MICHIGAN STATE UNIVERSITY

BEHAVIORS OF PEER LEADERS, ADULT LEADERS, MOTHERS
AND FATHERS AS PERCEIVED BY YOUNG PEOPLE FOURTEEN
THROUGH EIGHTEEN YEARS OF AGE

By

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ABSTRACT

BEHAVIORS OF PEER LEADERS, ADULT LEADERS,
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The study examined 11 behaviors which high school youth perceive as desirable and 11 as undesirable in their leaders (based on Gamelin, 1970). The sample, drawn widely from church, school and other groups, including a national program for delinquent youth, consisted of 1536 young people in the continental United States. The subjects indicated on a Likert scale the degree of importance (of the positive behaviors) and the degree of seriousness (of the negative) each had when performed by peer leaders and adult leaders. The respondents were also asked to indicate on the same scale the degree to which each of these behaviors was true of the mothers and fathers. Using the mean scores obtained, rankings were also indicated for the four sets of responses (peer, adult, mother, father). Subgroups from which data were received were urban, suburban and rural youth; "delinquent" and "average" young people; male and female respondents; church-related and nonchurch

related subjects; each year of age; and voluntary group members as well as members of groups on a non-voluntary basis (such as math class). Regional data were also analyzed from within the boundaries of the contintntal United States.

A multivariate analysis of scale scores was conducted. A scale score is the average of the 11 mean scores for a category, for example, peer positive. General descriptive statistics for item frequencies are also provided. Pearson Product Moment correlations were also made on both scale and item analyses.

Several important findings were identified. The top-ranked and highest rated desirable behavior for both peer leader and adult leader is "listening." The second and third most important behaviors in adult leaders were identified by the youth as "understanding the concerns of young people" and "communicating." The same two were identified for peer leaders in the second and third positions only in reverse order. The most serious undesirable behavior of both peer leaders and adult leaders is "hypocrisy."

A bimodal distribution of the negative scales occurred between peer and adult leaders and mother and father. The behaviors ranked most serious (negative) for peer and adult leaders (very high mean scores on the Likert scale) received very low mean scores,

indicating that the subjects view these behaviors as not very true, for their _mother_ and _father_. An example is with regard to the most serious behavior of _peer_ and _adult_ leaders, "hypocrisy," which the youth reported as least true of both _mother_ and _father_. Mothers and _fathers_ received high mean scores (all above the median) for each of the desirable behaviors.

For _peer_ leaders all four of the most desired behaviors were types of consideration. For _adult_ leaders the top three were related to consideration and the fourth was a type of initiation of structure. The first and third for _mother_ was a type of initiation of structure, the second and fourth a type of consideration. The third for _father_ was a type of consideration while the others were types of initiation of structure. The top-ranked item for _mother_ and _father_ was the structural "using of firmness when necessary."

Few differences occurred among the subgroups. Only a few minor differences were noted across the regions.

ACKNOWLEDGMENTS

When it became apparent that this dissertation project would develop into a national study, I was only slightly aware of the enormity and complexity of the new dimensions it would take. In one sense, it became a test of faith; as such the ultimate acknowledgment and praise belongs to the Lord who kept me from being overwhelmed.

Happily, most of those who contributed to the magnitude of the task also helped greatly in its accomplishment and truly deserve recognition. I am grateful to the more than 1500 young people who gave their time, to the church and school administrators and teachers who made provision for the survey, to the management and staff of Youth for Christ International who sponsored the study and provided the resources for gathering the data, and to the members and fellow staff associates of Christ Church of Oak Brook, in Oak Brook, Illinois for their continual expressions of assurance and cheer.

Special acknowledgment is due to certain people in particular whose contribution to this project

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Edward D. Seely
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CHAPTER I

THE PROBLEM

The education of today's young people continues
to challenge theoreticians and practitioners in the
schools and in the churches. Ideal situations have
eluded us thus far. Conversations with colleagues
in many parts of the world confirm widespread simi-
larities of experience in the difficulties attending
youth education and a concensus as to the integral
role of leadership in improving the present condi-
tions. Empirical investigation, while raising fur-
ther questions, has provided some concrete bases for
solving many of the biggest problems.

Need for the Present Study

In his landmark research on the processes of
moral judgment, Kohlberg identified three levels
through which human beings progress in their values
development. He found that in normal development
persons who have attained the capacity for reasoning
at the second, conventional level view the source of
truth as outside themselves. They impute a morality
to that external source and respond accordingly.

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The motivation to make these value judgments, and all
others, is seen to be internal. Kohlberg also found
the first part of this level (Level II) to be that
form of thinking which is typically characteristic of
adolescents (Kohlberg in Beck, et al., 1971, pp. 36-
37; Stewart, 1974, p. 34).

The findings of Kohlberg have fundamental and
far-reaching significance for people who have the
responsibility for planning and implementing programs
which involve youth. Program planners must assume
that youth participation in that which is designed for
them will be essentially voluntary. Indeed, even in
those situations where one still finds a certain
amount of forced attendance, as in some Sunday Schools,
it is not uncommon to also find a considerable amount
of absenteeism on the part of those whose participa-
tion is "required" by parents or others.

To these conditions are added an integral phenom-
enon concerning leadership. Leaders are the key fac-
tors in the dynamics and outcomes affecting groups
(Downton, 1973, p. 12; Strommen, 1971, p. 719; Perrow,
1972, p. 197; Good, Biddle and Brophy, 1975, pp. 7,
54 ff.; Stogdill, 1974, pp. 7 ff.). As important as
are such variables as room setting, curriculum mate-
rials and socio-economic status, the leader is even

more critical. A configuration of variables designed to produce the most ideal environmental setting in which the brightest students were studying the "best" curriculum would produce ineffective results if the leader were incompetent. Conversely, a good leader can be effective in the midst of such adverse constraints as a substandard environment with poor curriculum materials and students who possess inadequate understanding of the subject matter.

Purpose of the Study

Viewing the problem more specifically, at least four purposes were served by the present investigation. First, since leaders are such key parts of groups, and since an adolescent's initial desire to join and continuing desire to remain in a group depends upon his or her own internal motivation, the study sought to identify what leaders do which attract and repel youth. Some organizations have youth groups with a very large membership while similar organizations struggle to attract and hold merely a handful of young people. To know what the key people, the leaders, are doing in the former groups can be useful to those in the latter.

Second, the study tried to determine whether
there is a relationship between the actions performed
by peer and adult leaders as to which attracts and
repels youth. Because of their Level II orientation,
young people are concerned about which other people
their age are going to be part of a given group. As
all task-oriented groups have leaders, whether emer-
gent, appointed or elected (Fiedler, 1967, p. 8),
the adolescent constituency of a group has its lea-
dership also in addition to any adult leader function-
ing at the same time. To the extent that the peer
leaders are appointed, as occurs in some organizations,
it is useful to know which actions of their peer and
adult leaders youth value most and how the behaviors
of both leaders compare. Such information is espe-
cially valued, for example, by the Youth for Christ
International (YFC) organization, which funded and
staffed this study.[*] YFC is in the process of estab-
lishing a new approach to reaching out to young peo-
ple in which peer leaders will have the key role.
The present study will help YFC and other organiza-
tions who employ youth (peer) leaders in their

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[*]Support from YFC consisted of (1) participation
of their staff as data-gatherers, (2) cost of duplica-
tion and mailing, and (3) cost of statistical services.

recruitment procedures.

Third, the study sought to determine whether a connection exists between what youth perceive as being true concerning their parents' actions. Psychological and sociological research has well established a relationship between the behaviors of parents and children (e.g., Horrocks, 1969, p. 599), but this study took this understanding a step farther and asked whether there was a relationship between the same specific behaviors (which created positive and negative affect) of <u>peer</u> and <u>adult</u> leaders compared with their perception of their first leaders, <u>mother</u> and <u>father</u>.

A fourth purpose was to demonstrate again the usefulness of empirical research in the field of church education, which in the writer's own denomination has been generally viewed as of questionable value as a valid and reliable means of inquiry, preferring rather to depend on revelation and logic. While churches in such denominations have not always valued education as a high priority, they have valued it. Moreover, they value even higher the obtaining of the required number of teachers and other leaders, and the most effective ones, with the least difficulty. The results of this study will help them in these

endeavors and, at the same time, indicate the utility
of empirical investigation in the field of church
education and provide one more reason to place a
higher value on the field itself.

Importance of the Study

At least four important anticipated outcomes
can be identified in addition to the above. First,
administrators in church education are becoming aware
that it is no longer possible to select leaders and
make other educational decisions apart from consider-
ation of the felt needs and opinions of the youth for
whom the programs are designed. To ignore this
awareness will probably result in the development of
programs attended by fewer and fewer young people.
The study provides data that will help administrators
base leader selection and evaluation on important
matters of leadership performance.

Second, administrators of education programs in
the local church are concerned with the characteristics
of peer and adult leadership of youth. These adminis-
trators as well as those of other organizations seeking
to relate to young people will find this information
useful in order to better reach their goals. Such or-
ganizations include both religious and nonreligious

groups, for example, YFC, Young Life, Inter-Varsity Christian Fellowship, Campus Crusade for Christ International, the Boy Scouts and Girl Scouts of America and Campfire Girls.

Third, parents will be benefitted by knowing how children view them with respect to the positively and negatively perceived behaviors included in the study. They can use this information as a self-evaluation to determine whether this perception is parallel with the way they are and want to be.

Fourth, the results of this project will contribute to knowledge needed in extending the theory of leadership behavior. One specific area in which it is extended is the relationship between _peer_ and _adult_ leaders with respect to the 22 behaviors (11 positive and 11 negative). Another contribution is the identification of parallels drawn between the preceding and youth perceptions of what is true about their _mothers_ and _fathers_.

Assumptions of the Study

Five assumptions were made in the development of this research. First, though the scope of the study in its entirety is intended primarily for the religious education context, due to the nature of the research

design, the value of the study is similarly apparent
for secular organizations. Phenomenological reality
applies to both religious and nonreligious organiza-
tions. Yet due to the fact that religious organiza-
tions operate within constraints that sometimes differ
from other organizations, such as the need to plan on
the premise that youth involvement will be largely
voluntary, religious education is the focal point of
the research. While this limitation will primarily
only affect Chapter V, it is an organizing principle
that shapes the text as a whole.

Second, the philosophical orientation of the
writer may be expressed as a commitment to the or-
ganismic-structural-developmental approach to educa-
tion.[*] Other approaches such as behaviorism and

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[*]The organismic-structural-developmental (OSD)
orientation to education refers to an approach to
human learning distinct from the other major ap-
proaches, viz, behavioristic and psychoanalytical.
The "organismic" aspect refers to the perception of
the learner as essentially healthy, intrinsically
motivated, and actively functioning in an holistic,
fully integrated, manner in which he relates trans-
actionally with his environment. The "structural"
aspect of this orientation refers to the underlying,
organized, dynamic and universal patterns which
typify human behavior, particularly thought. The
"developmental" dimension of the OSD approach refers
to the observable (content) and mental (structural)
change within the organism as he constructs new
structures as a result of transacting with the en-
vironment. In the process of this construction the
organism progresses through a series of qualitatively

psychoanalysis have important contributions to make with respect to such leadership matters as helping people who are struggling with pathological disorders of various kinds, but for the overall foundation on which to build a view of leadership, the organismic orientation will be employed.

Third, organismic theory has given rise to general systems theory and the attendant structural-functional theory of leadership behavior (Downton, 1973, p. 5). It is structural-functional theory which has supplied the framework of the current study's observation of leaders' behaviors.

Fourth, a theological commitment affects not only the philosophical orientation described above but also the writer's conceptualization of the nature of <u>leadership behavior</u> which will be reflected in the discussion below with respect to the definition of this term. Holding the Bible to be the unique revelation of God and Jesus Christ his only Son, the author maintains the necessity of shaping the concept of leadership in accord with Jesus' teachings. Thus the primary concern of leadership is the function of

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different, structurally whole, and hierarchically integrated stages which proceed according to an invariant sequence. (Stewart, 1974, pp. 42-47).

service, often lacking in secular definitions, and
even where included usually applies to the group it-
self rather than to include people outside the group
as its objects.

Fifth, it is assumed that in reporting on their
preferences for leader behaviors, young people are
describing what effective leader behavior is. The
discussion below in Chapter II (particularly that
which examines the precedent literature that serves
as the content base for the present study) supplies
empirical support for this assumption.

Definition of Terms

Throughout this dissertation a number of words and
terms will be used consistently with their technical
meanings given in the leadership literature. Several
will be identified here and, where necessary, others
will be defined where they occur in the text below.

LEADERSHIP BEHAVIOR The specific acts a leader
employs in helping his followers meet their collective
and individual needs. Studies on leadership during
the last fifty years have produced many definitions of
leadership and related constructs. However, working
within the structural-functional theoretical framework
narrows the number of acceptable definitions

considerably, though, in the opinion of this writer, none is perfect.

Nevertheless, Fiedler has developed a definition which is the basis of the one employed in this study. In this conceptualization leadership behavior refers to "the particular acts in which a leader engages in the course of directing and coordinating the work of his group members. This may involve such acts as structuring the work relations, praising or criticizing group members, and showing consideration for their welfare and feelings" (Fiedler, 1962, p. 36).

Fiedler's definition is as complete as any but it lacks a specific reference to service. The concept of service is found in the leadership literature, though it is uncommon (Downton, 1973, p. 7), and the articulation which comes closest to the conceptualization herein is that of Downton who states that

> leadership can be broadly defined as the coordinating structure of social systems. Through goal-setting and attainment, leadership coordinates the activites of other structures in order to increase the capabilities of the system. By increasing capabilities, leadership contributes in a positive way to the service capacity of the system, which enhances its ability to persist. (p. 14)

Yet it is to be noted that the service is oriented to the group of which the leader is a part.

Leadership behavior should be viewed more inclu-
sively. As used in this study, leadership behavior
refers to service outside as well as within the group,
with personal concerns last of all. Theological and
pragmatic reasons apply to this viewpoint, and the
latter are occasioned by the former. With respect to
the former, Jesus said,

> You know that the rulers of the Gentiles
> lord it over them, and their great men ex-
> ercise authority over them. It shall not
> be so among you; but whoever would be
> great among you must be your servant, and
> whoever would be first among you must be
> your slave; even as the Son of man came
> not to serve, and to give his life as a
> ransom for many" (Matthew 20:25-28 RSV).

The pragmatic aspect follows in the expectations
of the religious organizations described above. In
both church and parachurch groups, a high expectation
exists that leadership behaviors will be designed to
accomplish goals which pertain to both the group of
which a person is a part and to people outside the
group who are potential members. The accomplishment
of goals is an integral aspect of leadership behavior
and a determinant of its effectiveness; one of the
main goals of church and parachurch organizations is
reaching outside their own groups to obtain new mem-
bers (Matthew 28:19-20).

GROUP An interdependent set of two or more indi-
viduals interacting cooperatively to achieve a commonly
valued goal. As a number of writers have noted, lea-
dership presupposes the existence of a group (e.g.,
Krech and Crutchfield, 1959, p. 683), even though that
group, sometimes called a "social system" is as small
as two members (Downton, 1973, p. 5). While there are
almost as many definitions of "group" as of "leader-
ship," the structural-functional theory will provide
a means of selection. The conceptualization of
Fiedler (1967, p. 6) has been adopted here because of
its consistency with the theory and limitation to the
key aspects of the issue affecting this research.
That aspect of group life which is most important with
respect to the current study focuses on the concept
of goal. This awareness is one of the reasons Mitchell
prefers the term "social system." He insists that one
of the main properties of a social system is that "the
interaction is _relatively persistent_; a chance meeting
of strangers on a street cannot be considered as a
social system" (p. 4), but such a configuation of per-
sons could be considered a group. This latter under-
standing is not accepted within the meaning of "group"
for the purposes of this research.

CHURCH EDUCATION The formal and nonformal programs in which groups within a specific local church meet to accomplish particular learning objectives. Not only the interrelationships within the group affect the members but also the group's holistic association within the larger organizational structure. However, the primary setting is within the confines of the local institutional body, i.e., the specific church.

RELIGIOUS EDUCATION The formal and nonformal programs of learning conducted by church and parachurch organizations. It is a term which is broader than "church education" as it includes such organizations as YFC as well.

DELINQUENT A person who has been judged by the due process of the community in which he or she is a resident to be in violation of one or more of that community's laws. The word usually appears here in its adjectival form. Contacts with these young people were made through the social service branch of YFC.

The word appears in quotes because it is necessary to recognize that while these young people do share a common characteristic (criminal behavior), some of the other youth also share this same characteristic, along with the similar mentality. It is

thus possible that the only noteworthy difference
between the "delinquent" youth and the other youth
who have committed a crime is that the latter were
not caught (and perhaps that evasion was not even due
to any skill, care, or effort of their own making)!
Yet this situation also occurs in society as a whole,
and the inclusion of the "delinquents" was for the
purpose of learning whether they view behaviors in
their peer and adult leaders, and in their parents,
differently from the other youth (who are referred
to as "typical," "average," or "other").

Research Questions

There are five main research questions. First,
do young people view any of the 11 positive and 11
negative behaviors as more important on any kind of
consistent basis with respect to their peer leaders?
Second, do young people view any of the 11 positive
and 11 negative behaviors as more important on any
kind of consistent basis with respect to their adult
leaders? Third, what is the similarity or dissimi-
larity in responses to peer and adult leaders?
Fourth, in what ways is the ranking of the behaviors
for adult leader similar and dissimilar with the be-
haviors seen by young people in their own mothers?

Fifth, in what ways is the ranking of the behaviors for <u>adult</u> leader similar and dissimilar with the behaviors seen by young people in their own <u>fathers</u>?

The First Pilot Study

In the light of these questions, a pilot study (hereafter referred to as the first pilot study) of the main study herein described was done in Muskegon, Michigan on November 12, 1977. During a conference of the Muskegon chapter of YFC, data were collected from each of the 70 participating teen-agers. About one-third of the young people were active and about two-thirds were currently inactive in the organization.

The ages of the participants varied from 14-18. There were 11 fourteen year-olds (10 female and 1 male), 12 fifteen year-olds (11 female and 1 male), 20 sixteen year-olds (18 female and 2 male) 24 seventeen year olds (12 female and 12 male) and 3 eighteen year-olds (1 female and 2 male). The mean age was 15.5. The median age was 16.5. The modal age was 17.

At least four purposes were served by the first pilot study. First, it was determined that the general scheme of the research had potentiality for

a wider and more far-reaching investigation (Appendix A). Second, the pilot study identified what needed to be done differently in a major study of the same subject, which differences were incorporated into the design of the main study and are discussed in Chapter III.

Third, as with descriptive research in general, it was intended that the findings, in whole or in part, would lend themselves to the generation of new questions. This subject will be discussed in Chapter V.

Fourth, the study indicated that there is reason to doubt the recent thinking of some leaders of youth organizations who maintain that young people are currently looking for more authority figures who are very autocratic as leaders. The findings of the first pilot study suggested that leadership of this sort does not appear to be what youth desire. Such a finding is of considerable importance to churches and youth organizations as guidance for staff selection and training and in designing programs.

Factors Affecting Generalizability

The scope of this study was limited to high school young people, specifically those in the age range of 14-18. The sample of 1536 was drawn from

public and private schools, YFC groups, ad hoc youth
gatherings and church youth groups for those young
people termed "typical." For comparison, surveys were
also administered to Youth Guidance groups which work
especially with young people who have been arrested
and referred to Youth Guidance (YG) for rehabilita-
tion. (Youth Guidance is a social service branch of
Youth for Christ International.)

YFC's work in the continental United States is
divided into nine regions. Groups in each region pro-
vided respondents who completed the questionnaires.
The selection of groups was made on the basis of
availability rather than randomization, so generaliza-
tion is limited. The subject of generalizability will
be discussed in further depth in Chapter III, however,
in general it can be said here that since the "typical"
youth involved were from within normal settings, it can
be concluded that the findings will hold for young peo-
ple with similar backgrounds.

