LEADERSHIP INITIATIVES IN TERMS OF NON-POSITONAL OF VOCATIONAL SCHOOL STUDENTS[1]

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ABSTRACT

In this study, it was attempted to determine quantitatively and qualitatively what constitutes non-positional leadership initiatives of Vocational School students. The research was designed in accordance with the qualitative research paradigm. The study group consisted of 14 students in a vocational college of a university in Central Anatolia, 3 departments of which were technical and 4 departments of which were social. Purpose sampling methods technique was used for define the study group. The research data were collected by means of a semi-structured interview form prepared by the researchers. The data were analyzed by content analysis method. Findings showed that leadership initiatives of students were consist of academic, socio-cultural, sportive and limited problem solving. The average number of initiative per student in the study period is two. The number of leadership initiatives that students want to do is fewer than the number of initiatives they have made. Students show their peer groups and managers who do not want to take risks as an obstacle to leadership initiatives. Some suggestions based on the findings obtained within the scope of the research are presented.

Keywords: Non-positional leadership, initiative, college students.

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INRODUCTION

The concepts of leadership and leader have been one of the most discussed subjects in the history and the most researched areas in the last hundred years. There are too many leadership and leader definitions to count. In the common point of all these definitions, leadership is the process of influencing others, and the leader is the one who activates others through this effect. This point of view shows that leadership is a broad concept that cannot be fit into the schemes of formal organizations and emphasizes that we need to take into account non-spatial leadership initiatives in order to understand leadership.

Every group needs a leader and there are successful leaders for the basis of successful organizations. Groups without a strong leader are left alone in the long term. In societies, people who are interested in each other and have a mutual positive effect come together and form groups and in this group; the individuals who have the skill of directing, the ability to influence and the ability to play, take the lead by taking the lead. Sometimes this happens with the approval of the group members, sometimes naturally. One of the most important features of leadership is to reveal itself very quickly and to reveal its effect (Eygü, 2018).

The concepts of position, title and authority are often confused with leadership. However, leadership is not a position or label. You may be the representative of a very large company or the president of a country. But they may not make you a leader. People who try to lead by taking power from their position may be insufficient to create a vision that will inspire others and integrate them. In some cases, non-spatial leaders in controlling and ordering may have more influence than formal leaders. Greg Satell promised the difference between the leader and the manager and the importance of non-spatial leadership with the promise that ly Leaders in change are more important than those with authority, (KimberlyWhite, 2015).

Many people see leaders as synonymous with having power, status and position. People who hold this view presuppose that leaders usually consist of only a few individuals at the summit of institutions. A management guru Peter Drucker (2004) said that "leadership, privilege, not a title or money, is responsibility." Gorski is summarizes in the best way non-positional leadership as "spatial leaders use the power they take from their positions to enable people to follow themselves, and that is not always the right approach" as. According to Sanders (2014), the position is a weak alternative for impact. Observing leadership with a non-spatial perspective also makes it easier to understand the distinction between leadership and management.

According to Uhl-Bien and Carsten (2007), organizations need coordination. Most organizations are structured to plan their actions and processes to achieve their goals and use all their resources efficiently and efficiently. There is of course the need for a positional leadership authority to provide management functions in organizations. However, it should be known that spatial leaders will prevent the emergence of non-spatial leadership within the organization when they abuse their powers. The role of positional leadership is not only to direct the individuals involved in the structure and operation of the organization to the realization of

organizational goals, but also to prepare conditions for the emergence and strengthening of non-positional leadership throughout the organization.

In a study by Humphreys (2010), it was found that the school principal and deputy principals acknowledged that they were not the only leaders in their schools. Moreover, it was emphasized that the non-positional leadership task was as important as the level of leadership by the principals. An important fact of today's world is that leadership is essential at every level of the organization. At this point, it should always be kept in mind that seeing leadership as a mere location will bring some dangers. The biggest of these dangers would be the inability of the organization's leadership potential to be fed properly and the neglect of leadership development.

Non-positional leadership was first described by Komives, Lucas and McMahon (1998), and was defined as a leadership approach that focused on providing positive contributions to the organization objectives, collaborating with others without taking part in the managerial hierarchy. Non-spatial leaders can work in partnership with others, leading to leadership at all levels of the organization. (KimberlyWhite, 2015). This leadership initiative is different from the collaborative process, power and control. The power here means the ability to energize and activate. In addition, the social, cultural and historical context is the most powerful aspect of such leadership (Astin and Leland, 1991). Non-spatial leadership encourages group members to "take the lead Konum and demonstrate leadership behavior. It creates a sense of community in the organization, makes it easier to focus on goals, and mobilizes the organizational environment by enabling group members who do not have managerial roles to share new ideas.

It is important to be aware that the learning of leadership in informal environments will be of vital importance in developing the management potential. Educational institutions are one of the most important places where non-spatial leadership skills develop. Anderson (2005) states that teachers do not only serve as teaching staff in their schools, but also that they are leaders who balance the demands of competition. Çolakoğlu (2005) states that instructors, parents, members of the school community, administrators and students should share their leadership tasks in order to achieve the desired strategic changes in educational institutions. By leaving the classical managerial role of school administrators; they must be a facilitator and preparatory for their students that take on leadership roles by interpreting them as the architect, instructor, coach and strategic teacher.

