadership they have the desire to inspire from problem-solving, and in terms of problem-solving leadership, they have the desire to see emotional and social intelligence more dominant.

It is a must for the management and organization studies to determine the place of leadership expectations of Gen Yers in the leadership model. However, since the sample size of this study is limited, further studies should be performed with the university students in other universities for the generalization of the research results.