What, precisely, are those backgrounds? More
males (808) than females (689) participated in the sur-
vey. It should be noted here and in the figures below
which also appear on Table 1.0, that the numbers given
will not always add up to 1536, the total sample size,
for here with regard to the sex variable, and elsewhere

as well, a number (in this case 39 or 2.5%) did not complete all the information requested on the questionnaire, e.g., sex. Hence the percentages given in the far right column in Table 1.0 are relative, rather than adjusted, frequencies.

Fourteen year-olds numbered 208; fifteen year-olds 392; sixteen year-olds 403; seventeen year-olds 349; and eighteen year-olds 159. The last number is likely due to the fact that most of the surveys were completed in school and church groups which use grade-level contexts for their instructional settings, and many seniors do not become eighteen years old until after graduation. The survey was conducted in April and May of 1979.

Groups with voluntary membership, such as church youth groups and school music and sports teams, as well as groups with a nonvoluntary membership, such as math, science and history classes, were surveyed to see whether any differences exist in the perception of leader behaviors with respect to this aspect of group membership. Groups with voluntary membership contained 801 of the sample subjects, while groups with a nonvoluntary membership (such as math classes) had 735 of the subjects.

Determining a group's membership presents

Clas-sifica-tion	TABLE 1.0 - Subgroup Distributions		
	Subgroup	Raw Number	Relative Frequency (Percent)
Sex	Male	808	52.6
	Female	689	44.9
Age	14 Year-Olds	208	13.5
	15 Year-Olds	392	25.5
	16 Year-Olds	403	26.2
	17 Year-Olds	349	22.7
	18 Year-Olds	159	10.4
Group Type	Voluntary	801	52.1
	Non-Voluntary	735	47.9
Location	Urban	496	32.3
	Suburban	561	36.5
	Rural	478	31.1
Church Rela-tnship	Church Related	179	11.7
	Other	1357	88.3
Group Type	Youth Guidance	230	15.0
	Other	1305	85.0
Region	Region 1 - Pacific Northwest	124	8.1
	Region 2 - Pacific Southwest	240	15.6
	Region 3 - Mid-West States	146	9.5
	Region 4 - Northern States	118	7.7
	Region 5 - Western Great Lakes	225	14.6
	Region 6 - Southern States	246	16.0
	Region 7 - Eastern Great Lakes	94	6.1
	Region 8 - Plains States	254	16.5
	Region 9 - Eastern States	88	5.7

considerable difficulty. Some schools consider a
given subject as a core, and therefore required, sub-
ject while for others it is an option the students can
choose or reject. In church youth groups, which are
normally considered voluntary as far as membership is
concerned, some members are present due to varying de-
grees of parental pressure, the young people having no
choice but to attend. The lines of differentiation
were drawn as follows: due to compulsory attendance
laws, all school groups were considered nonvoluntary
except for music and sports groups which are not re-
quired. Although, some church groups contain young
people who are members due to parental coercion, it
was considered that they would be termed voluntary on
the basis that most of the membership is usually of
that nature. Moreover, as those who have experience
in working with church youth groups well know, when a
teen-ager does not want to attend he can find inge-
nious ways to absent himself.

The sample was also composed of youth from urban
and suburban as well as rural settings. Urban youth
numbered 496; suburban 561; and rural 478. These demo-
graphic designations were made by the YFC regional
offices according to how the community in which the
survey was taken views itself, rather than according to

distinctions in the sociological literature pertaining to how large a community is before it is considered urban rather than rural. In fact, sociologists are aware that the mentality of a person in a city like Des Moines, Iowa (with a population of over 100,000 people) may be more "rural" than a person living in a city like Rye, New York, which has only about 10,000 people. (See Bierstedt, 1957, p. 381; Broom and Selznick, 1963, p. 601.)

Church relationship was also investigated. This variable, too, must be carefully considered, due to the fact that school groups contain many people who also have membership in churches. Any usefulness this measure may have, though, will be in its indication of the mentality existing when the survey was taken. The people in the church groups surveyed were meeting for a specific purpose different from that operating in the school settings. That purpose, or those purposes where there were more than one, was considered to be possibly related to the perception of leader behaviors held by the members. It was thus entered into the study as a variable to be observed. Church related groups contained 179 subjects, while non-church related subjects numbered 1357.

Since YFC has a division which serves young

people who have been judged "delinquent" by societal
authorities and who have been referred to this Youth
Guidance division by the courts, an opportunity
existed for observance of data which would indicate
whether there may be a difference in the perception of
leader behaviors by youth convicted of some kind of
deviancy, as contrasted with "average" youth, or the
rest of the youth population, containing, it must be
acknowledged, youth similar to those in Youth Guidance,
who have performed similarly, yet without being
caught. The Youth Guidance subjects numbered 230;
the contrasting part of the sample, the "average,"
totalled 1305.

The nine YFC regions include territory outside
the continental United States, but the sample was
drawn only from within the continental borders. The
regions, referred to by name at YFC, were also assigned
numbers for the purpose of this study.

Region one, Pacific Northwest, includes Alaska,
Idaho, Oregon and Washington. Sample subjects numbered
124 or 8.1% of the total sample.

Region two, Pacific Southwest, includes California
and Hawaii. Sample subjects numbered 240 or 15.6% of
the total sample.

Region three, Midwest States, includes Texas,

Colorado, Mexico and Wyoming. The number of subjects
from this region was 146, which constituted 9.5% of
the sample.

Region four is the Northern States region which
includes Moline, Illinois; Minnesota; Wisconsin and
Iowa. The number of subjects from region four is 118
or 7.7%.

Region five, Western Great Lakes, encompasses
Indiana and all of Illinois except Moline. Region
five subjects numbered 225 or 14.6% of the sample.

Region six, Southern States, contains Florida,
Georgia, Tennessee, Mississippi and North Carolina.
This region supplied 246 or 16% of the sample.

Region seven, Eastern Great Lakes, covers
Michigan and Ohio. The number of subjects from this
region was 94 or 6.1% of the total sample.

Region eight, Plains States, comprises Kansas,
Nebraska and Missouri. Subjects from this region
numbered 254 or 16.5% of the sample.

Region nine, Eastern States, includes Pennsylvania,
New York, New Jersey, Connecticut, Massachusetts, Dela-
ware, Maryland and Washington, D.C. The subjects from
this region (88 or 3.7%) were drawn only from New York
and New Jersey. Seven of the 88 were urban YG subjects,
and rest of the sample from region nine were non-YG

youth from suburban Rochester, New York.

With the above identifications made, it was next necessary to determine what is already known from previous studies in order to begin answering the research questions. This investigation is the subject of the next chapter.

CHAPTER II

THE PRECEDENT RESEARCH

Leadership is a complex and sophisticated concept.
The literature on leadership is vast, particularly ex-
panding since World War II. The first section of this
chapter will be limited to a brief overview to estab-
lish a frame of reference. Following will be those
precedent studies that provide the bases for the con-
tent and method used in the study under investigation.

Context of the Study

In many cultures words meaning "chief" or "king"
are the only verbal symbols designating the differ-
entiation of the ruler from the other members of so-
ciety. It is in the countries with an Anglo-Saxon
background that one finds a concentrated study of
leadership. The word "leader" appeared in the English
language as early as 1300, yet it isn't until 1800 that
the variation "leadership" occurs in this language
(Stogdill, 1974, p. 7). While it is true that the sub-
ject of leadership is treated in such ancient lore as
Confucius' Analect and Plato's Republic, the systematic

phenomenon that caused the displacement of trait theory from its position of prominence. As Jennings concludes, "Fifty years of study . . . failed to produce one personality trait or set of qualities that can be used to discriminate leaders and nonleaders" (1961, p. 2). Furthermore, scholars began to recognize as Leavitt explains that "the search for leader characteristics was bound to be of limited value, because leadership is so clearly an interactive, relational activity" (1973, p. 217). Later studies included situational variables which were seen to significantly affect leadership behavior, followed by the current inquiry into how people become effective leaders.

Having the capacity for rationality and logic, human beings, particularly the scientific sort, like to see categorization and order. The above must not be so construed at least in the absolute sense, for while there exists a general progression of developments in the field as indicated, it is not as neat as may be inferred. For example, traits are still being investigated, and situational variables were studied prior to the Second World War. In fact, it was Lewin and Lippitt's landmark study of authoritarian and democratic group environments in 1938 which was the first

that any major impetus developed in the field.[9] One
of the main concerns at that time was the employment
of intelligence testing in a concerted effort to ob-
tain information helpful to overcome problems with
respect to officer selection and placement.

Between the world wars, research in the field
focussed mainly on personal traits and on the ways in
which people obtain leadership positions. This orienta-
tion the so-called trait theory, resulted in the iden-
tification of numerous personality characteristics that
were supposedly associated with successful leadership.
It was assumed that if one could isolate the key char-
acteristics that were possessed by all successful lea-
ders, it would then be possible to predict which people
would do the job required in a given situation. Some
of the traits claimed to be associated with leadership,
out of the many suggested, are as follows: age, size,
physical appearance (including dress), self-confidence,
sociability, energy, intelligence, education, assertive-
ness, and motivation (Berelson and Steiner, 1964, pp.
341-342; Stout and Briner, 1969, p. 700).

Gradually, however, the trait theory gave way to
other orientations which could be described as behav-
ioral theories, some of which will be discussed in fur-
ther detail below. It was not simply a bandwagon

study of the concept is very recent, comparatively

speaking (Fiedler and Chemers, 1974, p. 1).

Why, then, is the systematic study of leadership

predominately conducted in Western, and particularly

English-speaking, countries? Perhaps it is because

much of the money to fund such investigations has

largely come from organizations within the United

States. Fiedler and Chemers (1974, pp. 2, 3), however,

indicate that a more basic reason most likely lies in

the political and social traditions of the countries

of the Western hermisphere, especially those function-

ing as a democracy. The authors point out that where

only aristocrats can obtain leadership, it is useless

to study selection and recruitment.

> It was only with rapid industrialization
> and the growth of large bureaucratic organi-
> zations in business and government that
> the need for new leadership was really
> felt. The aristocracies of Europe were
> reluctant to become involved with the un-
> gentlemanly calling of trade, and the
> larger and increasingly more complex
> business organizations required substantial
> numbers of managers to staff their depart-
> ments, plants, and offices. By the end of
> the nineteenth century it had become ob-
> vious that the selection of managers and
> military leaders could no longer be left
> to chance or to the accident of birth
> (Fiedler and Chemers, 1974, pp. 2, 3).

Thus the first empirical research on leadership

was published in 1904, but it wasn't until World War I

major research to study leadership as a two-way
transaction between leader and followers (Stogdill,
p. 365). Furthermore, Lewin, Lippitt and White's
work and categories are still being used (e.g.,
Angell and DeSau, 1974, pp. 44-45; Pandey, 1976, pp.
475-489).

Lewin, Lippitt and White described the behaviors
of authoritarian leaders as determining all group pol-
icies, dictating techniques and activity steps seriatum,
dictating the particular work tasks and work companions
of each group member, rendering "personal" praise and
criticism of the performance of each member and remain-
ing aloof from active group participation with the ex-
ception of giving demonstrations. Democratic leaders
made policies through assisting the members in group
discussion. General goals were sketched for the group,
but alternatives were also given, the selection of
which was made by the group. The choices of division
of tasks and work partners were left to the group. The
leader, who tried to be a regular member of the group,
rendered praise and criticism in as "objective" and
"fact-oriented" a manner as possible. Laissez-faire
leaders granted complete freedom to the group to deter-
mine its policies. They only supplied resource materials
for the group's activities, they did not direct them, and

indicated they would supply information only when asked.
He did not participate in the group's work and only
made very infrequent evaluative comments on the perfor-
mance of group members, unless they were questioned.
(Lewin, Lippitt and White in Puch, 1974, p. 232).

This signal research has influenced studies to
the present, but it contains flaws that should be
noted. First, considerable confusion has diffused
through the literature through admirers' of Lewin,
Lippitt and White equating in their own studies the
concepts of democratic and laissez-faire leadership
behavior, thus claiming for the latter the results and
benefits of the former (Stogdill, 1974, pp. 366-367).
Later scholars have used the terms democratic and
laissez-faire interchangeably. There has also been
some inconsistency in the use of the authoritarian and
democratic constructs. Second, as Perrow points out in
his scathing critique of this aspect of leadership re-
search in what he terms the human relations school of
organizational research, the categories are too simple
a dichotomization of those who practice good human re-
lations and those who do not. A considerable number of
other variables also effect leadership, for example
"the Ohio State studies indicated that 'structural' or
'task-oriented' expertise--planning work, eliciting

ideas, scheduling, etc.--was as important as good in-
terpersonal relations" (Perrow, p. 110). Third, the
earlier studies of Lewin, Lippitt and White, while
cognizant of cultural and other influences (Lewin,
Lippitt and White in Puch, p. 256), did not account
for them. For example, when groups have an expectancy
and/or desire for authoritarian leadership, they will
perform more effectively and be more satisfied than
under another leadership style of behavior (Stogdill,
1974, p. 367). Another significant finding is that
authoritarian leadership is related to the satisfac-
tion of members when their group is large and/or has a
major goal of task performance (Stogdill, 1974, pp.
369-370). Other dimensions have been described by
Leavitt (pp. 218-220). The Lewin, Lippitt and White
research has just been described for two reasons: its
focus on the behavioral dimension of leadership set a
trend followed by subsequent research; its particular
findings are easily recognized as having far-reaching
implications for religious education.

The Ohio State project, however, did more to
shape the content and method of the leadership research
in recent times, and this outcome was not accidental;
the framers of the ten-year project that began in 1945
had that result in mind while designing their studies

(Stogdill and Coons, 1957, p. 7). The project sought
to identify and catalogue all of a leader's behavior
which are related to his effectiveness and which were
most important. One of the principal foci was the
testing of hypotheses with respect to the situational
aspects affecting leader behavior (Shartle in Stogdill
and Coons, 1957, p. 1). The studies were structured
to answer two basic questions: "(1) What does an indi-
vidual do while he operates as a leader, and (2) How
does he go about what he does?" (Hemphill and Coons
in Stogdill and Coons, 1957, p. 6).

An instrument was developed as a preliminary
questionnaire that contained 150 items (pared down from
an initial collection of 1,790 items obtained from the
researchers' personal experience, the leadership lit-
erature and the work of two advanced university classes
studying the subject). The instrument, called the Lea-
der Behavior Description Questionnaire (or LBDQ), was
subsequently revised by reducing the number of items
from 150 to 130.

After several years of study utilizing increasingly
sophisticated techniques of data analysis, four cate-
gories emerged to account for most of the variation in
respondents' descriptions of leaders' behaviors. Table
2.1 identifies the four categories, or factors, as

presented by Halpin and Winer (in Stogdill and Coons, 1957, p. 41).

Factors III and IV were discarded, being considered not important enough to significantly describe leader behavior. Actually, not only the percent of common variance figures support the decision to drop these two factors, but also a careful comparison of the descriptions of and items in each of the two eliminated categories reflects, at least in this reviewers' opinion (with the advantage of the more objective standpoint afforded by time), that the two could be incorporated into the "consideration" and "initiating structure" categories (IV with I and III with II).

TABLE 2.1 - Per Cent of Common Variance Accounted for by Four Factors (Stogdill and Coons, 1957, p. 41

Factor Number	Factor Designation	Per Cent of Common Variance
I	Consideration	49.6
II	Initiating Structure	33.6
III	Production Emphasis	9.8
IV	Sensitivity (Social Awareness)	7.0

"Consideration" refers to behavior indicative of "friendship, mutual trust, respect, and warmth in the relationship...it does not imply laxity in the

performance of his duties." "Initiating structure"

was described as indicating the degree to which the

leader "organizes and defines the relationship between

himself and the members . . . ." It is the definition

of the role which he expects each member . . . to

assume, and the [degree to which]

> endeavors to establish well-defined patterns
> of organization, channels of communication,
> and ways of getting jobs done. This factor
> probably represents a basic and unique func-
> tion of leadership. It is possible that
> other factors (including Consideration) may
> represent only facilitating means for accom-
> plishing this end. (Ibid., pp. 42-43)

Consideration and initiating structure were con-

sidered as discrete categories and not polar opposites

on a continuum. Thus, a leader would (and, from a

personnel manager's perspective, hopefully would) score

high on both of these factors. Furthermore, this con-

ceptualization represents an advance beyond the simple

dichotomies of the earlier leadership research which

limited the focus to studies of those leaders who prac-

tice good human relations and those whose behaviors are

inferior.

An enormous number of leadership studies followed

the Ohio State project, a large percentage of which

used the same or similar constructs as well as the LBDQ

or an equivalent. Aligned with the "consideration"

rubric are such concepts as harmony, equalitarian, group-oriented, person-oriented, Theory Y, expressive mode, influence, permissive, and even democratic <u>and</u> laissez-faire. Following the "initiation of structure" focus are guidance, authoritarian, task-oriented, production-oriented, Theory X, instrumental mode, control, restrictive, and autocratic (Berelson and Steiner, pp. 344, 346, Stogdill, 1974, pp. 22, 27, 374; Downton, 1973, p. 21; Larkin, 1976, p. 815; Coughlin, 1971, p. 15; Fiedler, 1967, p. 12). In Perrow's view, all of these related factors are "more or less compatible with the initiating structure and consideration dimensions discovered in the Ohio State studies, but most offered elaborations and recombinations of elaborations" (1972, p. 111).

Unfortunately, reviewing the above research reveals a tragic inability of the studies to hold up to the rigors of replication and methodological inspection.

> Many of the correlations reported were insignificant; the correlation between consideration and performance was better than that between initiating structure and performance (the latter was sometimes negative); the research did not take into account the situations of the groups or the possibility of relations for consideration were the opposite of those predicted . . . . (Perrow, p. 112)

Thus the past decade has seen leadership research

take another step, a move beyond the "two-variable"
approach which characterized the field previously.
However, the more recent investigations are still
using consideration and initiation of structure as a
base but exploring variables that can intervene with
them.

One of the most promising of these research ef-
forts in the view of Perrow and many others who have
followed him is that of Fiedler. Building upon the
work of Lewin and Lippitt and the Ohio State studies,
he developed what he calls the "contingency theory" or
"contingency model," which "postulates that the ef-
fectiveness of a group is contingent upon the relation-
ship between leadership style and the degree to which
the group situation enables the leader to exert in-
fluence" (Fiedler, 1967, p. 15).

Fiedler discovered that group climates which are
either highly favorable or highly unfavorable for the
leader are situations in which a leader oriented to-
ward the initiation of structure will be more succes-
ful. However, in climates which are in between with
respect to favorableness, a leader oriented toward a
considerate style will function more effectively. Sit-
uation favorableness refers to the extent to which the
relationships between the leader and his followers are

positive. In such contexts the programming of tasks
and the leader's position is well-established. Hence,
the most effective leader is the one who provides
straightforward task direction and facilitates the
group's work. Member relationships are stable and
functional and thus take care of themselves.

On the other hand, when relationships between
the leader and group members are negative, tasks are
not clear and the leader's position is questioned,
giving him what Fiedler calls "weak position power."
In such a situation strong direction is required in
order to be effective. A focus on interpersonal re-
lationships would prove fruitless.

If, though, situational favorableness is in be-
tween, neither good nor bad, then considerate behavior
is required. Strong direction in the sense of the in-
itiation of structure, is neither necessary nor effec-
tive.

Thus, the current state of the leadership liter-
ature is characterized by a focus upon the situational
variables which intervene and with which the leader
must cope. Other recent findings, for example, indi-
cate that the size of a group, urban versus semirural
environments, expectations, self-esteem and wishes of
subordinates all influence how a leader behaves (Perrow,

1972, p. 112). Stanley found that a factor called "incremental influence" is a possible moderator of a leader's behavior within his group. Incremental influence refers to the leader's behavior that is over and above what is required by his official position, or, more specifically, the combined amounts of expert and referent power the leader possesses. Expert power refers to the influence a person has due to his ability to perform his function competently. Referent power indicates the ability of a leader to influence others on the basis of his relationships with them (1975, p. 3639-B). In another study Pandey reported that a leader's style and traits as well as the method of leader selection used in his recruitment all produce joint effects on his behavior (1978, pp. 592-593).