In terms of non-spatial leadership initiatives, student leadership in higher education institutions is of particular importance. People most often share and share their time in youth. These periods are usually university years. The students of the university are friends with the students whom they believe to be sincere. As a result of this, lifestyle and shared ideals of young people form groups of leaders and if these leaders have emerged, they continue in their future lives.

Without a choice for leadership, a member of group with leader characteristics suddenly can become the leader of that group. As the number of students with high leadership skills increases, clashes may increase in groups too. Students should have some social and cultural gains as well as their academic achievements at

universities. For the students who are generally away from their families, the groups in which they are involved should be the environments that will contribute to the society and to them. People who are the leaders of the groups they work in are very effective in determining the direction of the group. Therefore, university students need to discuss their leadership notions in these dynamic processes and all students should be supported in order to gain positive behaviors, even if they are not official. It should be ensured that the university students must be positively looking at the non-positional leadership implementations, and out-of-the-box understanding approach (Eygü, 2018).

Higher education should be a period in which students should live efficiently. The academic and administrative structure of these institutions should provide opportunities and possibilities for students to develop themselves through non-positional leadership initiatives. The skills gained during this period will extend beyond graduation and will be the key to success in personal and professional life. However, it is too difficult that adequately support students' leadership skills and functioning. Nevertheless, this situation also imposes an important social responsibility on higher education institutions in Turkey.

The Alabama University student leadership directive offers many student leadership opportunities to support personal and professional success. Students participate in leadership development activities in environments designed to increase both traditional and leadership potential with the help of the Office of Participation and develop leadership skills by gaining leadership experience. The office organizes leadership workshops for conferences, conducts conferences in various types of conferences, and offers various leadership opportunities and seeks to achieve the achievements that are appropriate for the leadership characteristics that employers look for in graduates. The students in the Leadership and Organization Team try to equip them with marketable skills and benefit from the peer education system to make the organizations organized by students effective and efficient (www.ua.edu).

Academics who conduct research on leadership say that it should be aware of the teacher leadership roles in schools. The task of the teacher leaders is to be in coordination with the school administrations and to achieve the goals of the school together they. In order to prepare the future for this role has to thought as a opportunity to enthusiastic students who are trying to become teachers in education faculties too (Bond and Sterrett, 2014; cited in Çetin & Çayak, 2016).

Leadership is not for just adults; is a skill that can be taught and improved from a young age. Student hood refers to the transition period between childhood and adulthood. Some students may have leadership experience, such as being a sports team captain, head of a school club, or being a summer camp adviser. However, as the age of the students decreases, the leadership experience decreases. Higher education is a highly practical training area for students to guide and develop leadership skills that adults will need in their lives. It is important that students identify opportunities of leadership and seek opportunities to gain new experience (Jensen, 2017).

Mortensen (2014), on his study for university students, emphasized the issue of youth leadership and found that students could almost become leaders in every stage of their life. In her study, she emphasized that university students should be treated with a psycho-social perspective, that it is important not to be overlooked for leadership, and that leadership opportunities should be presented to them as a right.

Leadership is a complex and multifaceted phenomenon that requires effective implementation of very different skills. Students gain experience, time management, organization, public relations, listening to others, being open to new ideas, team building, motivating others, doing delegation and much more (Komives et al., 2005). In a quantitative study at Ten American Universities, student leaders stated that multicultural awareness, self-recognition, conflict resolution skills, social responsibility and goal-setting skills developed (Dugan et al., 2008). Komives et al. (1998) stated that leadership in university students made significant contributions to personal development, deepened self-awareness, created self-confidence, created intimacy among individuals, and enabled the expansion of new skills and student motivation. Jensen (2017) states that student leaders develops the potential to cope with the challenges of change and complexity in our modern, global society with its unique youth perspective. Therefore, it is important to listen to the voices of the student leaders and to present more experience to leadership in early life. Education, business and civil society will benefit from these leaders.

Komives et al. (2004) found that students entered the university environment with a perception of income from leadership position, then they adopted relational leadership models with the help of activities that led them to see themselves as leaders and learned new ways to understand leadership. According to these researchers, non-positional leadership is the most important part of personality development. It is a process in which students with different backgrounds learn together and interact together. Through the experience of different perspectives and cultural experiences, students develop their cultural identities (race, ethnicity, gender), leadership perspectives, and play an important role in developing non-spatial leadership identity.

METHOD

Research Model

The research was designed in accordance with the qualitative research paradigm. The aim of developing a theory in qualitative researches is the induction principle, the methods are flexible, the samples are small and the researcher is an instrument of research.

Working group

The study group consisted of 14 students who were studying in 7 programs including 3 technical and 4 social programs at a university at the Central Anatolia in Turkey. In order to determine the study group, criterion based sampling technique was used.

Data Collection Tools

Research data were collected by a semi-structured interview form prepared by the researchers. The questions included in the interview form focused on determining the leadership initiatives of the students during their higher education period, the leadership initiatives that they could not or could not do and the concerns and obstacles related to the leadership initiatives. In this context, expert opinions were taken about the interview form prepared. Students were asked to express their views on the subject in writing.

Analysis of Data

Data were analyzed by content analysis method. Content analysis is a systematic analysis technique where some words of a text are summarized with smaller content categories. With the help of content analysis, the existence of certain words and concepts in a set of texts and texts is revealed (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2016). According to Weber, content analysis (1989) is a way of analyzing current interpretations from any text after a series of procedures.

