

## **Examining the Leadership Dimension of the US Presidency System**

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### **Extensive Summary**

#### **Introduction**

How to manage the countries in the most ideal way is a topic that is on the agenda as democracy. While there are two specific regimes, the republic and the monarchy, there are many and varied systems associated with these regimes.

The presidential system is a system that is considered within the republican regime. In general the presidency in particular the US Presidential System is still on the agenda in many countries.

The most interesting subject and system at this point is the US Presidency System. Because while most presidential systems lay the groundwork for authority, oppression, poverty and corruption, The US Presidential System produces democracy, development, polyphony, freedom, and science.

This point has to be removed. In this study, the issue is addressed in this respect. First, the essential elements of the US Presidency System are explained. The branches of the legislative-executive-judiciary powerful local governments, strong NGOs, strong universities, strong private sector are major elements of the US Presidential System. Another factor is leadership. As the United States is a country that is in the grip of world leadership, the leadership direction of the president is at least as important as the other elements. Because world leadership requires knowing, predicting, and ultimately trending. Which is leadership.

In this study, the US Presidency System was addressed in this respect. Firstly, the presidential system was mentioned, after which the main elements of the US Presidency System were emphasized and the dimension of leadership was explained. In the scale developed, the perceptions of university students about the leadership dimension of the US Presidency System have been tried to be determined. On the basis of demographic variables, perceived differences regarding the leadership dimension of the students were

researched. For this purpose, independent groups t-test and one-way ANOVA were used.

### **Research**

Survey form was used as a data collection tool in the field survey conducted by going out from the main point of the study. The scale used in the study was prepared by the study group and the literature in this subject was taken as the basis. For this purpose, elements of the US presidential regime, US presidential legislation, secondary data of the presidential system, studies conducted in the field of leadership, and Akdemir (2009) publications were used. The survey form used in practice consists of 2 parts.

- In the first part of the questionnaire, there were questions to determine the demographic characteristics of the students studying at state and foundation universities in Istanbul as the research target mass.
- In the second part, the leadership dimensions of the US presidential system are examined.

There are 13 questions in the questionnaire form, 6 of which are demographic and 7 of which are Likert type questions. 5 Likert type expressions are categorized in five intervals as “Never Participate”, “I do not Participate”, “No Idea”, “I Participate” and “I Participate Totally” as negatively positive.

The universe of the research constitute students studying in state and foundation universities in Istanbul. 734 students participated in the survey. 20 of these questionnaires were excluded from the analysis because they were answered incompletely. The answers given by 714 learners were analyzed.

52,1% of the students were female, 47,9% were male; 33,3% from 23 to 27, 31,5% from 18 to 22 and 20,2% from 28 to 32 years of age; 52,8% are undergraduate, 17,4% are receiving doctorate education; 75,8% are in social education and 16,9% are in health education; 74,6% are foundations, 25,4% are studying at state university. While 27,9% of the participants were highly interested in political issues, 15,8% have a low level of interest in political matters (Table 1).

### **Analysis**

In the factor analysis, the KMO value of the scale was 0,80, the Bartlett sphericity test was above 0,50 and the significance of 0,05 was found, and the total declared variance was determined as 74,2%. As a result of factor analysis, two factors with eigenvalues of 1 and over have emerged. These factors were named “US president’s intellectual leadership” and “US president’s executive leadership”, respectively (Table 2).

In the reliability analysis, Cronbach’s Alpha coefficient was used. All dimensions of the scale were above 0,70 and the scale-related judgments were found to be highly internal consistency (Table 3).

### **Testing Hypotheses**

Based on the research model (Figure 1), 6 hypotheses were generated.

The US president’s intellectual leadership, US president’s executive leadership and US presidential system leadership perceptions and gender (Table 6) of the university students, ages (Table 8), levels of education (Table 10), areas of education

(Table 12) were not statistically significant ( $p>0,05$ ).  $H_1$ ,  $H_2$ ,  $H_3$ ,  $H_4$  and  $H_5$  hypotheses are not supported.

However there is a statistically significant difference ( $p<0,05$ ) between, the US president's intellectual leadership, the US president's executive leadership and leadership perceptions in the US presidential system, and the level of interest of university students in political issues (Table 15). This result indicates that the hypothesis  $H_6$  is supported.

According to the results of the research, the following findings were obtained:

- The US president's intellectual leadership and leadership in the US presidential system; students with very low political interests have more positive attitudes than low and high-level students ( $p<0,05$ ).
- The US president's intellectual leadership and leadership in the US presidential system; Students with a political interest in the middle level have a more positive attitude than low-level students ( $p<0,05$ ).
- As to the US president's executive leadership; Students with very low political interests have a more positive attitude than low-level students ( $p<0,05$ ) (Table 16).

### **Discussion**

The presidential system receives positive feedback in the literature because of the separation of powers, the power of one's own initiative, strong local governments, and the presence of the bi-parliament, and countries that are governed by the parliamentary system are looking for a replacement.

Except for exceptions, the presidential system does not produce wealth, prosperity, democracy, income distribution justice, freedom, strong NGOs, as well as being a system of interest and preference with such a highly regarded and preferred management system. Presidential system produces pressure, fear, poverty, income distribution injustice, and lack of education.

When compared to the parliamentary system, the Presidential System is the only exception to the US Presidency System. Because in the United States there is actually a separation of forces not only on paper, NGOs are strong, and the private sector is strong. In addition, another strong factor in the US Presidential System is strong leadership. In general leaders are able to identify vision and doctrine, have high intellectual levels, observe the country's dynamics, tend to resolve problems rather than problem and are determined to implement decisions. Leadership competencies of the presidents are gaining importance because being president in the US means to lead the world in one direction.

Such a strong leadership has been foreseen but the freedom to do wrong is completely restricted by the US Presidents. Strong media, strong private sector, strong NGOs, strong universities and sensitive US people are stakeholders as much as the president in the administration. The law is as strong as possible against the president who is more likely to make a mistake.

Through these dimensions and in the context of leadership dimensions the scale was prepared. It has been attempted to determine the perceptions of university students towards the leadership direction of the US Presidential System. In the general

framework, student perceptions for determining leadership were parallel. While the average value of the intellectual leadership of the US president is 3,98, the US president's executive leadership factor has an average rating of 3,89. In this respect student responses are closer to "I agree". Through the independent groups t test and the one-way ANOVA analysis, the perceived differences of the students towards the leadership dimensions of the US Presidency System were examined in terms of demographic variables - gender, age, education, educational field, university type, level of interest in political topics. As a result of the analyzes made, it was concluded that students' gender, age, education, education field and university type characteristics did not create perception difference for leadership. However, it has been determined that the students differ in their level of interest in political topics, in the US president's intellectual leadership, US president's executive leadership, and leadership in the US presidential system.

For future academic studies, the following suggestions are presented:

- Leadership understanding in the US presidential system can be compared by the way of taking into account the views of business community members working in different sectors.
- The results of applied researchs in the different universities outside Istanbul can be compared also.
- By researching different sociological segments, the results to be discussed are comparable internationally.