The above overview of the most important developments in the field of leadership with respect to the theoretical position of this study, its subject matter, and its procedures provides a framework against which the more specific discussion of content and method can be most fully understood. The former will be considered first.

Content Base of the Study

Spaulding and Haley in a 1955 study found a significantly high correlation between program success and leadership. The study, conducted in 188 Protestant churches, showed that the higher youth programs were rated on 43 criteria, the more likely youth were to rate their adult leaders as "effective," as indicated in Table 2.2 (1955, p. 31).

Respondents were interviewed with a questionnaire comprising both closed and open-ended items. The first part of the instrument contained 43 questions concerning the effectiveness of six different aspects of the church's program pertaining to youth. Respondents were to answer each question by checking one of five boxes on a Likert scale ranging from "very effective" to "very ineffective." Through assigning positive and negative numerical values to each of the five response categories, a "program item score" was obtained for each subject. This score refers to the total score of each person's questionnaire as a measure of his opinion regarding the effectiveness of the entire church program for youth. The scores are grouped into six categories in the far left column of Table 2.2.

Among other open-ended questions, the respondents were asked to indicate whether they felt adult

TABLE 2.2 - Program Item Scores as Related to Rating of
        Leaders (Spaulding and Haley, 1955, p. 31)

Program Item Score	Number of Young People	Youth's Rating of Adult Leaders		
		Effective	Fair	Ineffective
160 +	63	59 (94%)	4 (6%)	0 (0%)
120-159	141	114 (81%)	18 (13%)	9 (6%)
80-119	141	94 (67%)	35 (24%)	12 (9%)
40-79	157	79 (50%)	41 (26%)	37 (20%)
0-39	99	34 (34%)	39 (39%)	26 (27%)
Less than 0	79	18 (23%)	26 (33%)	35 (44%)
Total	680	398 (598%)	163 (24%)	119 (18%)

leadership of youth in their church had been ef-
fective, and, if so, why. When these responses were
compared with those of the 43 items, a statistically
significant (.05) correlation was discovered. As seen
in Table 2.2, the higher youth programs were rated on
the 43 criteria, the more the subjects gave their
adult leaders an "effective" rating.

Noting the Spaulding and Haley findings, Gamelin
(1970) designed a research project "with the express
purpose of discovering what personality traits,

competencies, motives, and other characteristics typ-
ify **effective** adult leaders of church youth" (p. 1).
The project, sponsored by The Lilly Foundation, con-
sisted of several descriptive studies of youth and
denominational and other organizational adult leaders
of youth.

The first of these studies involved 1090 youth
from five denominations, representing a broad theolo-
gical spectrum (ranging from those considered "con-
servative" to those considered more "liberal," but
without much representation in the "middle" of the
theological continuum). Two hundred thirty-four
United Methodist youth elected to the denomination's
100 youth work councils, 250 Mennonite youth consti-
tuting 85% of a random national sample, 247 Evangelical
Covenant youth constituting 83% of a random national
sample, 75 Episcopal youth from Ohio attending a sum-
mer leadership camp and 284 Lutheran Church-Missouri
Synod youth attending volunteer camps throughout the
U.S. formed the sample of 1090 young people whose
opinions were investigated in late 1968 and 1969.

The youth were asked to write endings for two
incomplete sentences. The first sentence was "I
especially like an adult youth leader who . . . ."
The second sentence was phrased, "I especially dislike

an adult youth leader who . . . ." The youth cited an
average of two characteristics they liked in their
adult leaders and one or two they disliked. Gamelin
discovered that their responses were able to be clas-
sified into eight positive and eight negative cate-
gories. The categories were comprehensive enough to
include 98% of the responses and discrete enough to
allow reliable sorting.

The categories were given trait names (Table 2.3)
by the researchers. The rank order in which they are
given in Table 2.3 indicates the frequency with which
the young people mentioned the characteristics. It
should be noted that the column listing the disliked
characteristics is not meant to be the opposite of the
traits indicated in the "Likes" column. The categories
are discrete, not the polar opposites on a continuum.

The Gamelin study of traits that youth like and
dislike in their leaders initiated a good start in the
scientific investigation of such characteristics in
youth leadership. However, serious weaknesses exist in
this study which limit the degree to which generaliza-
tion is possible. The study made an important contri-
bution, though, in identifying basic traits upon which
another (including the present) research project,
could build.

TABLE 2.3 - Traits Which Church Youth Like and Dislike in Their Leaders (Gamelin, 1970, p. 2)		
Rank	Likes	Dislikes
1	Concerned and Encouraging	Domineering
2	Receptive and Communicative	Patronizing
3	Understanding	Unrelating
4	Lively	Stodgy
5	Competent	Immature
6	Helpful and Involved	Disinterested
7	Mature and Secure	Phony
8	Open-minded and Flexible	Distrustful

The limitations of the Gamelin study are several, not the least of which is the orientation toward trait theory. However, as also noted above, the trait school, while having hit upon hard times, is still receiving some attention, and, moreover, the Gamelin traits raised the question in the present study as to whether some of these traits are connected with attendant behaviors, e.g., "Receptive and Communicative" which could be expressed "Communicates." The fact that this question was answered in the affirmative in the second pilot study, described in Chapter III, indicated the value of the Gamelin study as a base.

The Gamelin research was also limited by sampling bias due to differences in the groups studied (which,

to his credit, he noted in his report, p. 4), sampling
bias in the selection of the groups to be studied, and
sampling bias within the instrument. With respect to
the groups themselves, Gamelin notes that two of the
groups were representative of the total population of
youth in their respective denominations (due to random
selection), but the other three groups constituted
leadership types. Noting these differences, Gamelin
reported that the representative youth indicated
greater preference for adult leaders who are concerned
and encouraging, understanding and lively, while dis-
liking mostly those who are disinterested and dis-
trustful. Leadership types of youth on the other hand
expressed greater preference for adult leaders who are
receptive and communicative, competent, mature and se-
cure while expressing greater dislike for those who
are domineering, patronizing and stodgy.

Sampling bias stemming from the selection of the
groups which were studied centers in the fact that
there is no way to be certain that those groups are
representative of youth in the United States generally
or of any other sector outside of themselves. While
it has been recognized that they are from a broad
theological spectrum, this observation permits no con-
fident generalization to any other groups in similar

theological orientations. It has also been noted that there is little or no representation in what may be described as the "middle" of this theological spectrum. Moreover, the scientific value of this construct (a theological spectrum) may be questioned due to the fact that virtually every denomination (including those in the Gamelin study) has its own internal theological spectrum. For example, while in some respects the United Methodist denomination may be placed on the "more liberal" end of the spectrum, a sizable number of Methodists would not classify themselves as "liberal" to any degree.

Sampling bias within the instrument is present due to the type of design employed. Sentence completion items have a number of strengths (one of which, in a study such as Gamelin's, especially for the purposes of this research, is to generate information that can be explored in greater depth with a more rigorous design), but they also have important limitations. One of the most critical limitations is the inability to ascertain to what degree a response to an item applies to any other persons in the sample other than the one responding with that particular statement and to others with similar (very similar) responses. In such cases one cannot be sure that if another

respondent had thought of any given completion state-
ment he or she would have used that one rather than
the one he or she gave.

Thus the Gamelin study has provided a foundation
upon which to build. It has identified eight posi-
tive and eight negative traits which church youth like
and dislike in their adult leaders. The limitations
noted were used as guidelines in designing the present
study, as well as the pilot studies, the details of
which are presented in Chapter III.

About the same time the Gamelin study was being
undertaken, Ward and Harmon of Michigan State Univer-
sity were investigating the values of youth in a study
sponsored by YFC. Their purpose was to obtain

> 1) a clear picture of the outlook and values
> of today's youth in terms of certain criti-
> cal aspects of life values to which YFC's
> program particularly attempts to relate, 2)
> an investigation of the probable conse-
> quences of using a teen-to-teen approach
> to expansion, and 3) a comparison between
> the youth now related to YFC and those with
> whom YFC has not yet made contact (1970,
> p. 1).

The outlook of the adolescents studied was spec-
ified in terms of five major aspects of life values,
namely, education, religion, patriotism, morality and
purpose. Each of the aspects was scored on the basis
of responses on a Likert scale of items relating to

that aspect.

The instrument, a twenty-five item question-
naire, was designed "to identify the persons whose
influence constitutes the source or major support for
each element in the person's outlook" (p. 1). Each
youth queried was asked to indicate the degree to
which he agreed with a stated position on a given
issue. He or she was then asked to select from five
given people (mother, father, best friend, favorite
teacher, religious leader) the one who would most
likely agree with him on each of the twenty-five
subjects.

Ward and Harmon discovered that these five per-
sons constitute sources of a high degree of influence
upon youth, even though each is a source in a dif-
ferent area. For example, while identification with
the opinions of peers (best friend) is predominant in
most categories, religious leaders stand out as having
a high degree of influence in matters pertaining to
religion (1970, pp. 2-3).

Since these five persons are sources of a high
degree of influence upon youth, it was decided to in-
corporate this aspect of the Ward and Harmon research
into the present study. However, in the new investi-
gation, "favorite teacher" and "religious leader"

were combined in the category of "adult leader" and "best friend" was broadened into the redesignated category of "a person about my age (peer)," in the attempt to retain the adult leader and peer emphases but, at the same time, to focus more specifically upon the aspects of leadership.

Method Base of the Study

Because of the content decisions made as indicated in the preceding section of this chapter, particularly regarding the limitations of the Gamelin study, it was considered necessary that this study be descriptive in nature. In order to comprehend the factors youth most desire and least want in their leaders, it is necessary to ask them, but in such a way as to be able to generalize as widely as possible.

A first step toward this generalization was taken by building upon the start Gamelin made in his identification of the eight positive and eight negative factors. Those factors, their behavioral manifestations, and other behaviors exhibited by leaders, were the subject of focus in this study. It was determined at the outset, however, that the Gamelin factors would be subjected to examination to see whether they are still important to youth today.

This examination took the form of the second pilot
study which will be described in Chapter III. It was
felt necessary to determine whether any changes in the
thinking of youth regarding leadership terminology have
occured since the Gamelin study. No subsequent re-
search has explored this possibility.

The area of research concerned with the research
questions in this study is that of attitude measure-
ment. According to the taxonomy developed by Mayhew
(in Payne, 1974, pp. 230, 232), the aspect of attitude
measurement here being focused on is youth opinion.
The opinion being asked for is what leader behaviors
are most desirable and least desirable, and how they
are ranked in the minds of the young people.

A standard practice within behavioral science
today with regard to attitude measurement is the
utilization of the method of self-report as a means of
obtaining data. Since self-report offers the advan-
tages of ease of administration and scoring as well as
low cost (Borg and Gall, 1971, p. 178) and, when used
with a form of the closed question, provides the ad-
vantage of obtaining responses on all items germane to
the research questions, it was decided to employ self-
report as the framework for obtaining the needed in-
formation (see also Scott in Lindzey and Aronson, 1968,

p. 211). There are dangers in using the self-report method, and these dangers have been identified by Borg and Gall as three different types of response sets. A discussion of these sets and how they were controlled will be undertaken in the next chapter.

Following Scott, it was determined to use a form of the multiple choice kind of forced choice in the closed question format (Scott in Lindzey and Aronson, p. 213). This form of instrumentation, as any form, has a number of disadvantages, which will be discussed in Chapter III, but it is considered here that the disadvantages are outweighed by the advantages. Moreover, the design to be discussed in the third chapter has incorporated procedures for mitigating these disadvantages.

Mayhew (in Payne, pp. 232-233) has further noted the importance of unambiguous phraseology in the instrument items and that a carefully worded instrument can help achieve a high degree of reliability. In compliance with this caution, the positive and negative factors were worded in terms used in the common language of contemporary youth. Of special help in this regard were the second and third pilot studies as well as conversations with teenagers in the 14 to 18 year-old age range. Further discussion of the wording of

instrument terms and other matters pertaining to re-
liability and validity will be undertaken in the next
chapter.

With this help from the literature, the next
step was to develop the plan of approach in order to
obtain the data needed. It is to the matter of re-
search design that Chapter III addresses itself.

CHAPTER III

THE DESIGN

The task of this research project was to an-
swer questions concerning whether young people perceive
leadership behaviors differently on any kind of con-
sistent basis with respect to their peer and adult
leaders, and in what ways the youth's ranking of
these behaviors for adult leader compares and con-
trasts with behaviors of their parents. The sub-
jects were questioned as to what degree the behaviors
were perceived as being true of their parents in con-
trast to the questions concerning peer and adult
leaders in which cases the youth responded as to the
degree the behaviors are considered important (in
the positive instances) and serious (in the negative
instances).

The Plan of the Study

Professional YFC staff people in the nine re-
gions covering the continental United States surveyed
groups of high school youth fourteen through eighteen
years of age. The groups were obtained from public

and private schools, churches and YFC youth groups.

Since random selection was not possible, the data-gatherers tried to obtain as many youth as they could from each region. The goal was to have at least 50 subjects in each cell. The total number in the sample was 1536.

The survey consisted of the subjects' completing a four-page questionnaire (APPENDIX C) which took an average of 11 minutes. For each of 22 leader behaviors (11 positive and 11 negative) the subjects were to circle a number on a scale of 0 - 4 which would indicate how important they perceived the behaviors to be for their leaders and how true the acts were seen to be of their parents.

In this study validity and reliability were considered crucial, the former with regard to both the design and instrument, and the latter pertaining especially to the instrument. With respect to validity, both internal and external validity were considered in the planning of the study.

Internal Validity

Concerning the internal validity of the design, rival hypotheses pertaining to history, maturation, testing, instrumentation, and statistical regression

were not operative due to the nature of the plan.
Those factors, which function either independently
or in a combination to produce varying degrees of
internal invalidity from these sources, are absent
in the design of the study.

Mortality

Mortality, however, was a concern, though to a
limited degree in a special way. The data were
obtained from intact groups and were accumulated on
a single occasion. This procedure resulted in a
low loss of respondents. While law requires provid-
ing students in public schools the option of electing
not to participate in any activity being done under
the auspices of a religious organization (such as
YFC), most members of the groups surveyed completed
the questionnaire. Those who did not fill in the
questionnaire were few in number. The larger and
more applicable problem of sample selection will be
further discussed below.

Since sample selection was done on a conve-
nience basis according to the location of YFC per-
sonnel throughout the continental U.S.A., and since,
therefore, it was necessary to obtain as many re-
pondents as possible from each of the subdivisions

of the population (e.g., urban, voluntary, Youth Guidance), carefully constructed procedures were followed in order to obtain the most subjects (see APPENDIX E). To illustrate, data-gatherers were careful to administer the questionnaire on an ordinary day (rather than, for example, on a day prior to a three-day weekend) where absenteeism was at a minumum, and at an appropriate time during the day (which was established on an appointment basis with the school principal ahead of time), also described in the instructions to data-gatherers in APPENDIX E.

A basic principle underlying the issue of mortality gave rise to a special way in which this source of invalidity was potentially operative. Some mortality did occur through certain respondents' failing to complete certain items on the instrument. For example, it occurred, as reported on the computer printout where some respondents omitted certain items in the category of _father_. Provision for anonymity, indication of the importance of the study, explanation that there were no right or wrong answers and the request to complete all items, were procedures used to obtain as little item mortality as possible (see APPENDIX E). This subject will be discussed further in the sections below which deal

with response sets and external validity and in

Chapter IV.

Selection Bias

More serious was the possibility of selection

bias. This study was designed as a nationwide pro-

ject. While it would have been ideal to be able to

use random sampling in the study in order to assure

complete representativeness and the limitation of

bias, time and money were constraints that prohib-

ited the random selection of subjects. However,

since scientifically valid and reliable results were

a high priority, the design had to be rigorous and

sound. Following Jones (1973, pp. 73-74), it was

determined that accurate results would still be

achieved through obtaining as many young people as

possible in the sample from as many different parts

of the nation as could be reached.

YFC, learning of the purpose and intent of this

study, indicated that it paralleled needs they had and

offered to staff and fund the project on a national

basis. YFC staffing involved the use of regional and

local personnel in the data gathering process. The or-

ganization operates throughout the United States in the

nine regions described in Chapter I. Each of the nine

has a regional director. YFC does not, though, have
staff people in every part of the country, nor does
it have access to every area and every type of sub-
group.

Thus, the sampling problems raised the rival hy-
pothesis of selection bias. The question appeared:
"would different groups give different answers?"
However, at second look, selection bias does not ap-
pear to be as formidable a threat to validity as at
first thought, for at least three reasons. These
three reasons, while not eliminating selection bias,
serve to control its effects. (The term, "control its
effects," is here used to refer to the indication of
the degree to which the factor is functioning. It is
not used with the unrealistic thought that there would
be some possible way to eliminate the effects of the
factor (selection bias) under the given conditions such
as are applying in this study.) First, the study was
conducted with a large number of respondents (see
Jones, pp. 73-74; Borg and Gall, p. 123). Second, the
study contained a wide variety of groupings (see Jones,
pp. 73-74). Most different types of youth were repre-
sented, for example, urban, suburban, rural, and "de-
linquent" and "typical." The results obtained enabled
the viewing of a wide variety of contrasts. Third,

Douvan and Adelson found that "clear regional dif-
ferences exist only in highly specific activities
which depend on climate or special geographic fea-
tures. Adolescents in the South do not know winter
sports; those in the urbanized East report active lei-
sure centered on camping or field interests less
often" than youth in the West (1966, 310-312). Thus,
these reasons provided a high degree of confidence
that existing opinions would be obtained. This con-
clusion was supported statistically in several ways,
for example, in that little difference across regions
was found in a multivariate analysis of regional
difference scores.

Observer Bias

Another factor which threatened the internal va-
lidity of the study was observer bias. Mitigation of
this factor was an important goal of the training
sessions for the data-gatherers and their trainers.

The trainers of the data-gatherers were them-
selves trained at a meeting during a national con-
ference held in Miami on February 25, 1979. These
people constituted the members of the Research and De-
velopment Committee who were the heads of the nine
regional YFC units. The training session was

conducted on the basis of the forms which appear in
APPENDIX D and APPENDIX E.

The presentation began with a statement review-
ing the purpose of the research (as indicated in item
#1 of the INSTRUCTIONS FOR DATA-GATHERERS sheet which
appears in APPENDIX E) which had been previously ex-
plained to this committee in a meeting the preceding
fall in Elburn, Illinois on September 27, 1978. Care
was taken to avoid indicating specific expectations
which could result in the committee members developing
a bias that might influence their direction-giving to
the data-gatherers they would train and to the youth
to whom they would give the instrument (the members
were to both train others and collect data themselves).
It was indicated that this is descriptive research; the
only interest is in what is, not in what should be or
why. The explanation indicated what would be learned,
specifically what the instrument was capable of showing.
Copies of the instrument were distributed.

Opportunity was provided for any changes the
committee wanted to suggest in any of the forms or
methods. Some suggestions were made but only one was
needed for implementation (the addition of a space for
YFC region on the GROUP DESCRIPTION SHEET in APPENDIX
E). The writer explained how the other suggestions

would conflict with established procedures of scientific research. The committee appeared to appreciate this involvement with the development of the study. This procedure provided practical help, and it was a useful public relations procedure as well, motivating interest and participation in the study.[*]

Motivation was also stimulated by the writer's identification of the study with needs expressed by the committee members. YFC is engaged in a shift toward more effective selection and use of peer leaders among the youth. Thus, the probable benefits of the study were apparent.