Within the scope of the research questions, the responses of the students in writing were analyzed by content analysis. The leadership initiatives of the vocational school students during their higher education periods, the leadership initiatives they could not or could not do, and the obstacles they faced against the leadership initiatives were gathered under categories and themes by analyzing in terms of quantity and quality. The categories and themes obtained are presented in tables for convenience in narration. The coding key was used to analyze the data obtained in the research. The data were analyzed by two researchers and the inter observer compatibility level was determined as .90.

FINDINGS

Table 1 presents the numerical distribution of the responses of the senior students in the study group to the three questions in the interview form.

Table 1. Numerical Distribution of Responses of Data to Questions in Semi-Structured Interview Form

Questions	Student' Answers														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Tot.
1. Did you have leadership initiatives that influenced others (friends, teachers, officers, and others) in your vocational school period? What are they?	2	2	1	2	3	2	2	1	2	2	2	2	2	3	28
2.If you did not attempt a leadership, what activities would you like to influence and making lead the others?	1	1	1	2	2	2	1	0	1	1	1	1	2	2	21
3. What concerns do you fear about attempting leadership as a student? What are your worry and fears?	1	0	0	1	1	1	1	0	1	0	1	0	0	1	8

As seen in Table 1, when the answers of the 14 students participating in the semi-structured interview form are examined, there is their total of 28 non-positional leadership initiatives during the two-year higher education period. They said that there were 21 leadership initiatives we could not do. And, they said that "we were prevented for 8 non-positional leadership attempts. The answers of the students about the leadership initiatives in the higher education periods of the vocational high school (VHS) students and the categories and themes related to these responses are given in Table 2.

Table 2. Analysis of Leadership Initiatives of Vocational School Students

Leadership initiatives of the students	Categories
(1) Leading the preparatory examination to complete the undergraduate degree (2) Designing a professional project and organizing it (3) Leading the organization of scientific seminar, etc.	*Academic Initiatives*
(2) Leading the Meetings Organization (2) To coordinate small social activities for students (3) To make cultural trips (4) To set up a theater club (5) To organize trips to historical places (6) To provide professional help to someone with bad habits.	*Socio-Cultural Initiatives*
(1) To organize a field tournament (2) To organize a volleyball tournament.	*Sportive Initiatives*
(1) To solve the problem related to the dormitory administration.	*Problem Solving Initiatives*

In Table 2, it is seen that the answers of the student that "Did you have leadership initiatives that affect others (friends, teachers, officers, and others) in your schooling period? What are they? When these responses were examined, it was observed that there were 28 leadership initiatives within the two-year schooling period of 14 VET students and these initiatives were grouped under 4 main categories. These categories include *academic, socio-cultural, sportive and problem-solving initiatives.*

It has been determined that the academic leadership initiatives of the students consist of preparing for the exams, project development, and seminar organizations and reading habits. When the students' statements are examined; Student 3 says that *I worked as a leader at all levels of the projects related to the courses; I had prepared a program for my dormitory mates. In this way, we work together and are moving towards our goals*, Student 10 says that *In order to improve ourselves with our classmates, we organized book reading organizations in our leisure time* Student 7*, l organized the professional project was given to me by instructor. I want to take all the tasks in this style, I want to express myself and raise my confidence and come to good levels.*

It was seen that the socio-cultural initiatives of the students were excursions, theater and cinema days, and meeting organizations. When the students' statements about this subject are examined; Student 1 said that *"We organized a meeting organization with our university friends in the first year of our school last year.* Student 8 said, *I rented my friends who stayed in the hostel last year and went to the tomb of Nevşehir,*

Gülşehir, Kırşehir and Yunus Emre, I organized a Nevşehir trip and Student 12 said *in I did a theater organization in our school and I was the leader.*

It has been seen that the sportive initiatives of the students are aimed at organizing organizations such as football, volleyball tournament and plates. Examining the students' statements about this subject; Student 11 said that *I pioneered the construction of volleyball tournaments in the dormitory*, Sutudent 9's said that *I also organized my friends and set up a plate group in the plates gym Salon.* Student 3 said that *I established a team as the dormitory mates last year and I had combined union with other friends Students what he said.*

Students' problem solving initiatives have been focused on solving a problem facing school and dormitory management. Examining the students' statements about this subject; Student 5' said that *I have pioneered my friends for catering services and I have been a success in this regard. It is seen that they do.*

Table 3 showed that the answers of the questions of the vocational school students about the question in If you did not attempt a leadership, what activities would you like to influence others and lead them.

Table 3. The Students' Could Not Do Leadership Initiatives

Leadership initiatives of the students they want to do?	Categories
(1) To organize technical and professional trips (2) To give seminars about our profession (3) To make some initiatives to open some courses (DGS, English, Web Design) by the Public Education Directorate for our personal development.	*Academic Initiatives*
(1) To organize for martyrs (2) To organize theater and cinema days (3) To start a process to prevent waste of paper (course notes etc.)	*Socio-Cultural Initiatives*
(1) To organize sporting activities (2) To open some Far Eastern sports courses for female students	*Sportive Initiatives*
(1) To organize organizations and to create a fund for students with poor financial conditions	*Problem Solving Initiatives*

The answers given by the students to this question showed total of 21 leadership initiatives and these initiatives consist of four categories: 4 academic, socio-cultural, sportive and problem solving.

It is seen that the academic leadership initiatives that the students want to make are for organizing technical and professional trips, giving professional seminars and opening professional and personal development courses (Prepairing Exams, English, Web Design). In terms of the students' statements about this subject; Student 4 said that I would like to organize more technical trips because I was a second class, I would like to make educational trips. We're about to finish the second class. In this sense, I think that it will contribute to us academically ", Student 7' he would like to organize technical trips to institutions and companies related to our field. I also want to organize a prom too. Student 13 said that he want to do technical and professional trips

and interviews. It is seen that the socio-cultural initiatives of the students are intended to be cultural and social trips, theater and cinema days, and graduation party organizations. Examining the students' statements about this subject; Student 14 said that there is no activity in the district we are in. In this sense, he wants to do theater, travel activities, sporting activities. It is seen that there are some demands of students.

It is seen that the sportive initiatives that the students want to do are for organizing organizations such as football, volleyball tournament. In addition this close martial arts course for women students. Examining the students' statements about this subject; Student 1 said that I want to turn sporting and cultural activities into a continuous activity. "I want to establish a sports club where women will be active. in the form of. It is seen that the problem solving initiatives that the students want to realize in the future are for social assistance and recycling. Examining the students' statements about this subject; Student 9' said that I would like to make an organization about the financial situation for the friends.

"If you have anxiety and fears, what are they?" The answers this question were given in Table 4.

Table 4. Analysis of the Obstacles Faced by the Vocational School Students

Concerns and obstacles related to leadership initiative	*Categories*
(1) Student friends' storing of information and communication barriers	*Blocked by peers*
(2) Some obstacles of the school administration (2) To be complained in a memorial service for the martyrs	*Blocking by school or dormitory*

As you can see in Table 4, what concerns do you hear from the students "about attempting leadership? If you have anxiety and fears, what are these? The answers given these questions could be very important in terms of peer groups or vocational school and dormitory administration.

It is expressed as the obstacles faced by the students in the leadership initiative, the situation of peer prevention, fuss-cracking discourse, lack of information and communication. Examining the students' statements about this subject; Student 1 said that when I wanted to walk and talk on behalf of my martyrs with my school friends, we were blocked by some people. When I try to organize social and cultural trips to different provinces in the dormitory, I encounter some obstacles. I wanted to repair a phone, but my classmates don't believe I can do it. In addition, a project that I submitted to the school was rejected by saying that my project was considered simple and inadequate. I'm afraid of people who will make opposition, Student 7 said that only my some friends sometimes consumed my energies about this matter. Other than that, the school administration and my teachers always have support me. Student 11 said that yes, I have concerns. Especially when I'm going to make an attempt when I say how you will be absurd la. I received suggestions that I cannot be successful.

The category of the prevention of the school students by the school and the dormitory that they encountered in the leadership initiative was evaluated as legal procedures and non-willingness to enter into risk. Examining the students' statements about this subject; Student 14'un la I have encountered many times. In my first year, I wanted to organize a football tournament. The school manager responded negatively.

CONCULUSSION

This research results showed that the leadership initiatives of 14 vocational school students were found to be composed of academic, socio-cultural, sportive and limited problem solving initiatives. The average number of initiatives per student is two. The number of leadership initiatives that the students want to do (21) is less than the number of initiatives they did (28). Students indicated as a barrier the peer groups, their managers who do not want to take risks by allowing their initiative.

The complex nature of leadership makes it difficult to make a definition about leadership that will be accepted by all. Maxwell (2007) says: If the person who thinks himself to be the leader does not follow, then he is just going for a walk Max. On the other hand, books on self-leadership sell millions and break sales records. Bennis and Nanus, (1985) also sees influencing, directing and directing the views, actions and trends of others. While there is such a controversy about leadership, it also makes it difficult to draw the boundaries of non-positional leadership. Although it seems that facilitating this type of leadership as collaborating without giving place to the administrative hierarchy and providing positive contributions to the group's objectives, it seems quite difficult to express the exact limits of where the non-positional leadership will begin and where it will end. On the other hand, student leadership, youth leadership, academic leadership, social leadership and many other types of leadership find their place in this concept.

In a study conducted by Kezar (2017), the base leaders in organizations should be identified and supported, and the necessity of efforts to reveal leadership at all levels to create a deep change has come to the fore. This result shows that strong leadership has begun in non-positional environments and has matured in time and gave its fruits. Peters (2017), university students in their study to improve leadership behavior, the leadership of the student leadership in the group has found more qualified to provide benefit. In addition, it is emphasized that the number of people who are leaders, especially university graduates, should be increased.

One of the important results achieved in this study is that the academic and socio-cultural initiatives are the most expressed in the leadership initiatives of vocational school students. Preparing for exams, designing professional projects, organizing seminars and reading books should be seen as big initiatives at student level. In the same way, socio-cultural acquaintances, travel program and theater activities are important initiatives. Of course, all of these initiatives will contribute greatly to the development of leadership skills of students. However, the group that is being researched on this subject is vocational school students and it is noteworthy that a commercial and economic initiative has never been mentioned.