Other possible sources of observer bias were also worked on, including the importance of indicating to the respondents that their honest responses were what was desired, that there were no "right" (or even preferred) or "wrong" (or even undesired) answers. Other ways of controlling observer bias were incorporated through the development of the instrument, namely, not structuring it so it would contain leading questions

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[*]The writer learned how important motivation on the part of the data-gatherers and their trainers is in a wide-spread study, for even though they may be doing such research in the employ of a sponsoring organization, it was soon seen that money and pressure from superiors are not adequate motivators, especially when the workers are constrained by a heavy work load in other areas of their job.

which would give the subjects clues as to a preferred response, not permitting observers to record behaviors they would like to see or not to see, not permitting observers the opportunity to draw inferences from subjects' responses, and not including items that would threaten, embarrass, or annoy respondents (Borg and Gall, 1971, p. 105).

Also discussed at the Miami meeting were what groups to survey (e.g., voluntary, urban, church-related) and how many people were needed in each of these cells (they were asked to obtain at least 50 subjects per cell). A realistic time frame was discussed in which the writer and committee members committed themselves to certain responsibilities. The committee members agreed to select and train data-gatherers, obtain their own data and the others' data, and bring the data back to the YFC home office in Illinois by April 24.[*] The specific procedures that would be used in data gathering were discussed; the importance of each observer's functioning according to

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[*] Due to many factors, such as work load, difficulty obtaining access to some schools, cancellation of the April 24 meeting and forgetfulness, the last of the data were not returned until early June, in spite of a system of communication through biweekly contacts made by phone and letter from the home office. At the end, the writer had to make a number of phone calls to one particular region.

the planned methods was emphasized.

Response Sets

Before proceeding to the subject of external va-
lidity, one more statement should be made with regard
to internal validity. As indicated in Chapter II,
Borg and Gall (p. 178) have shown that there are dan-
gers in using the self-report method of data-gathering,
and these dangers have been identified as three dif-
ferent types of response sets in the minds of the re-
spondents. These sets threaten to give support to the
rival hypothesis which may be stated in the form of
the question, "How do you know that the tendency of
subjects to make their choices on the basis of three
major types of response sets has not accounted for the
data you have received instead of accurate indications
of their actual opinions?"

The set for social desirability was dealt with
through anonymity. Sex and age were the only identi-
fying factors asked of the respondents in the study.
The other categories (for example, urban, suburban
rural, and "average" or Youth Guidance) were indicated
by the data-gatherer on the GROUP DESCRIPTION SHEET.
The limitation of choices (the selection of a number
on a Likert scale for each item on the instrument) was

also a help in mitigating the concern to present one-
self in a favorable light. As no other gain existed
to encourage faking (for example, the possibility of
a higher grade), it was considered that the set for
social desirability was contained within allowable
limits.

The set for acquiecence was reduced by the in-
structions that there are no true or hoped for re-
sponses. Thus, this set to respond "true," regardless
of an inventory item's content, is not a significant
factor in this study.

The set for deviance also did not produce any
significantly negative effect in this study. There
was no reason to believe that there was any general
hostility in the respondents as a whole which inclined
them to want to give answers in this mentality. Borg
and Gall have advised that if a researcher "has good
reason to believe that his research sample will fake
or give atypical answers, then a self-report inventory
should not be selected" (1971, p. 178). In the absence
of such belief, and as no apparent gain was considered
likely to be present to reward such deviance, it was
concluded that the self-report method was suitable for
this study. This conclusion was supported by the data
which showed a wide diversity of responses.

External Validity

With regard to external validity of the design, a reaction to measurement procedures may seriously affect a study (Campbell and Stanely, 1963, p. 6). A test situation can stir negative affect toward testing and thus cause within the respondent his or her negative motivations toward behavior different from that of youth in general. To mitigate such reactive effects, the questionnaire was designed in the form of Likert-scaled items in which opinions (not information recall to be graded right or wrong) were given. In addition, the observers gave precise verbal instructions explaining that there were no "right" or "wrong" answers being called for on this questionnaire. Since many people like to be asked for their opinions in non-threatening subject areas, particularly where anonymity is provided, the data-gathering experience was considered a positive one for the respondents, and that awareness was a guiding principle in the design.

A greater threat to external validity was the selection bias resulting from the fact that random sampling was not possible in this research project. However, for the reasons indicated in the discussion of the effect of selection bias on the internal validity of the design, the effect of selection on external

validity was not considered to be so adverse as to
impugn the study. Caution is in order regarding gen-
eralizations of the conclusions. Claims are not being
made herein pertaining to all youth in the United
States, even within the continental borders. It is
possible to draw conclusions with a reasonable degree
or confidence in regard to groups with similar char-
acteristics. This subject will be further discussed
in Chapter V.

Instrument for the Study

Concerning the validity and reliability of the
instrument, these matters were attended to in several
ways. Since the latter is a prerequisite of the for-
mer, care was taken, therefore, to provide for maxi-
mum reliability.

Reliability

Instrument reliability was strengthened by using
a closed question form for the instrument (Scott in
Lindzey and Aronson, pp. 210-212); establishing rapport
with the respondents in such a way that it was clear to
them that their frankness was truly desired (Cronbach
in Payne, 1974, p. 120); conducting the data collec-
tion at a time when contextual fluctuations were at a
minumum (Adkins in Payne, 1974, p. 194); and keeping

items relatively homogenous and in the middle range
of difficulty (Ebel, 1972, pp. 427, 567; Ebel in
Payne, 1974, pp. 262 ff.).

The reliability of the instrument was also
strengthened by dealing with the three major causes of
unreliability in the following manner (Ebel, 1972,
p. 409). One major factor which negatively affects
reliability is the inappropriateness of the task. It
was, therefore, a major concern in designing the in-
strument to attend to making sure that each term,
especially with respect to the questionnaire items,
was clearly understood by the respondents. In order
to provide this clarity and to update the Gamelin re-
search, a second pilot study was undertaken.

The Second Pilot Study

The second pilot was conducted to find out what
words youth across the country use in describing lea-
dership. YFC regional directors interviewed two dif-
ferent types of young people. They were to interview
the youth in each of three major sections of the con-
tinental United States, West, Midwest and East. In
each section one group of young people was to be inter-
viewed who could be described as "average." The other
was to be a Youth Guidance group. The age range of

the youth interviewed was 14 through 18, the same as
in the main study. The youth were to be interviewed
in groups, as would be done in the main project, and
the size of the groups would range from three to ten
in number. The interviews were audio recorded,
transcribed, and assessed. The question was whether
or not the Gamelin terminology could still be used or
whether certain terms would have to be changed. The
interview instrument, instructions and cover letter
for the data-gatherers (interviewers) can be seen in
APPENDIX B.

The second pilot was helpful in the development of
an instrument that would be as reliable and valid as
possible. Certain changes in wording were made to-
gether with the addition of six new items which can be
seen by comparing the instrument (APPENDIX C) with the
instrument used in the first pilot study (APPENDIX A).

With the instrument developed through the re-
sources provided in the review of the precedent
research (Chapter II), the sources identified in this
chapter, and the confirmational insights from the se-
cond pilot study, it remained necessary to determine
whether the questionnaire was workable in a setting
similar to which it would be used in the main study.
For that determination a third pilot was utilized.

The Third Pilot Study

The third pilot study took place at Christ Church of Oak Brook, in Oak Brook, Illinois on February 20, 1979, five days prior to the Miami meeting. The writer trained the data-gatherers in the same manner he planned to have the data-gatherers trained for the main study. He first trained the Youth Director of the church who in turn trained the person who would be administering the questionnaire to the youth in their regular Tuesday evening group meeting. The writer observed the Youth Director's training of the data-gatherer and the data-gatherer's work with the youth group. The time taken in training and in administration of the questionnaire was noted. The third pilot study confirmed that the questionnaire was usable.

Thus, the first major factor negatively affecting reliability, inappropriateness of the task, was controlled. The second and third pilot studies verified the list of behaviors which would be used on the instrument and which would serve to answer the research questions. These two pilot studies also assured that the items were worded in language the target population uses and understands.

Second, reliability is also affected by human

factors such as fatigue. All data were collected, therefore, during one fifteen minute period, usually in the morning when the subjects could be assumed to be alert. Mornings were preferred because the youth were awake long enough to be mentally alert and yet not having experienced a long period of sitting and listening or a period of time in the day following a meal, for example, when they would have been less alert.

The third factor which causes unreliability, in adition to inappropriateness of task and fatigue, may be described as inconsistency and nonobjectivity of the observer. This factor was taken into account by making the instrument highly structured (Mayhew, in Payne, 1974, p. 233). The closed question form restricts variable and subjective elements entering the study via the observer.

A reliability analysis of the eight scales (e.g., the 11 positive behaviors for peer constituted scale 1; the 11 positive behaviors for adult constituted scale 3) was done using the Cronbach alpha test. Considering .80 or above as good (i.e., that 80% or more of the variation in the scales was due to the items themselves rather than to error), all eight of the scales were seen to be reliable. The lowest

coefficient was .83306 for the positive scale of
peer. The highest was .92982 for the negative scale
of adult.

Validity

The validity of the instrument was provided for
by utilizing the preceding procedures for producing
the highest degree of reliability possible and by
keeping the instrument items relevant to the research
questions (Ebel, 1972, p. 448). Exercising much cau-
tion in phrasing the items in clear language which
was understandable to the respondents was an important
help in assuring validity.

One further matter, which also affects content
validity, needs to be discussed concerning the instru-
ment. The closed question format has both advantages
and disadvantages. While the former outweigh the lat-
ter because of the reasons cited throughout the dis-
cussion of the design of the study in this chapter,
the rationale for not shifting the weight toward the
disadvantages should also be indicated. Scott (in
Lindzey and Aronson, 1968, pp. 210-211) claims that
the disadvantages are as follows: the closed question
form (1) suggests particular answers which might be
uncritically accepted by acquiescent respondents, (2)

doesn't permit the researcher to find out whether the respondents have no attitude toward the subject in question, (3) doesn't facilitate the discovery of attitudes not anticipated a priori, and (4) may inhibit observer-respondent rapport by inserting unnatural and disinteresting factors into their relationship.

Numbers (1) and (4) have been dealt with in the above discussion in this chapter. Items (1) and (3) have also been taken into consideration through the use of the Gamelin research as a base. While the Gamelin study does not permit generalization on any of its 16 items, it does, through the method used to obtain the data it procured, permit a rather high degree of confidence to prevail concerning the attainment of the thinking of youth regarding these subjects. Moreover, the results of the second pilot study supplied leadership behaviors that youth from the Eastern, Midwestern and Western continental United States perceive to be both attractive and repulsive. It is noteworthy that all 16 of Gamelin's aspects of leadership (albeit their behavioral manifestations) were sustained and only three positive and three negative behaviors were added that did not appear in Gamelin's original study.

While the Gamelin research suggests that the

issue raised in (2) is unlikely, that study does not preclude its possibility, nor do any of the pilot studies undertaken with this research project in conjunction with the main study. However, it was assumed for the present study that the respondents do have an opinion with regard to this subject matter, even though that opinion may not be conscious and articulated in a cogent manner. This assumption was corroborated by the completion of most of the items by every respondent in the first pilot, by the enthusiasm and extent of the discussions on the tapes of the second pilot, and by the completion of most of the items on the questionnaires in the third pilot and main studies. These reasons, then, combined with the aforementioned advantages of the closed question form for the instrument, led to the selection of this methodology for the study.

Instrument validity is supported by the results of a multivariate analysis of the eight scales. The correlation of _father_ positive and negative scales, for example, is -.418417. The tendency to score high on the positive scale and low on the negative scale strengthens confidence in the validity of the positive and negative scale of the instrument.

The foregoing has described the design the study

employed. The data procured by following this plan
will be discussed in the next chapter.

CHAPTER IV

THE FINDINGS

The study sought the answers to five questions.
This chapter reports what was discovered. The ques-
tions asked whether young people view any of the 11
positive and 11 negative behaviors as more important on
any kind of consistent basis with respect to their peer
and adult leaders.

Also asked was an indication of what ways the
ranking of the behaviors for adult leader were similar
and dissimilar with the behaviors seen by young people
in their mothers and fathers. Following the presenta-
tion of the data, a summary of topical generalizations
concludes the chapter.

Research Questions and Pertinent Data

The questions stated in Chapter I guided the analy-
sis of the data. For convenience they will be restated
at the beginning of each section.

Research Question #1

The first question asked, "Do young people view
any of the 11 positive and 11 negative behaviors as more

important on any consistent basis with respect to their
peer leaders?" The findings show that some behaviors
are, indeed, identified as having more value on certain
consistent bases.

The differences noted in that which follows are
with respect to behaviors ranked plus or minus four or
more places. The selection of the number four is arbi-
trary, though not without logic. The rationale for
less than four places as the cut-off is that consider-
able interchangability is seen to occur among items
within one, two or three positions of each other. Four
or more indicates more contrast and it appears less fre-
quently. Further, four or more places constitutes a
spread of more than 1/3 of the 11 scale positions. The
cut-off at less than four was used consistently in all
cases.

Moreover, since the sample is large almost all of
the scores were statistically significant to at least
the .01 level. Thus the following discussion will focus
on those relationships which appear to yield the great-
est practical significance. The subject of statisti-
cal significance will be considered further in
connection with Research Question #3.

Table 4.1 shows that while some behaviors are more
important than others, all are considered important

TABLE 4.1 - National Mean Scores and Ranking by
Item in All Four Categories

Categories

Peer	Adult	Mother	Father
D 3.493 c	D 3.565 c	K 3.189 i	K 3.217 i
A 3.350 c	J 3.491 c	F 3.134 c	B 3.115 i
J 3.325 c	A 3.468 c	B 3.019 i	C 2.888 c
F 3.296 c	B 3.379 i	C 3.017 c	E 2.883 i
E 3.207	F 3.344	D 3.011	H 2.853
B 3.183	E 3.293	A 2.998	F 2.688
I 3.178	I 3.279	E 2.946	D 2.635
H 3.089	C 3.226	H 2.911	A 2.619
K 3.063	K 3.175	J 2.887	J 2.530
C 2.847	H 3.142	I 2.750	I 2.482
G 2.665	G 2.762	G 2.642	G 2.078
U 3.338	U 3.318	R 2.119	R 2.092
L 3.181	M 3.297	V 1.717	V 1.832
M 3.168	N 3.285	M 1.663	M 1.676
N 3.161	O 3.284	O 1.485	O 1.379
O 3.147	L 3.267	Q 1.383	T 1.373
P 3.112	S 3.198	L 1.242	Q 1.327
T 3.106	P 3.148	T 1.230	N 1.179
S 3.100	T 3.094	P 1.228	L 1.109
Q 2.961	Q 3.068	N 1.137	S 1.104
R 2.754	R 2.847	S 1.124	P 1.096
V 2.626	V 2.792	U .975	U 1.018

c = consideration   i = initiation of structure

Item #	Symbol	Behavior			
1	A	Communicates	2	M	Doesn't relate to young people
2	B	Displays adequate knowledge and ability	3	N	Doesn't show concern for young people (me)
3	C	Lets young people (me) take responsibility	4	O	Doesn't trust young people (me)
4	D	Listens			
5	E	Organizes well	5	P	Favors some over others
6	F	Seeks to help when needed	6	Q	Forces ideas on young people (me)
7	G	Shares own shortcomings and problems	7	R	Gets upset when things don't go right
8	H	Shows sense of humor	8	S	Looks down on young people (me)
9	I	Tries new ideas--open			
10	J	Understands (my) concerns of young people	9	T	Puts own interests ahead or group
11	K	Uses firmness when necessary	10	U	Says one thing, but does another--dishonest
			11	V	Won't change--old fashioned
1	L	Doesn't follow through--dishonest			

(with respect to the positive acts) and serious
(with respect to the negative). For example, the
ninth-ranked behavior for _peer_ leader is "uses firm-
ness when necessary" (K). Though ranked ninth, the
national mean for that item is 3.063, which, on a
scale of 0 - 4, is high.

The four top-ranked positive behaviors are
"listens" (D), "communicates" (A), "understands
concerns of young people" (J) and "seeks to help
when needed" (F); these items are all concerned with
consideration. The last-ranked positive behavior
is "shares own shortcomings and problems" (G).

With respect to the 11 negative behaviors,
hypocrisy, "says one thing, but does another--dis-
honest" (U), is ranked first (most serious) for
peer leaders. The two last-ranked negative behav-
iors, mentioned here, due to their consistent reap-
pearance in these positions, are "gets upset when
things don't go right" (R) and "won't change--old-
fashioned" (V).

Essentially the same results obtain when the
demographic variables are isolated, as can be ob-
served from the data displayed on Table 4.2, graph-
ically portraying the comparisons the research question
explored. Care must be taken in the contrasts made

TABLE 4.2 - Variable Comparison Rankings

Peer							Adult							Mother							Father						
Nat.All	Nat.Female	Nat.Male	YG,Urb.Vol.	Other,Urb.Vol	Nat.Sub.Vol.	Nat.Rur.Vol.	Nat.All	Nat.Female	Nat.Male	YG,Urb.Vol.	Other,Urb.Vol	Nat.Sub.Vol.	Nat.Rur.Vol.	Nat.All	Nat.Female	Nat.Male	YG,Urb.Vol.	Other,Urb.Vol	Nat.Sub.Vol.	Nat.Rur.Vol.	Nat.All	Nat.Female	Nat.Male	YG,Urb.Vol.	Other,Urb.Vol	Nat.Sub.Vol.	Nat.Rur.Vol.
D	D	D	D	D	D	D	D	D	D	D	A	D	D	K	K	F	K	C	K	K	K	K	K	K	K	K	B
A	A	A	P	A	A	J	J	J	J	J	D	J	J	F	F	K	F	F	F	F	B	B	B	H	K	B	K
J	J	J	A	J	J	B	A	A	B	A	J	A	A	B	B	D	H	B	C	D	C	H	C	F	C	C	H
P	P	P	J	K	P	A	B	P	A	E	B	P	E	C	C	A	E	K	E	B	E	E	E	B	E	E	E
E	I	E	E	F	I	F	F	B	F	F	E	B	C	D	D	B	A	D	D	E	H	C	H	D	H	H	F
B	E	B	I	E	E	E	E	E	E	I	P	I	B	A	A	C	D	E	B	A	F	F	F	C	D	F	A
I	B	I	H	B	H	H	I	I	I	B	I	E	F	E	H	E	B	H	J	C	D	D	A	A	F	D	D
H	H	K	K	I	B	K	C	C	C	C	K	H	H	H	E	J	C	A	A	H	A	A	D	J	A	A	P
K	K	H	B	H	K	I	K	H	K	H	C	C	K	J	J	H	J	J	H	J	J	J	I	E	I	J	J
C	C	C	C	C	C	C	H	K	H	K	H	K	I	I	I	I	I	I	I	I	I	I	J	I	J	I	I
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
U	U	U	U	U	U	U	U	U	U	U	L	N	O	R	R	R	R	R	R	R	R	R	R	R	R	R	R
L	L	N	M	M	N	O	M	M	M	O	N	M	U	V	V	V	M	V	V	M	V	V	V	M	V	V	V
M	M	L	N	L	L	L	N	O	N	M	U	M	M	M	M	M	O	M	M	V	M	M	M	V	M	M	M
N	O	M	O	N	O	P	O	N	O	L	U	O	N	O	O	O	N	O	Q	Q	O	O	T	N	T	Q	O
O	N	T	L	T	M	N	L	L	L	M	O	S	P	Q	Q	Q	N	Q	O	O	T	T	O	O	O	T	T
P	P	O	T	S	S	M	S	S	S	P	S	L	L	L	P	T	L	N	T	L	Q	Q	Q	T	N	O	Q
T	S	S	Q	O	T	S	P	P	P	S	T	P	S	T	L	L	P	T	L	T	N	N	N	L	Q	S	S
S	T	P	P	T	P	T	T	T	T	Q	Q	T	Q	P	T	T	P	T	P	P	L	P	L	U	L	N	P
Q	Q	Q	R	P	Q	Q	Q	Q	Q	T	P	Q	T	N	N	N	S	L	S	N	S	S	S	P	P	L	L
R	R	S	R	R	R	R	R	R	R	R	R	R	V	S	S	S	Q	S	N	S	P	L	P	Q	S	U	N
V	V	V	V	V	V	V	V	V	V	V	V	V	R	U	U	U	U	U	U	U	U	U	U	S	U	P	U

Nat. = National   Sub. = Suburban   YG = Youth Guidance
Rur. = Rural   Urb. = Urban   Vol. = Voluntary (membership)

Item #	Symbol	Behavior			
1	A	Communicates	2	M	Doesn't relate to young people
2	B	Displays adequate knowledge and ability	3	N	Doesn't show concern for young people (me)
3	C	Lets young people (me) take responsibility	4	O	Doesn't trust young people (me)
4	D	Listens	5	P	Favors some over others
5	E	Organizes well	6	Q	Forces ideas on young people (me)
6	F	Seeks to help when needed	7	R	Gets upset when things don't go right
7	G	Shares own shortcomings and problems	8	S	Looks down on young people (me)
8	H	Shows sense of humor	9	T	Puts own interests ahead or group
9	I	Tries new ideas--open	10	U	Says one thing, but does another--dishonest
10	J	Understands (my) concerns of young people	11	V	Won't change--old fashioned
11	K	Uses firmness when necessary			
1	L	Doesn't follow through--dishonest			

and conclusions drawn from these data, because one
variable is being compared with part of itself when
matching a demographic variable with the national
mean. Thus, only the rankings are given in the
table; statistical analysis is not done. Most of the
mean scores closely parallel the national scores
(National, all).