Again, one of the interesting results of this research is that the number of leadership initiatives that the students want to do is less than the number of initiatives they have done. One of the two most important reasons for this may be the lack of capacity and effort to realize and perform, while the other may be frustrated with negative criticism from the environment. Indeed, Student 3's ime bunu classmates do not believe that I can do this. A project I presented to the school was rejected as simple and insufficient. I'm afraid of people who will make opposition ', Student 7's my friends think… cannot make you think like anxiety in, Student 11's yes, I have concerns. Especially when I make an attempt, I am thinking that 'how I will be ridiculous and Student 12's I received some though that I cannot be successful. Student 14" I have encountered many times. I wanted to organize a football tournament in my first year and the school principal responded negatively. The words of Student 1 I am blocked by some people when I wanted to walk and talk on behalf of my school friends and martyrs.

The last finding of this study is that students see their peer groups as obstacles they face in their leadership initiatives and managers who do not want to take risks by allowing activities. The negative impact of peer groups is important here. There may be many reasons for this. The lack of education is the first reason to come to mind. However, it is very important for the students to see the managers as obstacles in their leadership capacities. The main task of management is to use human and material resources effectively and efficiently. To develop all kinds of capacity. At this point, it is necessary to draw attention to the situation of non-spatial leadership initiatives in educational institutions and to question the level of ability of the students to be able to provide the skills they need during their education after the graduation.

As a result, it has become clear that non-spatial leadership initiatives in educational institutions have a great importance in terms of their success in students' present and future life.

SUGGESTIONS

The development of non-positional leadership skills of students, especially school administrators, should be included in the job descriptions of all training personnel. In all educational institutions and especially in higher education institutions, the leadership of the students should be supported and the capacity of the students should be continuously improved. It should be kept in mind that these initiatives are of great importance in terms of creating a dynamic society and that there will be a solution to many problems we are complaining about today.

MESLEK YÜKSEKOKULU ÖĞRENCİLERİNİN KONUMSAL OLMAYAN LİDERLİK GİRİŞİMLERİ

TÜRKÇE GENİŞ ÖZET

GİRİŞ

Liderlik ve lider kavramları tarih boyunca üzerinde en fazla konuşulan kavramlardan ikisi olmuştur. Bu iki kavrama ilişkin sayılamayacak kadar tanım bulunmaktadır. Tüm tanımların ortak noktası liderliğin belli amaçlar için başkalarını etkileme süreci, liderin ise bu etkiyle başkalarını harekete geçiren kişi olduğudur. Böyle bir bakış açısı liderliğin formal örgütlerin şemalarına sığdırılamayacak kadar geniş bir kavram olduğun ortaya koymaktadır. Liderlik olgusunu anlayabilmek için konumsal olmayan liderlik girişimlerini de hesaba katmak gerekmektedir.

Konumsal olmayan liderlik, ilk defa Komives, Lucas ve McMahon (1998) tarafından ele alınmış ve *yönetimsel hiyerarşide yer almaksızın başkalarıyla iş birliği yaparak, örgüt veya grup amaçlarına pozitif katkılar sağlamaya odaklanan bir liderlik yaklaşımı* olarak tanımlanmıştır. Konumsal olmayan liderler başkalarıyla iş birliği içerisinde çalışarak, liderliği örgütün her seviyesinde gerçekleştirebilirler. (KimberlyWhite, 2015). Bu liderlik girişiminde işbirlikçi süreç ile güç ve kontrol farklıdır. Buradaki güç enerjilendirme ve harekete geçirme yeteneği anlamındadır. Ayrıca sosyal, kültürel ve tarihsel bağlam, bu tür liderliğin en güçlü yanını oluşturur (Astin ve Leland, 1991). Konumsal olmayan liderlik, grup üyelerini "liderliğe adım atmaya" ve liderlik davranışı göstermeye teşvik etmektedir. Örgütte bir topluluk duygusu oluşturmakta, hedeflere odaklanmayı kolaylaştırmakta ve yönetsel rolleri olmayan grup üyelerinin yeni fikirleri paylaşmalarını sağlayarak örgütsel ortamı hareketlendirmektedir.

Liderliğin informal ortamlarda öğrenilmesinin yönetim kapasitesini geliştirmede hayati bir öneme sahip olduğunun farkına varmak gerekmektedir. Eğitim örgütleri, konumsal olmayan liderlik becerisinin geliştiği en önemli yerlerden biridir. Anderson (2005) öğretmenlerin okullarında sadece öğretim görevi yapmadıklarını, bununla birlikte öğrencilerin rekabet isteklerini dengeleyen birer lider olduklarını belirtmektedir. Çolakoğlu (2005) eğitim kurumlarında istenilen stratejik değişimlerin ve dönüşümlerin gerçekleşmesi ve başarıya ulaşması için öğreticiler, veliler, okul toplumu üyeleri, yöneticiler ve öğrencilerin de liderlik görevlerini paylaşılmaları gerektiğini dile getirmektedir. Bu nedenle okul idarecileri yöneticilik rolünü biryana bırakmalı ve öğrencilerine de liderlik görevi vermelidirler.

Öğrenci liderliği, konumsal olmayan liderlik girişimleri bakımından yükseköğretim kurumlarında özel bir önem taşımaktadır. İnsanlar en çok gençlik zamanlarında paylaşımlarda bulunurlar. Bu dönemlerde çoğunlukla üniversite yıllarıdır. Üniversite öğrencileri kendilerine yakın olarak gördükleri, samimiyetine inandıkları kişilerle arkadaşlık ederler. Bunun bir sonucu olarak ortak idealleri paylaşan gençler bir araya gelir ve bu durum da

konumsal olmayan liderleri ortaya çıkarır. Gruplarda liderlik vasıfları fazla olan öğrenci sayısı arttıkça çatışmalar da artabilir.

Liderlik sadece yetişkinlere ait bir olgu değildir. Öğrenci olmak, bir anlamıyla çocukluk ve yetişkinlik arasındaki geçiş dönemini ifade eder. Bazı öğrenciler bir spor takımının kaptanı, bir okul kulübünün başkanı ya da yaz kampında danışman olmak gibi liderlik tecrübesine sahip olabilirler. Yükseköğrenim kurumları bu şansı tüm öğrencilerine vermeli ve öğrencilerin kendilerinde var olan liderlik potansiyelini tanımlayabilmeleri ve bu konuda iyi bir deneyim kazanabilmeleri yeni fırsatlar yaratmalıdır (Jensen, 2017). Mortensen (2014) üniversite öğrencileri üzerinde yaptığı bir çalışmada, gençlik liderliği konusu üzerinde durmuş ve çalışmasında öğrencilerinin hemen hemen yaşamlarının her aşamasında lider olabileceği düşüncesine sahip olduklarını ortaya koymuştur. Araştırmada psiko-sosyal bakış açısıyla üniversite öğrencilerinin liderlik konusunu gözden kaçırmamak gerektiğine vurgu yapmakta ve liderlik fırsatlarının öğrencilere bir hak olarak sunulmasının gerekliliği üzerinde durmaktadır.

Komives ve arkadaşları (2004) tarafından yapılan bir araştırma öğrencilerin üniversiteye *"liderlik konumdan gelir"* algısı ile girdiklerini, daha sonra kendilerini birer lider olarak görmelerini sağlayan faaliyetler yardımıyla ilişkisel liderlik modellerini benimsediklerini ve liderliği anlamada konusunda yeni yollar öğrendiklerini ortaya koymuştur. Bu araştırmacılara göre konumsal olmayan liderlik sağlıklı bir kişilik gelişiminin de en önemli aracıdır. Sorunun geniş kapsamı içerisinde, bu çalışmada Türkiye'de iki yıl gibi kısa süreli bir yükseköğrenim süresi olan meslek yüksekokulu öğrencilerinin konumsal olmayan liderlik girişimleri bakımından ne durumda oldukları öncelikli görülerek ele alınmış ve bu konuya ilişkin bir durum değerlendirmesi yapılmaya çalışılmıştır.

YÖNTEM

Araştırmanın Modeli

Araştırma nitel araştırma paradigmasına uygun olarak yürütülmüştür. Nitel araştırmalarda yöntemler esnek, örneklemler küçük, tümevarım esas ve teori geliştirmek amaçtır. Araştırmacı araştırmanın bir aracı durumunda olabilmektedir.

Çalışma Grubu

Araştırmanın çalışma grubu Orta Anadolu'daki bir üniversitenin Meslek Yüksekokulunda 3'ü teknik ve 4'ü sosyal olmak üzere 7 programda öğrenime devam eden toplam 14 öğrenciden oluşturulmuştur. Çalışma grubunun belirlenmesinde amaçlı örnekleme yöntemlerinden, ölçüte dayalı örnekleme tekniği kullanılmıştır. Araştırma kapsamındaki meslek yüksek okulunda her programın son sınıflarında öğrenimi tamamlamak üzere olan 2'şer öğrenci çalışmaya gönüllü olarak katılmıştır.

Veri Toplama Araçları

Araştırma verileri, araştırmacılar tarafından hazırlanan yarı yapılandırılmış bir görüşme formu yardımıyla toplanmıştır. Görüşme formunda yer alan sorular *öğrencilerin yükseköğrenim dönemlerindeki liderlik girişimlerinin neler olduğunu, yapmak isteyip de yapamadıkları liderlik girişimleri ile liderlik girişimlerine ilişkin kaygı ve engellerin nelerden oluştuğunu* tespit etmeye odaklanmıştır. Bu kapsamda hazırlanan görüşme formu hakkında uzman görüşleri alınmıştır.   Öğrencilerin konuya ilişkin görüşlerini yazılı olarak ifade etmeleri istenmiştir.

Verilerin Çözümlenmesi

Veriler betimsel, içerik ve frekans analizi yöntemiyle çözümlenmiştir. İçerik analizi bir metnin bazı sözcüklerinin daha küçük içerik kategorileriyle özetlendiği sistemli bir çözümleme tekniğidir. İçerik analizi yardımıyla metinlerden oluşan bir küme içindeki belli kelime ve kavramların varlığı ortaya konur (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2016). Weber'e göre içerik analizi (1989) herhangi bir metinden çıkarılan geçerli yorumların bir dizi işlemle sonrasında sunulan bir çözümleme yoludur.

Araştırma kapsamındaki öğrencilerinin yarı yapılandırılmış görüşme formu yardımıyla bildirmiş olduğu yazılı metinler çözümlenerek oluşturulan kategori ve temalar altında toplanmıştır. Elde edilen kategori ve temalar anlatımda kolaylık sağlaması için tablolar halinde sunulmuştur. Araştırma kapsamında elde edilen verilerin çözümlenmesinde kodlama anahtarı da kullanılmıştır. Veriler iki ayrı araştırmacı tarafından içerik analizine tabi tutulmuş ve bağımsız gözlemciler arası uyumluluk düzeyi .90 olarak tespit edilmiştir.