Combinations of the demographic variables were
selected for statistical analysis on the basis of
two criteria: (1) combinations of factors reported in
the research of Douvan and Adelson (1966) as having
the most chance of containing important differences
and (2) sufficient data to produce meaningful statis-
tics. An example of this selection process is seen
in regard to the comparison of Youth Guidance subjects
with the other subjects. Here the location variable
held constant had to be urban, for that sector was
where most of the Youth Guidance subjects came from.
Only 15 Youth Guidance subjects were suburbanites,
and none were rural. Thus criterion one was met by
all three location variables, but criterion two was
met only by the urban subgroup.

Male and Female Responses[*]

Male and female subjects showed very little dif-
ference in their ranking of the _peer_ behaviors. The
females tended to mark slightly higher score values
overall, as can be seen in Figure 4.1 and Table 4.3.
All of the top four behaviors for both male and female
are types of consideration which parallel the whole
sample.

Youth Guidance and "Other" Responses

Youth Guidance and other subjects did not differ
substantially from the total sample. However, "other"
youth did rank "uses firmness when necessary" (K)
fourth, while Youth Guidance ranked that behavior
eighth, and the total sample ninth (Table 4.2). It
should also be noted that "other" respondents tended
to score the behaviors higher on both scales than did
the Youth Guidance groups, as can be seen in Figure
4.2 and Table 4.4. While this tendency is not true
for every behavior, and while the contrast observable
in the graph (Figure 4.2) is not as pronounced as for
the gender variable, the tendency is still quite

---

[*]It is not certain that an age by sex biasing is
not functioning. Data were not obtained to assure that
the proportion of males and females was the same at
each age.

FIGURE 4.1 - Youth Perceptions of Peer and Adult
Leadership Behavior--Mean Scores and Ranking by
Item of Male and Female Responses
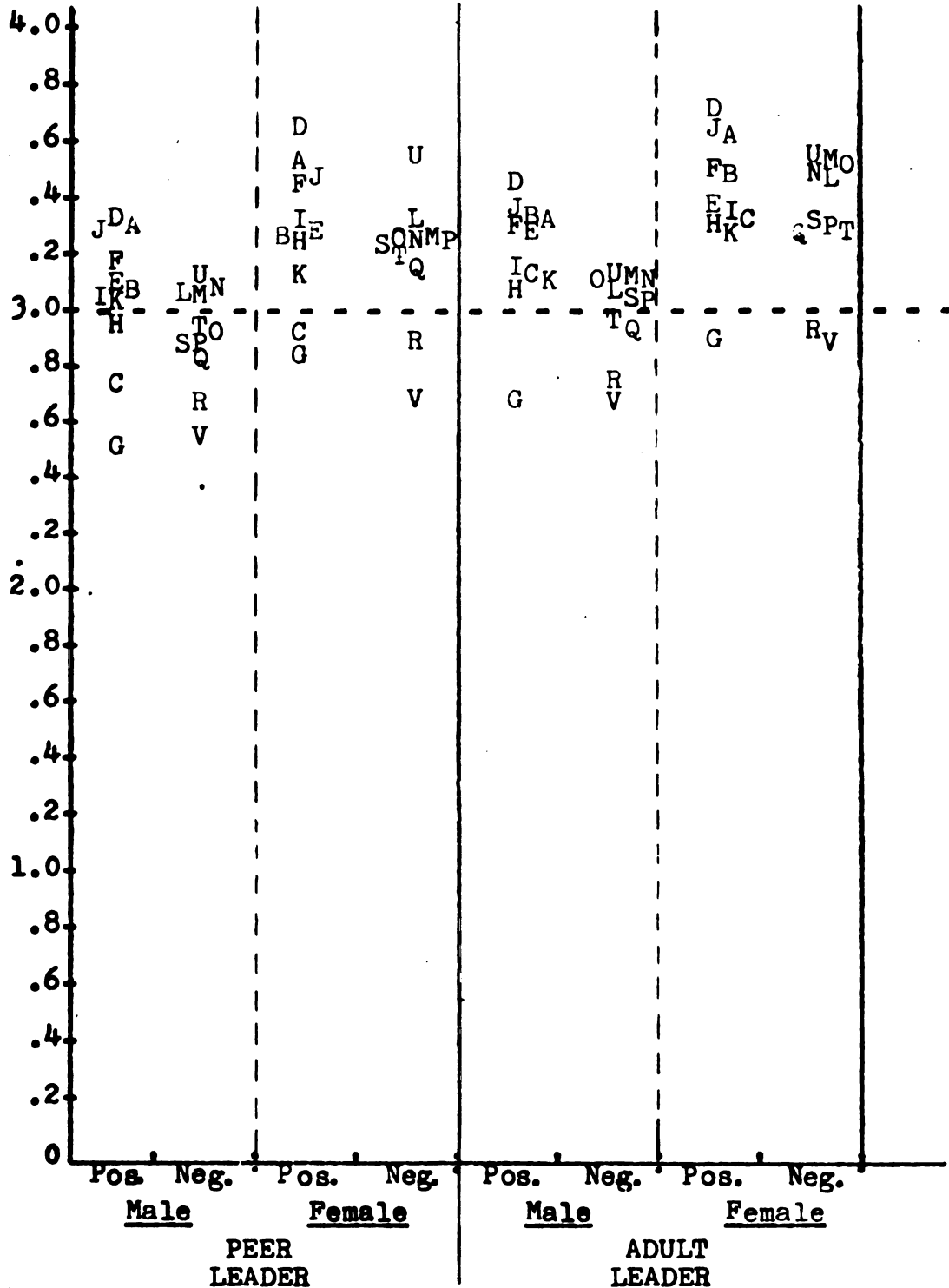
TABLE 4.3 - Youth Perceptions of Peer and Adult Leadership behavior--
Mean Scores and Ranking by Item of Male and Female Subjects

Peer		Adult	
Male	**Female**	**Male**	**Female**
D 3.368 c	D 3.654 c	D 3.459 c	D 3.704 c
A 3.231 c	A 3.493 c	J 3.371 c	J 3.635 c
J 3.207 c	J 3.471 c	B 3.353 i	A 3.603 c
F 3.199 c	F 3.418 c	A 3.349 c	F 3.431 c
E 3.164	I 3.297	F 3.279	B 3.413
B 3.143	E 3.279	E 3.225	E 3.396
I 3.080	B 3.243	I 3.188	I 3.389
K 3.020	H 3.210	C 3.172	C 3.300
H 2.993	K 3.118	K 3.117	H 3.261
C 2.775	C 2.942	H 3.061	K 3.247
G 2.539	G 2.826	G 2.681	G 2.879
U 3.172	U 3.530	U 3.152	U 3.526
N 3.031	L 3.372	M 3.120	M 3.518
L 3.025	M 3.358	N 3.110	O 3.508
M 3.021	O 3.346	C 3.105	N 3.493
T 2.990	N 3.325	L 3.094	L 3.474
O 2.984	P 3.309	S 3.053	S 3.379
S 2.960	S 3.272	F 3.010	P 3.324
P 2.960	T 3.250	T 2.970	T 3.235
Q 2.847	Q 3.109	Q 2.938	Q 3.230
R 2.672	R 2.851	R 2.767	R 2.943
V 2.563	V 2.682	V 2.692	V 2.906

c = consideration   i = initiation of structure

Item #	Symbol	Behavior			
1	A	Communicates	2	M	Doesn't relate to young people
2	B	Displays adequate knowledge and ability	3	N	Doesn't show concern for young people (me)
3	C	Lets young people (me) take responsibility	4	O	Doesn't trust young people (me)
4	D	Listens			
5	E	Organizes well	5	P	Favors some over others
6	F	Seeks to help when needed	6	Q	Forces ideas on young people (me)
7	G	Shares own shortcomings and problems	7	R	Gets upset when things don't go right
8	H	Shows sense of humor	8	S	Looks down on young people (me)
9	I	Tries new ideas--open			
10	J	Understands (my) concerns of young people	9	T	Puts own interests ahead or group
11	K	Uses firmness when necessary	10	U	Says one thing, but does another--dishonest
			11	V	Won't change--old fashioned
1	L	Doesn't follow through--dishonest			

FIGURE 4.2 - Youth Perceptions of Peer and Adult Leader-
ship Behavior--Mean Scores and Ranking by Item of Urban
and Voluntary Youth Guidance and "Other" Responses

TABLE 4.4 - Youth Perceptions of Peer and Adult Leadership Behavior--Mean Scores and Ranking by Item of Urban and Voluntary Youth Guidance and "Other"

Peer		Adult	
Youth Guidance	"Other"	Youth Guidance	"Other"
D 3.419 c	D 3.500 c	D 3.494 c	A 3.529 c
F 3.325 c	A 3.478 c	J 3.365 c	D 3.506 c
A 3.186 c	J 3.374 c	A 3.323 c	J 3.456 c
J 3.175 c	K 3.300 i	E 3.274 i	B 3.404 i
E 3.049	F 3.281	F 3.271	E 3.289
I 2.988	E 3.264	I 3.156	F 3.267
H 2.942	B 3.256	B 3.149	I 3.213
K 2.911	I 3.209	C 3.030	K 3.211
B 2.859	H 3.033	H 3.018	C 3.067
C 2.708	C 2.756	K 3.012	H 3.067
G 2.633	G 2.747	G 2.820	G 2.798
U 3.066	U 3.264	U 3.059	L 3.278
M 2.946	M 3.121	O 3.000	N 3.278
N 2.941	L 3.111	N 2.988	M 3.211
O 2.940	N 3.091	L 2.964	U 3.189
L 2.875	T 3.055	M 2.964	O 3.178
T 2.817	S 3.033	P 2.873	S 3.133
Q 2.794	O 3.022	S 2.850	T 3.079
P 2.756	Q 2.945	Q 2.833	Q 2.956
R 2.681	P 2.933	T 2.827	P 2.800
S 2.614	R 2.747	R 2.768	R 2.733
V 2.280	V 2.538	V 2.615	V 2.711

c = consideration   i = initiation of structure

Item #	Symbol	Behavior			
1	A	Communicates	2	M	Doesn't relate to young people
2	B	Displays adequate knowledge and ability	3	N	Doesn't show concern for young people (me)
3	C	Lets young people (me) take responsibility	4	O	Doesn't trust young people (me)
4	D	Listens			
5	E	Organizes well	5	P	Favors some over others
6	F	Seeks to help when needed	6	Q	Forces ideas on young people (me)
7	G	Shares own shortcomings and problems	7	R	Gets upset when things don't go right
8	H	Shows sense of humor	8	S	Looks down on young people (me)
9	I	Tries new ideas--open			
10	J	Understands (my) concerns of young people	9	T	Puts own interests ahead or group
11	K	Uses firmness when necessary	10	U	Says one thing, but does another--dishonest
			11	V	Won't change--old fashioned
1	L	Doesn't follow through--dishonest			

noticeable. The top four behaviors in the positive scale of the Youth Guidance distribution are all types of consideration, while three of the top four for the "other" respondents are types of consideration, but the fourth, which is ranked fourth, is a type of initiation of structure.

Suburban and Rural Responses

Voluntary group membership was held constant for both suburban and rural subjects. Both showed somewhat more variance in their choices than did the gender variable but no great differences. Suburban respondents ranked "tries new ideas--open" (I) fifth, two places above the national sample, while rural youth indicated a lower priority for this behavior by ranking it ninth. Rural young people, however, put "displays adequate knowledge and ability" (B) third in contrast with the whole sample where it was sixth and with the suburban subjects who ranked it eighth. Again, the differences in means are small, as can be seen in Table 4.5. All four of the top-ranked positive behaviors in the suburban distribution are types of consideration, while three of the top four are of that orientation in the rural subjects' perceptions. The latter ranked third a structural behavior, "displays adequate knowledge

TABLE 4.5 - Youth Perceptions of Peer and Adult Leadership Behavior
Mean Scores and Ranking by Item of Voluntary Suburban and Rural Subjects

Peer		Adult	
Suburban	**Rural**	**Suburban**	**Rural**
D 3.603 c	D 3.370 c	D 3.638 c	D 3.381 c
A 3.479 c	J 3.189 c	J 3.553 c	J 3.381 c
J 3.416 c	B 3.187 i	A 3.524 c	A 3.314 c
F 3.341 c	A 3.151 c	F 3.427 c	E 3.257 i
I 3.231	F 3.149 .·	B 3.414	C 3.229
E 3.228	E 3.122	I 3.402	B 3.224
H 3.218	H 3.119	E 3.292	F 3.211
B 3.191	K 3.017	H 3.272	H 3.160
K 3.100	I 2.994	C 3.238	K 3.102
C 2.970	C 2.783	K 3.166	I 3.091
G 2.878	G 2.585	G 3.003	G 2.648
U 3.352	U 3.233	N 3.398	O 3.286
N 3.280	O 3.211	M 3.390	U 3.233
L 3.238	L 3.198	U 3.362	M 3.208
O 3.224	P 3.170	O 3.349	N 3.183
M 3.218	N 3.159	S 3.289	P 3.144 .
S 3.207	M 3.137	L 3.269	L 3.085
T 3.170	S 3.122	P 3.222	S 3.051
P 3.159	T 3.085	T 3.196	Q 2.960
Q 3.003	Q 2.931	Q 3.120	T 2.886
R 2.866	R 2.766	R 2.958	V 2.807
V 2.680	V 2.751	V 2.898	R 2.739

c = consideration   i = initiation of structure

Item #	Symbol	Behavior			
1	A	Communicates	2	M	Doesn't relate to young people
2	B	Displays adequate knowledge and ability	3	N	Doesn't show concern for young people (me)
3	C	Lets young people (me) take responsibility	4	O	Doesn't trust young people (me)
4	D	Listens			
5	E	Organizes well	5	P	Favors some over others
6	F	Seeks to help when needed	6	Q	Forces ideas on young people (me)
7	G	Shares own shortcomings and problems	7	R	Gets upset when things don't go right
8	H	Shows sense of humor	8	S	Looks down on young people (me)
9	I	Tries new ideas--open			
10	J	Understands (my) concerns of young people	9	T	Puts own interests ahead or group
11	K	Uses firmness when necessary	10	U	Says one thing, but does another--dishonest
			11	V	Won't change--old fashioned
1	L	Doesn't follow through--dishonest			

and ability" (B).

Among the negative behaviors, rural youth ranked "favors some over others (picks favorites)" (F) fourth in contrast with the whole sample where it was sixth and with the suburban young people who placed this behavior eighth. As the graph in Figure 4.3 shows, this discrepancy represents no large difference. The illustration does indicate, though, that the suburban subjects tended to rank both positive and negative behaviors higher than did rural respondents. This observation is corroborated by Table 4.5.

Research Question #2

The second question asked, "Do young people view any of the 11 positive and 11 negative behaviors as more important on any kind of consistent basis with respect to their adult leaders?" The findings show that some behaviors are indicated as having more value on certain consistent bases.

Table 4.1 shows that, while some behaviors are more important than others, all the positive ones are "important" and the negative ones are all "serious." Thus, while "shows sense of humor" (H) was ranked tenth it was rated high (3.142). Only one positive behavior was rated below 3.0, the eleventh-ranked

FIGURE 4.3 - Youth Perceptions of Peer and Adult
Leadership Behavior--Mean Scores and Ranking by
Item of Voluntary Suburban and Rural Subjects
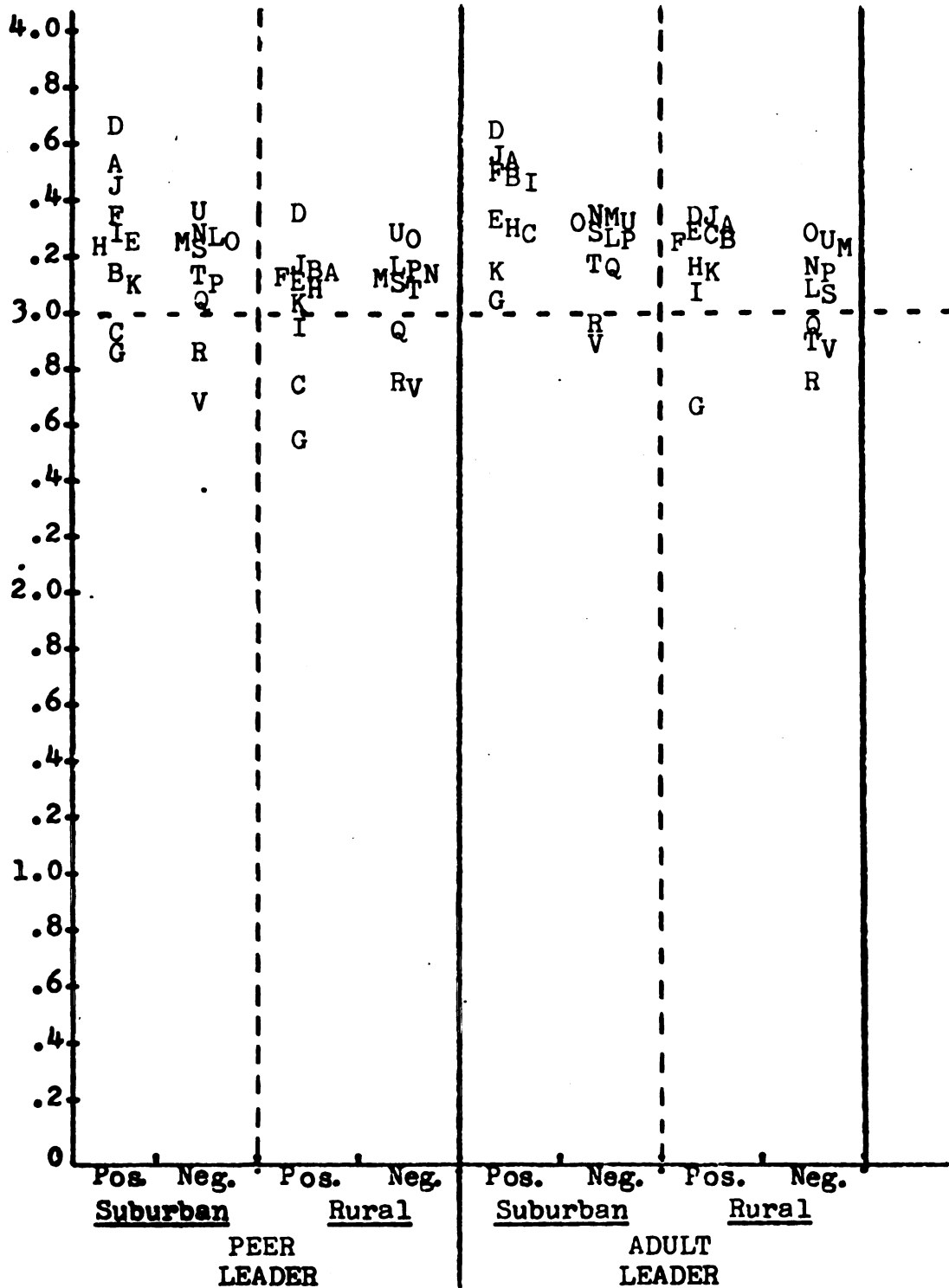
"shares own shortcomings and problems" (G), but it was rated nationally 2.762, considerably above the median.