Nitel araştırmalar, öznelliğin yüksek olması, geçerlik ve güvenirliğin düşük olması bakımından bazı eleştiriler alabilmektedir (Arastaman, Öztürk Fidan ve Fidan, 2018). Nitel araştırmalarda araştırma sonuçlarının tekrar edilebilirliği olarak ifade edilebilecek güvenirlikten çok, araştırmacının araştırdığı olguyu, olduğu biçimiyle ve olabildiğince yansız gözlemesi anlamına gelen geçerlik daha büyük bir önem arz etmektedir (Yıldırım &Şimşek, 2005). Araştırmaya güven duyabilme sorunu kapsamında bu çalışmada katılımcıların zihinlerindeki farklı gerçeklikleri doğru ve adil bir şekilde yansıtmaları ve toplanan içeriğin olduğu gibi sunulması bu araştırmanın en temel geçerlik ölçütü olarak görülmüştür.

BULGULAR

İçerik analizi sonuçları araştırmaya katılan 14 adet meslek yüksekokulu öğrencisinin iki yıllık yükseköğrenim süresi boyunca toplam 28 adet liderlik girişiminin olduğunu göstermiştir. Öğrencilerin yapmak isteyip de yapamadıkları liderlik girişim sayısı 21 ve liderlik girişimleri için engel olarak gördüğü 8 durum bulunmaktadır. Öğrencilerin liderlik girişimlerin 4 ana kategori altında toplandığı gözlenmiştir. Bu kategorilere *akademik, sosyo-kültürel, sportif ve problem çözme* girişimi başlıkları verilmiştir.

Öğrencilerin akademik liderlik girişimlerinin sınava hazırlık, proje geliştirme, seminer düzenleme ve okuma alışkanlığı kazandırma gibi konulardan oluştuğu, sosyo-kültürel girişimlerinin geziler, tiyatro ve sinema günleri, tanışma organizasyonları olduğu, sportif girişimlerinin halı saha, voleybol turnuvası, plates gibi organizasyonları düzenleme amaçlı olduğu ve son olarak problem çözme girişimlerinin, okul ve yurt idaresi ile karşı karşıya kalınan bir sorunu çözme odaklı olduğu görülmüştür.

Meslek yüksekokulu öğrencilerinin öğrencilik süreleri içerisinde *"Bir liderlik girişimde bulunmadınız ise, hangi konuda ne tür faaliyetler yaparak liderlik yapmak isterdiniz?"* sorusuna ilişkin verdikleri yanıtlara da akademik, *sosyo-kültürel, sportif ve problem çözme* olarak dört kategoriden oluşmaktadır. Öğrencilerin yapmak istedikleri akademik liderlik girişimlerinin teknik ve mesleki geziler düzenlemek, mesleki seminerler verdirmek ve mesleki ve kişisel gelişim kurslarının (DGS, İngilizce, Web Dizayn) açılması gibi konulardan oluştuğu, sosyo-kültürel girişimlerinin kültürel ve sosyal geziler, tiyatro ve sinema günleri, mezuniyet partisi gibi faaliyetlerden olduğu, sportif girişimlerinin halı saha, voleybol turnuvası, bayanlar için yakın dövüş sanatları kursu gibi faaliyetler olduğu ve son olarak problem çözme girişimlerinin de sosyal yardım ve geri dönüşüm amaçlı olduğu tespit edilmiştir.

Meslek yüksekokulu öğrencilerinin yükseköğrenim dönemlerinde *"Bir öğrenci olarak liderlik girişiminde bulunma bakımından hangi kaygıları duymaktasınız? Kaygı ya da korkularınız var ise bunlar nelerden oluşmaktadır?"* sorusuna verdikleri yanıtlarda öğrencilerin 8 adet kaygı, korku ya da engel bildirilmiş olduğu; bunların da akran grupları eleştirileri veya okul ya da yurt idaresi kaynaklı olduğu tespit edilmiştir.

Öğrencilerinin liderlik girişiminde karşılaştığı engellerden, akran engellemesi durumu, şevk kırıcı söylemler, bilgi ve iletişim eksikliği olarak ifade edilmiştir. Öğrencilerinin liderlik girişiminde karşılaştığı idareci engellemesi kategorisi ise yasal prosedürler ve risk almak istemeyen idareci davranışı olarak değerlendirilmiştir.

SONUÇ VE TARTIŞMA

Liderliğin karmaşık doğası, hakkında herkes tarafından kabul görecek bir liderlik tanımı yapabilmeyi zorlaştırmaktadır. Maxwell (2007) *"Kendini lider zanneden kişinin takip edeni yoksa o kişi sadece yürüyüşe çıkmış sayılır"* demektedir. Bu görüş bazı noktalarda eleştirilebilir gözükmektedir. Çünkü kendi kendine liderlik konusu da mümkün olup bu konu üzerine yazılan kitaplar da milyonlar satarak satış rekorları kırmaktadır. Bennis ve Nanus, (1985) başkalarının eylemleri kadar görüşlerini etkilemek de liderlik demektedir.

Liderlik hakkındaki böylesi tartışmalı durumlar varken konumsal olmayan liderliğin sınırlarını çizebilmek de oldukça zor gözükmektedir. Konumsal olmayan liderliğin *hiyerarşik bir konumda yer almaksızın iş birliği yoluyla amaçlara pozitif katkılar sağlama* olarak tanımlanması işleri kolaylaştırmış gibi gözükse de gerçekte bu liderlik türünün nerede başlayıp nerede biteceğin kesin sınırlarla ifade etmek oldukça zor gözükmektedir. Öte yandan

öğrenci liderliği, gençlik liderliği, akademik liderlik, sosyal liderlik ve daha pek çok liderlik türü bu kavram içerisinde kendine yer bulmaktadır.

Kezar (2017) tarafından yapılan bir araştırmada örgütlerde derin değişim yaratmak için her düzeyde liderliğin ortaya çıkarılması için çaba gösterilmeli ve özellikle taban liderler belirlenerek desteklenmelidir görüşü ön plana çıkmıştır. Bu sonuç, güçlü liderliğin konumsal olmayan ortamlarda başlayarak geliştiğini ve zaman içerisinde olgunlaşarak meyvelerini verdiğini göstermektedir. Peters (2017) tarafından yapılan bir araştırmada üniversite öğrencilerinin liderlik davranışlarını geliştirmek için yapılan çalışmada, öğrenci liderliğinin liderlik yapılan gruba fayda sağlayacak nitelikte olduğu ortaya konmuştur. Aynı çalışmada toplumun liderlik gücünün geliştirilmesi için üniversitelerde liderlik özelliklerine sahip mezun sayısının arttırılması gerektiği de vurgulanmıştır.

Bu çalışmayla ulaşılan önemli sonuçlardan biri meslek yüksekokulu öğrencilerinin liderlik girişimlerinde akademik ve sosyo-kültürel girişimlerin en fazla dile getirilmiş olmasıdır. Sınavlara hazırlanmak, mesleki projeler tasarlamak, seminer ve kitap okuma faaliyetleri düzenlemiş olmak öğrenci düzeyinde büyük girişimler olarak görülmektedir. Aynı şekilde sosyo-kültürel boyutta tanışma, gezi ve tiyatro gibi etkinlikleri ön plana çıkmaktadır. Kuşkusuz bu girişimlerin tümü de öğrencilerin liderlik becerilerini geliştirmelerine büyük katkılar sağlayacaktır. Fakat bununla birlikte üzerinde araştırma yapılan grup meslek yüksekokulu öğrencileri olması nedeniyle herhangi bir ekonomik ve ticari girişimin dile getirilmemiş olması da oldukça dikkat çekicidir.

Yine bu araştırmayla ortaya çıkan ilginç sonuçlardan birini öğrencilerin yapmayı istedikleri liderlik girişim sayısının yapmış oldukları girişim sayısından daha az olması oluşturmaktadır. Bunun en önemli iki nedeninden biri hayal edip gerçekleştirme kapasite ve çabasının düşük olması, diğeri de çevreden olumsuz eleştiriler alarak hayal kırıklığına uğrama endişesi olarak gözükmektedir.

Bu çalışmanın en çarpıcı bulgusu öğrencilerin liderlik girişimlerinde kendi akranlarını ve kendi idarecilerini engel olarak görmeleridir. Gençler için akran gruplarının olumsuz etkisi önemlidir. Bunun pek çok sebebi olabilir. Eğitim eksiği konuya ilişkin olarak akla ilk gelen nedendir. Fakat öğrencilerin liderlik kapasitelerini geliştirmelerinde yöneticilerini engel olarak görmeleri oldukça dikkat çekicidir. Yönetimin temel görevi insan ve madde kaynaklarını etkin ve verimli olarak kullanmaktır (Hoy ve Miskel 2002; Lunenburg ve Ornstein 2011). İnsana ve maddeye dair her türlü kapasiteyi geliştirmek yönetim ve yöneticilerin temel görevidir. Bu noktada, eğitim kurumlarında idarecilerimizin konumsal olmayan liderliğin önemini yeterince fark edemedikleri söylenebilir. Bu durum öğrencilerin mezuniyetlerinden sonraki yaşamlarında ihtiyaç duyacakları liderlik becerilerini gereğince kazanıp kazanamadıklarının sorgulanması sonucunu doğurmaktadır.

ÖNERİLER

Sonuç olarak eğitim kurumlarındaki konumsal olmayan liderlik girişimleri öğrencilerin bugünkü ve gelecek yaşantıları açısından büyük bir öneme taşımaktadır. Öğrencilerin konumsal olmayan liderlik becerilerinin geliştirilmesi hem onların hem de ülkemizin geleceğine yapılan bir yatırım olarak görülmelidir. Konumsal olmayan liderlik uygulamalarını geliştirmek her türlü eğitim kurumunda görevli tüm personel için görev

tanımında almalıdır. Özellikle de yükseköğretim kurumlarında konumsal olmayan öğrenci liderlik girişimleri desteklenmeli ve öğrencilerimizdeki liderlik kapasitesi sürekli olarak geliştirilmelidir. Bu girişimlerin dinamik bir toplum oluşturabilme açısından önem taşıdığı, bugün yaşadığınız ve gelecekte de yaşayacağımız pek çok soruna çözüm olacağı daima hatırda tutulmalıdır.

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