The top-ranked behavior on the positive scale is "listens" (D), followed by "understands the concerns of young people" (J) and "communicates" (A). All three of these behaviors deal with types of consideration. The fourth, "displays adequate knowledge and ability" (B), is a type of initiation of structure.

The trend of rating all the behaviors high is also found with respect to the negative scale. The top nine behaviors are all rated with mean scores above 3.0. The bottom-ranked act, "won't change-- old fashioned" (V), is well above the middle with a mean of 2.792. The most serious adult leader behavior is "says one thing, does another--dishonest" (U) with a mean of 3.318.

Another important discovery in the data is depicted in Table 4.6 where the range of the positive distribution is seen to lie from almost one standard deviation below the mean to almost two above. However, consulting Figure 4.4 and Table 4.1 reveals that half that range is caused by one item, "shares own shortcomings and problems" (G). This behavior, which is represented by the shaded part of the bar in

TABLE 4.6 - Youth Perceptions of Leadership Behavior--Distribution of All Subjects' Responses

= amount of range affected by "Shares own shortcomings and problems" (σ̄)

POSITIVE Behaviors

FATHER

MOTHER

ADULT

PEER

SD = 0.314

2.088	2.402	2.716	3.030 X	3.344	3.658	3.972
-3 SD	-2 SD	-1 SD		+1 SD	+2 SD	+3 SD

NEGATIVE Behaviors

ADULT   PEER

FATHER   MOTHER

SD = 0.909

(-0.483)	0.426	1.335	2.244 X	3.153	(4.062)	(4.971)
-3 SD	-2 SD	-1 SD		+1 SD	+2 SD	+3 SD
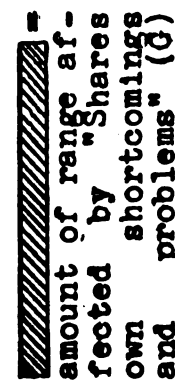
FIGURE 4.4 National Mean Scores and Rank by Item
for Peer, Adult, Mother and Father Behaviors

The dotted line connecting the bracketed behaviors illustrates the bimodal distribution between the adult negative and mother negative scales. Notice also the bimodal distribution of adult negative and father negative scales.
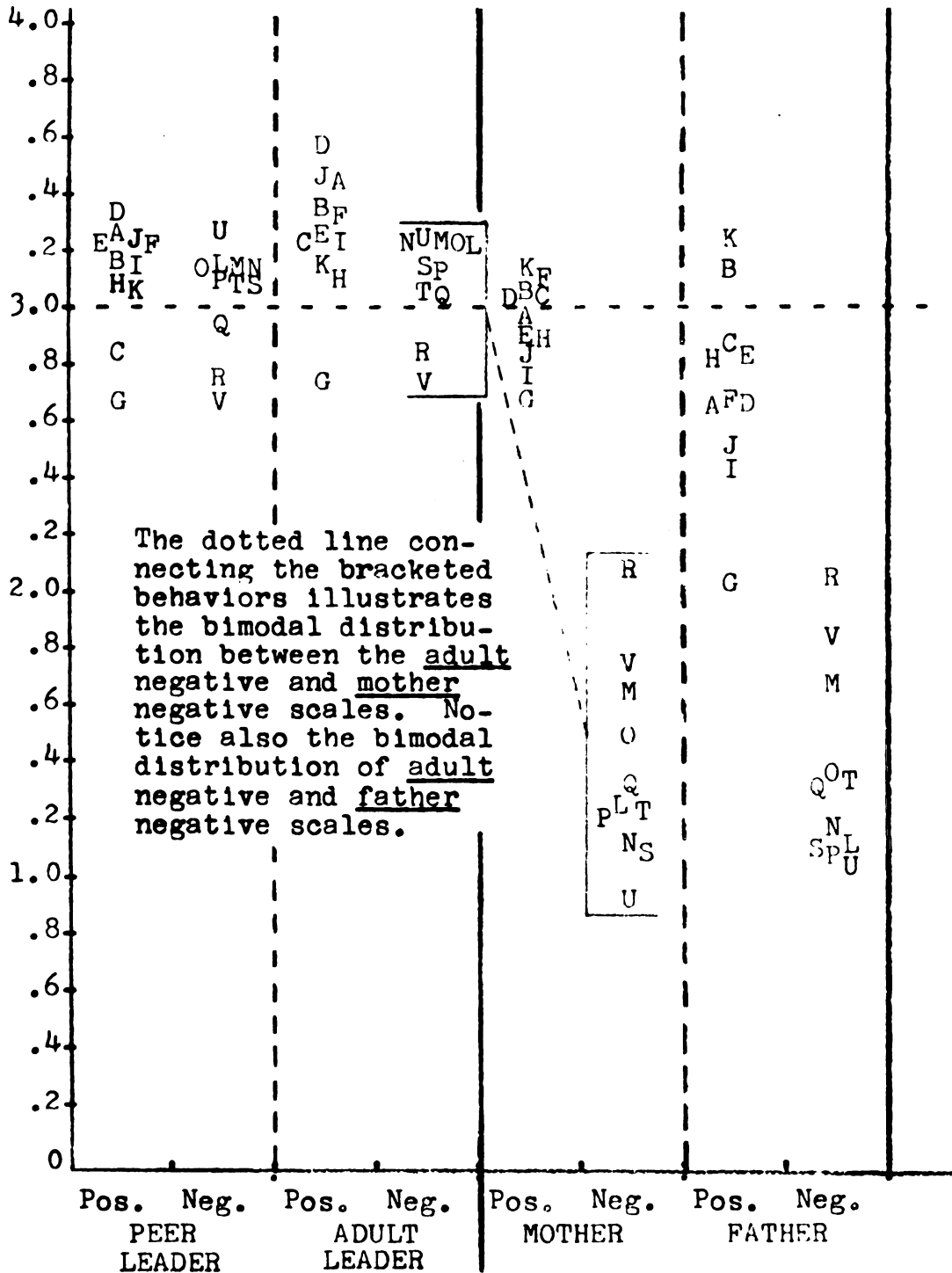
Table 4.6, is the only one ranked consistently last
by all groups.

Male and Female Responses

Female subjects rated all the behaviors higher
than did the males. Yet, apart from this observation,
both male and female responses were similar to each
other and to the total sample. Both sexes' rating of
"shares own shortcomings and problems" (G) accounts
for approximately half the range of the distributions,
as depicted by the shaded part of the bars in Table
4.7. All of the top four items ranked by the female
respondents are types of consideration, while males
ranked one structural behavior in their top four
choices. They ranked "displays adequate knowledge and
ability" (B) third in order of importance.

Youth Guidance and "Other" Responses

These subjects show little difference from each
other and the total sample. As seen in Table 4.4 and
Figure 4.2, "other" respondents tended to score the
behaviors higher than did the Youth Guidance subjects.
Both Youth Guidance and "other" young people selected
only one of their top four choices as a type of ini-
tiation of structure; they differed only in the choice
of the behavior selected. Youth Guidance ranked

TABLE 4.7 - Youth Perceptions of Leadership Behavior--Distribution of Male and Female Responses

= amount of range affected by "Shares own shortcomings and problems" (G)

POSITIVE Behaviors

FATHER - Female
FATHER - Male
MOTHER - Female
MOTHER - Male
ADULT-Female
ADULT-Male
PEER - Female
PEER - Male

SD = .326

2.061	2.387	2.713	3.039	3.365	3.691	(4.017)
-3 SD	-2 SD	-1 SD	X̄	+1 SD	+2 SD	+3 SD

NEGATIVE Behaviors

FA = Father
MO = Mother
A = Adult
P = Peer
F = Female
M = Male
SD = .925

FA - F
FA - M
MO - F
MO - M
A - F
A - M
P - F
P - M

(-.527)	.398	1.323	2.248	3.173	(4.098)	(5.023)
-3 SD	-2 SD	-1 SD	X̄	+1 SD	+2 SD	+3 SD

"organizes well" (E) as fourth, while the "other"
respondents placed "displays adequate knowledge and
ability" (B) as fourth. In both distributions the
top three behaviors were types of consideration.
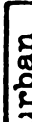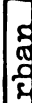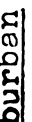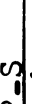
Suburban and Rural Responses

Subjects in these categories showed the most but
not great differences both within and across groups
with respect to adult leaders. The suburbanites, as
seen in Table 4.5, ranked "tries new ideas--open"
(I) sixth, while rural youth ranked it tenth, a dif-
ference of more than a standard deviation. Both sub-
urban and rural youth contrasted with the national
rank of seventh.

Rural youth ranked "lets young people take re-
sponsibility for important tasks" (C) fifth in con-
trast to suburban youngsters who placed this behavior
ninth, yet the mean scores were close. The national
sample ranked this item eighth with a closely related
mean score.

Rural youth, consistent with the rest of the na-
tional sample, ranked "shares own shortcomings and
problems" (G) last. However, as can be seen in Table
4.8, they rated this behavior considerably lower than
did suburban youth. Thus, "shares own shortcomings

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TABLE 4.8 - Youth Perceptions of Leadership Behavior--Distribution of Voluntary Suburban and Rural Responses

POSITIVE Behaviors

FATHER - Rural
FATHER - Suburban
MOTHER - Rural
MOTHER - Suburban
ADULT - Rural
ADULT - Suburban
PEER - Rural
PEER - Suburban

= amount of range affected by "Shares own short-comings and problems" (G)

SD = .304

2.118	2.422	2.726	3.030	3.334	3.638	3.942
-3 SD	-2 SD	-1 SD	X̄	+1 SD	+2 SD	+3 SD

NEGATIVE Behaviors

A-R
A-S
P-R
P-S
FA-R
FA-S
MO-R
MO-S

FA = Father
MO = Mother
A = Adult
P = Peer
R = Rural
S = Suburban
SD = .953

(-.648)	.305	1.258	2.211	3.164	(4.117)	(5.070)
-3 SD	-2 SD	-1 SD	X̄	+1 SD	+2 SD	+3 SD

and problems" (G) accounts for over half the range of
the distribution for rural respondents, in contrast to
less than a quarter for suburban subjects, as shown in
the shaded areas.

Suburban youth scored positive and negative be-
haviors higher than did rural youth. (See Table 4.5
and Figure 4.3.)

All of the top four positive behaviors ranked by
the suburban youth are types of consideration. Rural
youth ranked the structural "organizes well" (E)
fourth instead of "displays adequate knowledge and
ability" (B) as the total sample.

One item in the negative scale, "gets upset when
things don't go right" (R), was ranked last by rural
youth in contrast to every other group and the national
sample. All others ranked this behavior tenth in the
adult category. The differences in mean scores is not
noteworthy.

Research Question #3

The third question asked, "What is the similarity
or dissimilarity in responses to peer and adult lea-
ders?" Since this and the remaining two questions
focus upon the subject of agreement and difference,
two comments are necessary to indicate the frame of

reference used for approaching the subject. First,
the use of four or more as an indicator of contrast
(the rationale for which has been described above on
p. 76) has been also used to analyze the data for
the purpose of answering these questions.

Second, considering the size of the sample and
the nature of the data, the question of statistical
significance is less important than the demonstration
of the ranges of data in terms of standard deviation,
and thus the data are reported in that manner. However,
as a matter of general interest, Pearson Product Moment
correlations and analysis of variance were made on se-
lected sets of data, one of which is displayed in
APPENDIX F. Beyond this, analysis of significance was
not ordered.

As seen in Table 4.1, both peer and adult leaders'
positive behaviors were rated above 3.0 with the excep-
tion of only two for peer and one for adult. The be-
havior, "shares own shortcomings and problems" (G),
was consistently ranked last for both leaders. While
this behavior also received the lowest mean score of
all other positive behaviors, the scores are still all
above midpoint (2.0) for each of the leaders.

Another observation can be made with respect to
this behavior. As seen in Table 4.6, the range of the

<u>adult</u> leader positive distribution lies from almost
one standard deviation below the mean to almost two
above. Yet, consulting Figure 4.4 and Table 4.1 re-
veals that half of that range is caused by the one
behavior, "shares own shortcomings and problems" (G),
which effect is illustrated in the shaded part of the
bar in Table 4.6. The other <u>adult</u> behaviors are
tightly gathered in a narrow range above the mean.
In contrast, the range of the <u>peer</u> positive behaviors
is considerably broader, being more evenly distri-
buted across the mean.

The sample subjects ranked the same three posi-
tive behaviors as most important for both leaders.
The top-ranked behavior in each case was the same,
"listens" (D). The second and third for <u>peer</u>, "com-
municates" (A) and "understands concerns of young
people" (J), were inverted for <u>adult</u>. The top three
were all types of consideration.

The fourth-ranked behavior for <u>peer</u> leader is
"seeks to help when needed" (F), also a type of consid-
eration. However, the fourth most important behavior
in <u>adult</u> leader was indicated as "displays adequate
knowledge and ability" (B), a type of initiation of
structure.

With respect to the 11 negative behaviors, "says

one thing, but does another--dishonest" (U) is ranked as the most serious for both peer and adult leader. Three other negative behaviors, "forces ideas on young people" (Q), "gets upset when things don't go right" (R), and "won't change--old-fashioned" (V), were ranked least serious for both peer and adult leaders. They also appeared in the same order for both leaders.

A Pearson Product Moment correlation of the eight scales showed a high correlation between the adult negative and peer negative scales. The correlation for the two scales was .7843 which is significant to the .001 level. A strong correlation also obtained for the adult and peer positive scales. While the correlation for the positive scales was not as high as for the negative ones, it was still significant at the .001 level. Consistent with Douvan and Adelson's contention that differences between the regions are not great, these correlations stand out in the regional analyses as well with only one exception. A multivariate analysis of scale scores by region showed a significant (.0003) difference between region 7 (Eastern Great Lakes) and region 8 (Plains States) on the adult negative scale. Youth in region 7 rated these behaviors much lower (such that the mean of all 11 behaviors was 2.7545) than did the young people in region 8. The region 8

respondents rated the negative behaviors as consider-
ably more serious (with a mean of 3.2748) when seen in
their adult leaders.

Male and Female Responses

Male and female subjects scored the behaviors
higher for adult leaders than for peer leaders. As il-
lustrated in Figure 4.1, the females rated all behav-
iors higher than did the males. The essential
similarity of both sexes, to the responses of the total
sample, is seen in Table 4.7. The shaded part of the
adult distributions reflects the effect of both gen-
ders' low rating of "shares own shortcomings and prob-
lems" (G). Males and females rated this behavior more
than a standard deviation below the rest of the dis-
tribution. However, the males and females in the
sample did not make such a distinction with respect to
this behavior in the peer category. As shown in
Table 4.3, all of the top four behaviors for peer and
adult leaders are types of consideration with one ex-
ception. Males ranked the structural behavior, "dis-
plays adequate knowledge and ability" (B), third for
adult leader instead of fourth, as in the total sample.

Youth Guidance and "Other" Responses

"Other" respondents tended to score the behaviors higher than did Youth Guidance subjects in both leader categories. With respect to the behavior "uses firmness when necessary" (K), "other" young people ranked it fourth in importance for <u>peer</u> leaders but only eighth for <u>adult</u> leaders. They still consider the behavior very important in their <u>adult</u> leaders, however, giving it a mean score of 3.211 (in contrast to 3.300 for the fourth-ranked <u>peer</u> category). The top three behaviors for <u>peer</u> and <u>adult</u> leaders are all types of consideration as selected by Youth Guidance and "other" respondents. Youth Guidance also selected a type of consideration for the fourth rank for <u>peer</u> leader but a structural behavior, "organizes well" (E), fourth for <u>adult</u> leader. "Other" respondents ranked "uses firmness when necessary" (K) fourth for <u>peer</u> and "displays adequate knowledge and ability" (B) fourth for <u>adult</u> leaders, both types of structure.

Suburban and Rural Responses

Both suburban and rural subjects were consistent in their view of the behavior "tries new ideas--open" (I) with respect to <u>peer</u> and <u>adult</u> leaders. Suburban young people ranked this behavior fifth for <u>peer</u> and

sixth for adult leaders, while rural youth ranked it
ninth for peer and tenth for adult leaders. In all
cases it was considered very important, having mean
scores of more than 3.0 (except for rural peer, 2.994).

Suburban young people ranked "lets young people
take responsibility for important tasks" (C) low for
both peer leaders (tenth) and adult leaders (ninth),
though the mean scores are high (Table 4.5). Rural
respondents, on the other hand, ranked this behavior
tenth for peer leader but fifth for adult leader, also
rating the behavior high.

Rural respondents rated "shares own shortcomings
and problems" (G) more than a standard deviation lower
than the tenth ranked behavior for adult leader, as can
be seen in Tables 4.5 and 4.8. The rural youth paral-
leled the suburban young people with the ranking and
rating of this behavior for peer leader.

Suburban youth scored positive and negative be-
haviors higher for both peer and adult leaders than did
rural young people. Figure 4.3 and Table 4.5 illus-
trate and document this trend.

Suburban subjects' four top-ranked behaviors are
all types of consideration. Rural respondents on the
other hand ranked "displays adequate knowledge and
ability" (B) third for peer leader and "organizes

well" (E) fourth for <u>adult</u> leader; both of these be-
haviors are types of initiation of structure.

Research Question #4

The fourth question asked, "In what ways is the
ranking of the behaviors for <u>adult</u> leader similar and
dissimilar with the behaviors seen by young people in
their own <u>mothers</u>?" The reader should recall that the
ranking of the behaviors was ordered according to which
is perceived as most IMPORTANT with respect to the
<u>adult</u> leader, and to which is most TRUE of <u>mother</u>.

The top-ranked behavior on the positive scale for
<u>mother</u> is "uses firmness when necessary" (K). This
behavior was only ranked ninth in the <u>adult</u> leader
category, but the mean scores are quite similar, as
noted in Table 4.1.

The top-ranked behavior, seen as most important,
in <u>adult</u> leaders is "listens" (D), a type of consider-
ation. The top-ranked "uses firmness when necessary"
(K), seen as most true of <u>mothers</u>, is a type of initia-
tion of structure. Of the top four behaviors indi-
cated as being most important in <u>adult</u> leaders, the
first three are types of consideration. Of the top
four behaviors indicated as being most true of <u>mothers</u>,
two, the first and third, are structural.

"Understands my concerns" (J) was ranked second in importance for <u>adult</u> leaders, yet this behavior was ranked ninth by sample subjects as being true of their <u>mothers</u>. Again, the mean scores are important. Even though "understands my concerns" (J) is ranked ninth, it has a mean score of 2.887. In fact, all 11 of the behaviors in the positive scale for <u>mother</u> have mean scores over 2.6.

The last-ranked behavior seen as true of <u>mother</u> is the same as that ranked least important in <u>adult</u> leader, "shares own shortcomings and problems" (G). The mean scores are also similar.

This last discussed behavior is also involved in another observation concerning the <u>adult</u> and <u>mother</u> distributions. As can be seen in Table 4.6, and more specifically in Table 4.1, if it were not for the extended range of the <u>adult</u> positive scale caused by "shares own shortcomings and problems" (G), which is illustrated in Table 4.6 by the shaded area, these two distributions would have a small overlap and almost be bimodal.

With respect to the 11 negative behaviors, "says one thing, but does another--dishonest" (U) is ranked first as the most serious for <u>adult</u> (and <u>peer</u>) leaders. By contrast the young people surveyed indicated

a perfect negative correlation (as far as rank is concerned) on this behavior. They ranked it last as being least true of their mothers and with a national mean of under 1.0!

Figure 4.4 shows another contrast between the positive and negative scales in the adult and mother categories. The figure depicts nine of the 11 negative behaviors for adult leaders as being above 3.0, thus indicating that the respondents hold these acts to be quite serious. At the same time the subjects rated all 11 of the negative behaviors as relatively untrue of their mothers, only one being above 2.0. This bimodal distribution is also illustrated in Table 4.6.

Two negative behaviors, "gets upset when things don't go right" (R) and "won't change--old-fashioned" (V), were ranked least serious for adult leaders. Yet these same two were ranked first and second as being most true of mother. However, here again, the mean scores are of key import. While these two behaviors are ranked most serious, it is noteworthy that the highest mean is only 2.119, and the other behavior, "won't change--old-fashioned" (V), is well under 2.0 as are the other nine behaviors.

Essentially the same results obtain when the demographic variables are examined. However, a

multivariate analysis of differences among the scales
yielded one significant finding. A difference, sta-
tistically significant at the .003 level, exists be-
tween region 7 (Eastern Great Lakes) and region 8
(Plains States) with respect to the difference between
mother and adult regarding the undesirable behaviors.
Specifically, the mean difference (mother negative
minus adult negative) for region 7 was -1.471, while
the mean difference for region 8 was -1.9634. Check-
ing the regional means for the adult negative scale
reveals that region 8 had a noticeably higher mean
(3.2748) than did region 7 (2.7545), while the mother
negative scales were similar for both regions. This
and the finding reported on pages 100 and 101 were the
only regional differences of significance, which
tends to support Douvan and Adelson's contention con-
cerning the similarities of regions in the continental
United States.

Male and Female Responses

Males and females showed similar responses with
respect to mother. The tendency of females to score
the behaviors higher than males for adult (and peer)
leaders is not found in mother as is seen in Figure 4.5
and corroborated in Table 4.9. Nevertheless females

FIGURE 4.5 - Youth Perceptions of Mother and Father
Leadership Behavior--Mean Scores and Ranking by
Item of Male and Female Responses
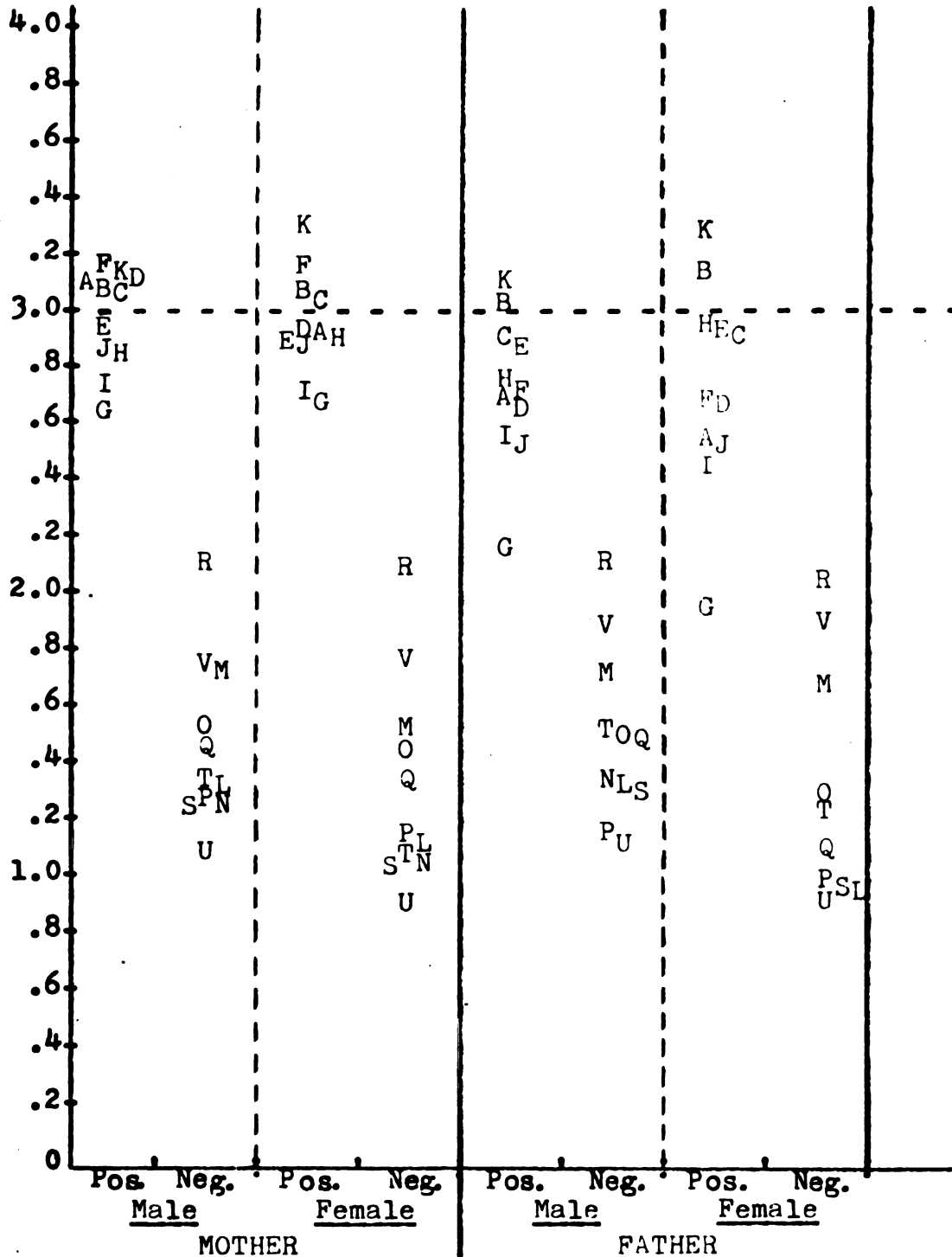
TABLE 4.9 - Youth Perceptions of Mother and Father Leadership Behavior--
Mean Scores and Ranking by Item of Male and Female Subjects

Mother		Father	
Male	Female	Male	Female
P 3.161 c	K 3.317 i	K 3.117 i	K 3.344 i
K 3.085 i	P 3.128 c	B 3.059 i	B 3.193 i
D 3.042 c	B 3.042 i	C 2.867 c	H 2.953 c
A 3.027 c	C 3.037 c	E 2.848 i	E 2.951 i
B 3.010	D 2.981	H 2.773	C 2.918
C 3.001	A 2.978	F 2.745	F 2.638
E 2.953	H 2.969	A 2.686	D 2.604
J 2.872	E 2.951	D 2.669	A 2.545
H 2.871	J 2.915	I 2.553	J 2.519
I 2.771	I 2.739	J 2.547	I 2.407
G 2.637	G 2.655	G 2.183	G 1.978
R 2.145	R 2.087	R 2.141	R 2.029
V 1.746	V 1.691	V 1.803	V 1.877
M 1.717	M 1.587	M 1.697	M 1.657
O 1.541	O 1.426	T 1.487	O 1.310
Q 1.433	Q 1.319	O 1.449	T 1.241
T 1.352	P 1.139	Q 1.444	Q 1.183
L 1.343	L 1.124	N 1.263	N 1.068
P 1.294	T 1.081	L 1.241	P .981
N 1.221	N 1.018	S 1.211	S .970
S 1.207	S 1.015	P 1.192	L .956
U 1.046	U .873	U 1.135	U .878

c = consideration   i = initiation of structure

Item #	Symbol	Behavior			
1	A	Communicates	2	M	Doesn't relate to young people
2	B	Displays adequate knowledge and ability	3	N	Doesn't show concern for young people (me)
3	C	Lets young people (me) take responsibility	4	O	Doesn't trust young people (me)
4	D	Listens			
5	E	Organizes well	5	P	Favors some over others
6	F	Seeks to help when needed	6	Q	Forces ideas on young people (me)
7	G	Shares own shortcomings and problems	7	R	Gets upset when things don't go right
8	H	Shows sense of humor	8	S	Looks down on young people (me)
9	I	Tries new ideas--open			
10	J	Understands (my) concerns of young people	9	T	Puts own interests ahead or group
11	K	Uses firmness when necessary	10	U	Says one thing, but does another--dishonest
			11	V	Won't change--old fashioned
1	L	Doesn't follow through--dishonest			

did score the top positive behavior, "uses firmness when necessary" (K) notably higher than did males. The two genders differed most in the ranking of the top four behaviors. The males' selection included three types of consideration while the females' contained two types of initiation of structure, one of which, "uses firmness when necessary" (K), was top-ranked as in the total sample.

Youth Guidance and "Other" Responses

As reflected in Table 4.2, these two subgroups differed more than any of the other demographic variables. Youth Guidance respondents ranked "shows sense of humor" (H) third in contrast with "other" subjects who ranked this behavior seventh and with the national sample where it was ranked eighth for mother. The scores of all three, however, are within one standard deviation from the mean of the scale. By comparison, Youth Guidance ranked this act ninth, while "other" subjects and the national sample ranked it tenth for adult leaders. The scores in this latter category are not notably differentiated.

Youth Guidance respondents ranked "displays adequate knowledge and ability" (B) seventh for mother in contrast to third for "other" young people and third

nationally. The rankings were similar for adult
leader.

"Other" youth ranked "lets me take responsibility
for important tasks" (C) first for mother with a mean
of 3.057. (See Table 4.10.) The national sample con-
trasts with this value by ranking the behavior fourth
with a mean of 3.017 and with Youth Guidance subjects
who ranked it eighth with a mean of 3.030. Here is
another example of the importance of checking the mean
along with the ranking. A difference of seven places
in rank appears to be quite large, and is not unimpor-
tant, but a mean difference of .027 between the first
and eighth ranked behaviors mitigates that difference.
With respect to adult leaders the ranking and rating
is similar for the national sample, Youth Guidance and
"other" young people.

Youth Guidance subjects split their top four
choices with regard to considerate and structural be-
haviors of mother. The first and fourth ranked be-
haviors are types of initiation of structure and the
second and third are types of consideration. The
"other" subjects' top four are also split evenly,
though with the top two being types of consideration.
For adult leaders both Youth Guidance and "other"
respondents' top three were considerate with the

TABLE 4.10 - Youth Perceptions of Mother and Father Leadership Behavior--Mean Scores and Ranking by Item of Urban and Voluntary Youth Guidance and "Other"

Mother		Father	
Youth Guidance	"Other"	Youth Guidance	"Other"
K 3.313 i	C 3.057 c	K 3.050 i	K 3.125 i
F 3.181 c	F 3.035 c	H 2.906 c	B 2.899 i
H 3.139 c	B 3.035 i	F 2.829 c	C 2.872 c
E 3.122 i	K 3.034 i	B 2.829 i	E 2.862 i
A 3.120	D 2.988	D 2.777	H 2.813
D 3.080	E 2.920	C 2.755	D 2.696
B 3.075	H 2.860	A 2.739	F 2.587
C 3.030	A 2.837	J 2.734	A 2.392
J 2.988	J 2.655	E 2.724	I 2.392
I 2.916	I 2.535	I 2.671	J 2.387
G 2.820	G 2.414	G 2.281	G 1.938
R 2.264	R 2.126	R 2.123	R 2.075
M 2.025	V 1.770	M 2.080	V 1.962
O 1.982	M 1.721	V 2.014	M 1.825
V 1.939	O 1.517	N 1.914	T 1.662
N 1.866	Q 1.333	O 1.899	O 1.658
L 1.788	N 1.291	T 1.814	N 1.512
P 1.783	T 1.267	L 1.714	Q 1.438
T 1.782	P 1.256	U 1.657	L 1.412
S 1.728	L 1.161	P 1.616	P 1.215
Q 1.646	S 1.034	Q 1.468	S 1.162
U 1.582	U .966	S 1.420	U 1.125

c = consideration   i = initiation of structure

Item #	Symbol	Behavior			
1	A	Communicates	2	M	Doesn't relate to young people
2	B	Displays adequate knowledge and ability	3	N	Doesn't show concern for young people (me)
3	C	Lets young people (me) take responsibility	4	O	Doesn't trust young people (me)
4	D	Listens			
5	E	Organizes well	5	P	Favors some over others
6	F	Seeks to help when needed	6	Q	Forces ideas on young people (me)
7	G	Shares own shortcomings and problems	7	R	Gets upset when things don't go right
8	H	Shows sense of humor	8	S	Looks down on young people (me)
9	I	Tries new ideas--open			
10	J	Understands (my) concerns of young people	9	T	Puts own interests ahead or group
11	K	Uses firmness when necessary	10	U	Says one thing, but does another--dishonest
			11	V	Won't change--old fashioned
1	L	Doesn't follow through-- dishonest			

fourth structural. The fourth-ranked behavior for
Youth Guidance subjects was "organizes well" (E),
and for "other" respondents it was "displays adequate
knowledge and ability" (B) as did the total sample.

On the negative scale Youth Guidance subjects
ranked "doesn't show concern for me" (N) fifth with a
mean of 1.866 for mother; "other" respondents ranked
it sixth with a mean of 1.291 and the national sample
ninth with a mean of 1.137. By contrast Youth Guid-
ance ranked this behavior third (2.988) for adult
leaders while "other" ranked it second (3.278) and the
national sample third (3.285). The reader should
again notice the difference in the mean scores which
are much higher in adult leader where the reference is
to the degree of seriousness this behavior has for
this leader. The lower scores for mother refer to how
true the behavior is perceived to be of her.

Youth Guidance ranked "forces ideas on me" (Q)
tenth in contrast to fifth for "other" and the national
sample with respect to mother. The rankings and rat-
ings were similar with regard to adult leaders.

As seen in Figure 4.6, Youth Guidance subjects
tended to rank behaviors higher than did the "other"
respondents for mother. This finding contrasts with
the prior observation for adult leader where

FIGURE 4.6 - Youth Perceptions of Mother and Father Leadership Behavior--Mean Scores and Ranking by Item of Urban and Voluntary Youth Guidance and "Other" Responses
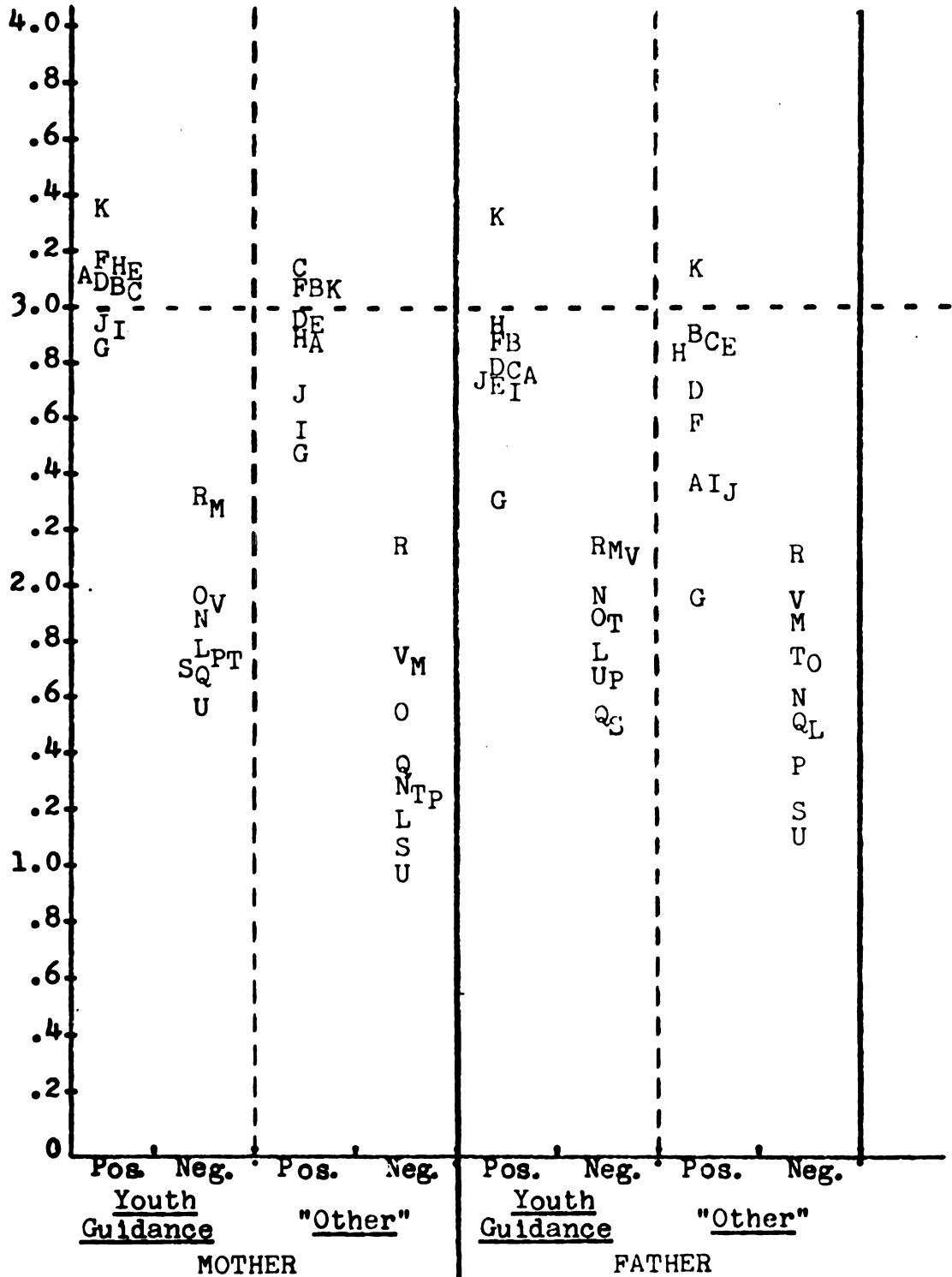
(Figure 4.2) "other" youth tended to rank the be-
haviors higher than Youth Guidance young people.

Suburban and Rural Responses

Suburban and rural subjects were similar in
their responses pertaining to mother. The latter,
however, tended to both rank and rate the desirable
behaviors higher than did the former, as can be seen
in Figure 4.7 and Table 4.11. By contrast suburban
youth scored both positive and negative behaviors
higher than did rural young people for adult leaders.
(See also Table 4.5 and Figure 4.3.)

Suburban subjects ranked "lets me take responsi-
bility for important tasks" (C) third for mother. The
national sample ranked this behavior fourth and rural
respondents seventh. By contrast, suburban young
people ranked this behavior ninth for adult leader
while the national sample ranked it eighth and the
rural youth fifth.

Rural respondents ranked two behaviors which are
types of initiation of structure first and fourth with
the second and third being types of consideration for
mother. Suburban subjects also split their four top-
ranked behaviors in the same manner, the first and
fourth being types of initiation of structure, the

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FIGURE 4.7 - Youth Perceptions of Mother and Father
Leadership Behaviors--Mean Scores and Ranking by
Item of Voluntary Suburban and Rural Subjects
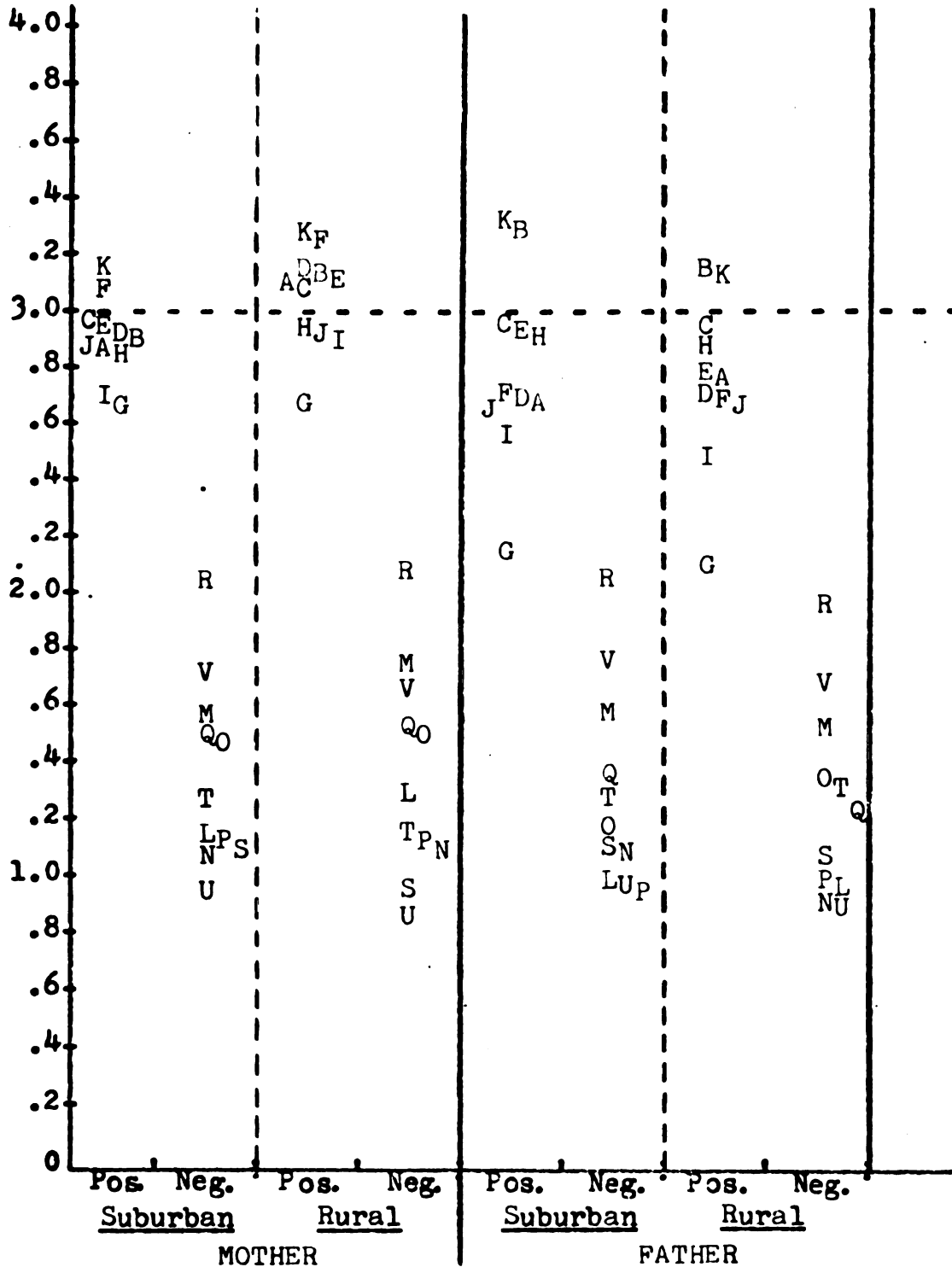
TABLE 4.11 - Youth Perceptions of Mother and Father Leadership Behavior--
Mean Scores and Ranking by Item of Voluntary Suburban and Rural Subjects

Mother		Father	
Suburban	Rural	Suburban	Rural
K 3.191 i	K 3.222 i	K 3.291 i	B 3.179 i
F 3.078 c	F 3.200 c	B 3.200 i	K 3.171 i
C 2.952 c	D 3.109 c	C 2.978 c	C 2.976 c
E 2.928 i	B 3.075 i	E 2.972 i	H 2.806 c
D 2.883	E 3.040	H 2.900	E 2.734
B 2.872	A 3.029	F 2.678	A 2.706
J 2.849	C 3.028	D 2.669	D 2.698
A 2.847	H 2.955	A 2.622	F 2.692
H 2.810	J 2.881	J 2.603	J 2.641
I 2.685	I 2.841	I 2.502	I 2.453
G 2.631	G 2.619	G 2.135	G 2.094
R 2.043	R 2.114	R 2.023	R 1.976
V 1.691	M 1.760	V 1.756	V 1.688
M 1.568	V 1.608	M 1.567	M 1.420
Q 1.451	Q 1.486	Q 1.356	O 1.268
O 1.426	O 1.434	T 1.284	T 1.218
T 1.256	L 1.207	O 1.178	Q 1.200
L 1.175	T 1.161	S 1.099	S 1.047
P 1.163	P 1.149	N 1.042	P .976
S 1.145	N 1.109	L .965	L .947
N 1.024	S .977	U .962	N .888
U .963	U .841	P .923	U ..865

c = consideration   i = initiation of structure

Item #	Sym- bol	Behavior			
1	A	Communicates	2	M	Doesn't relate to young people
2	B	Displays adequate know- ledge and ability	3	N	Doesn't show concern for young people (me)
3	C	Lets young people (me) take responsibility	4	O	Doesn't trust young people (me)
4	D	Listens			
5	E	Organizes well	5	P	Favors some over others
6	F	Seeks to help when needed	6	Q	Forces ideas on young people (me)
7	G	Shares own shortcomings and problems	7	R	Gets upset when things don't go right
8	H	Shows sense of humor	8	S	Looks down on young people (me)
9	I	Tries new ideas--open			
10	J	Understands (my) con- cerns of young people	9	T	Puts own interests ahead or group
11	K	Uses firmness when necessary	10	U	Says one thing, but does another--dishonest
			11	V	Won't change--old fashioned
1	L	Doesn't follow through-- dishonest			

second and third consideration. On the other hand with regard to _adult_ leaders, all of the top four behaviors ranked by suburban youth were considerate. Rural young people ranked considerate behaviors for the top three, but ranked a structural behavior fourth.

Research Question #5

The fifth question asked, "In what ways is the ranking of the behaviors for _adult_ leader similar and dissimilar with the behaviors seen by young people in their own _fathers_?" Again, the reader should keep in mind that the ranking of the behaviors was ordered according to which is perceived as most IMPORTANT with respect to the _adult_ leader, and to which is most TRUE of _father_.

The top-ranked behavior on the positive scale for _father_ is "uses firmness when necessary" (K). This behavior was ranked only ninth for adult leader, but, as can be seen in Table 4.1, the mean scores are close.

The top-ranked behavior, seen as most important, in _adult_ leaders is "listens" (D), a type of consideration. The top-ranked "uses firmness when necessary" (K), seen as most true of _fathers_, is a type of initiation of structure. Of the top four behaviors indicated as being most important in _adult_ leaders, the

first three are considerate. Of the top four be-
haviors indicated as most true of <u>fathers</u>, three are
structural; only the third is a type of consideration.

"Understands my concerns" (J) was ranked second
in importance for <u>adult</u> leaders, yet this behavior
was ranked ninth by respondents as being true of their
<u>fathers</u>. Again, the mean scores are important. Even
though "understands my concerns" (J) is ranked ninth,
it has a mean of 2.530. In fact, all 11 of the be-
haviors in the positive scale for <u>father</u> have mean
scores over 2.0.

The last-ranked behavior seen as true of <u>father</u>
is the same as that ranked least important in <u>adult</u>
leader, "shares own shortcomings and problems" (G).
The mean scores, however, are divergent, being sep-
arated by more than two standard deviations. Both
<u>adult</u> leader and <u>father</u> have much lower mean scores for
this behavior than do <u>mother</u> and <u>peer</u> leader, which can
be seen in Table 4.6. The shaded areas of the <u>adult</u>
leader and <u>father</u> distributions illustrate the degree
of separation of "shares own shortcomings and prob-
lems" (G) from the other behaviors.

With respect to the 11 negative behaviors,
"says one thing, but does another--dishonest" (U) is
ranked first as the most serious for <u>adult</u> leaders,

having a mean score of 3.318. By contrast the young
people in the survey indicated a perfect negative
correlation (of rank) on this behavior, ranking it
last as being least true of their _fathers_ with a na-
tional mean of 1.018.

Figure 4.4 shows another contrast between the
positive and negative scales in the _adult_ and _father_
categories. It shows nine of the 11 negative be-
haviors for _adult_ leaders as being above 3.0, thereby
indicating that the subjects consider these acts as
serious. At the same time they rated all 11 of the
negative behaviors as relatively untrue of their
fathers, only one being above 2.0. This bimodal dis-
tribution is also illustrated in Table 4.6.

Two negative behaviors, "gets upset when things
don't go right" (R) and "won't change--old-fashioned"
(V), were ranked least serious for _adult_ leaders. Yet
these same two were ranked first and second as being
most true of _father_ (as of _mother_). However, again
the mean scores must be noted. While these two be-
haviors are ranked most serious, it is important that
the highest mean is only 2.092, and the other behavior,
"won't change--old-fashioned" (V), is well under 2.0
as are the other nine behaviors.

Male and Female Responses

Male and female subjects were quite similar in
their responses with respect to _father_. On most of the
positive and all but one of the negative behaviors,
however, the males rated the items higher than did the
females, the former thus indicating that they see these
behaviors as more true of their _fathers_ than do the
latter. The clearest example of this tendency of the
females to rate _father_ lower is shown on Table 4.7 re-
garding the last-ranked behavior, "shares own short-
comings and problems" (G), which is ranked more than
two standard deviations below the mean for males but
is more than three standard deviations below the mean,
and off the chart, for females. The shaded areas,
again, refer in each case to the degree of difference
between the mean scores of the last-ranked behavior and
the next highest in the distribution. By contrast,
females scored both positive and negative behaviors
higher for _adult_ leaders.

Both males and females included only one of their
four top-ranked behaviors as a type of consideration,
and both ranked it third for _father_. They differed
only in their choices. Males selected, as did the
total sample "lets me take responsibility for important

tasks" (C), while for females it was "shows sense of humor" (H). For <u>adult</u> leader males ranked the structural "displays adequate knowledge and ability" (B) third; the other three of the top four behaviors are considerate. Females, on the other hand, chose all considerate behaviors as their four top-ranked leader acts.

Youth Guidance and "Other" Responses

Youth Guidance and "other" subjects showed the most but not great differences with regard to <u>father</u>. Youth Guidance respondents ranked "seeks to help when needed" (F) third in contrast to the national sample who ranked it sixth and the "other" youth who ranked it seventh. At the same time the "other" subjects ranked "organizes well" (E) fourth, as did the national sample, yet in contrast with the Youth Guidance respondents who ranked it ninth.

Regarding the last-ranked item, "shares own shortcomings and problems" (G), more of a discrepancy can be observed as is illustrated in Table 4.12. Consistent with their trend of scoring both parents higher than did the "other" young people, Youth Guidance respondents rated this behavior with a mean of 2.281 as distinct from the "other" subjects' 1.938 for <u>father</u>.
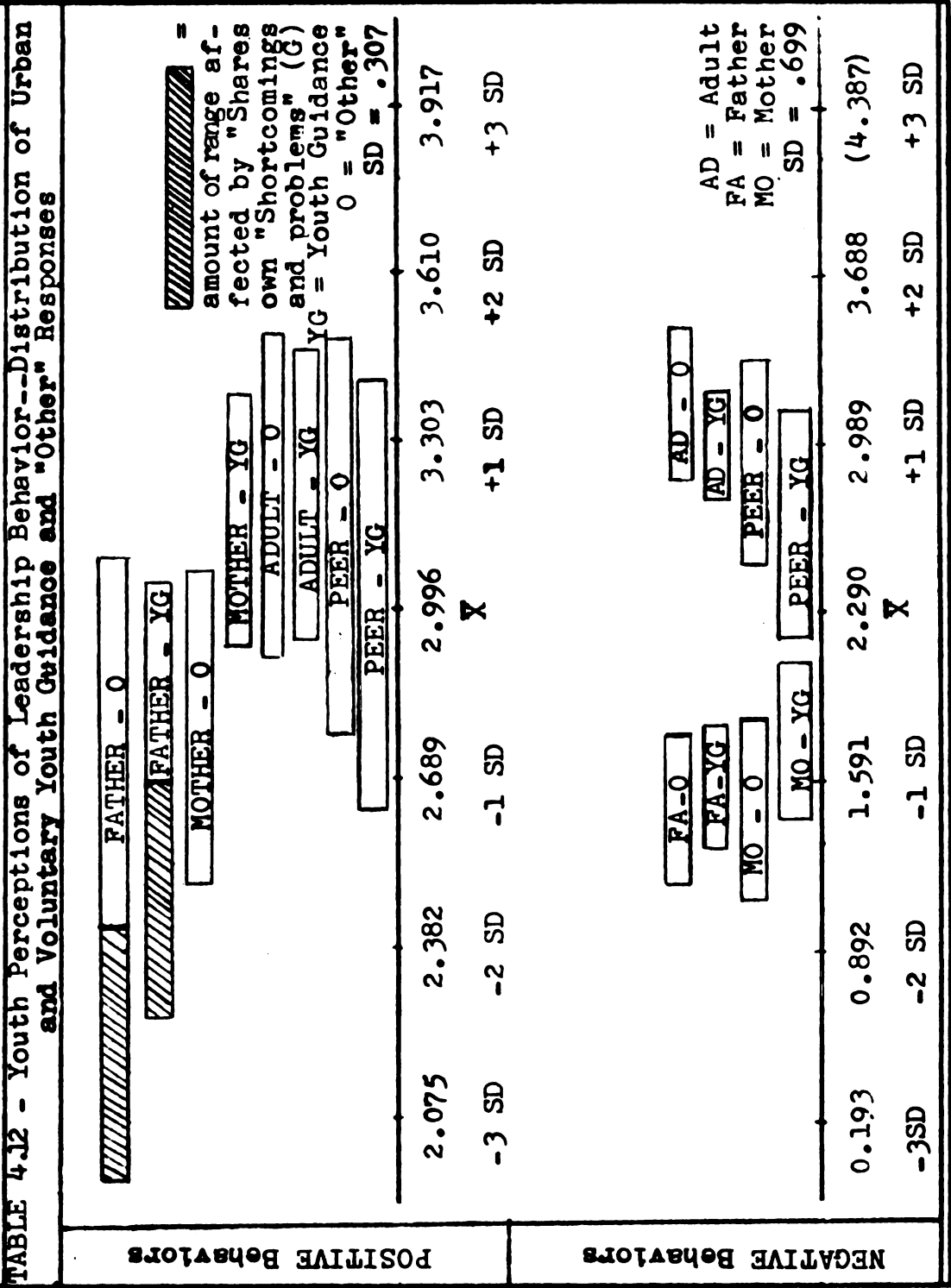
The former score is more than two standard deviations
below the mean but the latter more than three. Youth
Guidance and "other" rankings of this and the rest of
the behaviors with regard to adult leader were essen-
tially similar. Both groups rated the behaviors
higher for adult leader (consistent with the gener-
ally higher ratings for adult). Youth Guidance
rated "shares own shortcomings and problems" (G)
almost two standard deviations higher than they did
for father, and "other" rated this behavior almost
three standard deviations higher than for father.

Responses of Youth Guidance young people were
divided evenly among the four top-ranked behaviors for
father, two being types of consideration and two types
of initiation of structure. The "other" youth, how-
ever, had three of the top four as types of structure.
For adult leader the three top-ranked behaviors se-
lected by both Youth Guidance and "other" respondents
are all types of consideration, and the fourth choice
of both subgroups is a type of structure.

Suburban and Rural Responses

Suburban and rural young people were very similar
in the father category. Suburban youth did tend to
rate the behaviors higher than did rural young people

with only three exceptions in the positive scale and
one in the negative. Again, the clearest example, as
illustrated on Table 4.8, is seen with the last-
ranked behavior on the positive scale, "shares own
shortcomings and problems" (G), which suburban subjects
ranked almost three standard deviations below the mean,
but which rural respondents ranked more than three
standard deviations below the mean and even off the
chart. Paralleling the generally higher scores for
adult given by the other subgroups, both suburban and
rural respondents rated the adult behaviors higher than
for father. For example, as illustrated in the shaded
part of the distributions on Table 4.8, both suburban
and rural ratings of "shares own shortcomings and
problems" (G) for adult are over two standard devia-
tions above those given for father.

Suburban youth ranked only one behavior as a type
of consideration in their top four in contrast with
rural youth whose top four behaviors included two types
of initiation of structure and two types of considera-
tion for father. By contrast, suburban subjects' top
four behaviors for adult leaders were all types of con-
sideration as were the top three of rural respondents.
The latter ranked fourth a type of initiation of struc-
ture for adult leaders.

A trend can be observed in the subgroups' rating of behaviors in the four leader categories. In most cases the subgroups who rated behaviors high for the **peer** and **adult** leaders tended to rate them low for **mother** and **father**. As seen in Table 4.13, with the exception of the desirable behaviors for **mother** and both scales for **father**, the subgroup which had the highest mean scores for the most behaviors in the scales for **peer** and **adult** had the lowest for **mother** and **father**.

TABLE 4.13 - Groups Which Tended to Rate Behaviors Higher

	PEER	ADULT	MOTHER	FATHER
SUBGROUP	Female	Female	Male	Male
SCALE	Both	Both	Negative	Both
SUBGROUP	"Other"	"Other"	Youth Guidance	Youth Guidance
SCALE	Both	Both	Both	Both
SUBGROUP	Sub-urban	Sub-urban	Rural	Sub-urban
SCALE	Both	Both	Both	Both

It will be noted that analysis of the voluntary and nonvoluntary as well as church-related and

nonchurch-related groups has not been reported. These
subpopulations are not included because statistical
analysis of these and the age variables with respect
to their scale scores showed no significant differences.
Furthermore, due to the confounding elements identified
in Chapter I, and the limited usefulness of the infor-
mation for religious education in the church, the de-
cision was made to limit the inspection of the findings
for these variables to an examination of the scales.
The data, however, are being kept on file should any
need arise in the future for the information they could
provide.

Topical Generalizations

The foregoing has been an identification of the
most pertinent data that were discovered in the effort
to answer the research questions. The concluding sec-
tion of this chapter will summarize the most important
findings and describe some other generalizations which
may also be drawn from the data.

The generalization of the findings from this sam-
ple to other 14 - 18 year-olds is limited. However, a
relatively high degree of confidence in the findings
derives from the rigors of the design, the size of the
sample and the situational and geographic breadth of

the study. But since randomization was not possible, generalization should be tentative and to populations with backgrounds similar to the sample. More wide-spread generalization awaits another research project, building upon the present base but with a design that will permit more confident generalization.

Generalizations About <u>Peer</u> Leaders

The data reveal seven particularly important findings. Again, "ranking" refers to the order of the behaviors based on their mean scores. "Rating" refers to the mean scores, per se.

1. <u>Listening is ranked as the most important peer leader behavior</u>. This leader act was ranked first by the national sample and by all sub-groups. Its rating was well above 3.0 on the Likert scale by all groups.

2. <u>Considerate behaviors are ranked as more impor-tant than behaviors which initiate structure</u>. All four of the top-ranked behaviors in the total sample are types of consideration. The same is true for the subgroups with only two exceptions. "Other" young people ranked a structural behavior fourth, and rural youth ranked a structural act third.

3. <u>All of the desirable and undesirable behaviors
are rated as important</u>. The behaviors re-
ceived different rankings in each of the sub-
groups, though most of the behaviors varied
within three positions of each other unless
noted otherwise above. However, the mean
scores were all rated above the halfway point
on the Likert scale which indicates a high
degree of importance for each of these be-
haviors as perceived by the respondents.

4. <u>Hypocrisy is ranked as the most serious un-
desirable behavior</u>. Hypocrisy, or "saying
one thing, but doing another--dishonesty" (U),
traditionally a serious <u>faux</u> <u>pas</u> of leaders in
the eyes of youth, was the top-ranked negative
act. It also received the highest rating of
the negative scale.

5. <u>Females rated the desirable and undesirable be-
haviors as more important than did males</u>. The
former consistently rated the 22 behaviors
higher in terms of mean score than did the lat-
ter. Otherwise there was no notable dif-
ference between the genders.

6. <u>"Delinquent" youth rated the desirable and un-
desirable behaviors as less important than did</u>

the "average" youth. The "delinquent" youth,
though, rated none of the 22 behaviors as un-
important or even of just "little" impor-
tance. By rating the behaviors with lower
mean scores than those given by the other
youth, they indicated that they are not as con-
cerned with most of the behaviors as the
others are.

7. Suburban youth rated the positive and nega-
tive behaviors as more important than did
rural youth. The mean scores of the suburban
subjects were higher than those of rural re-
spondents. The higher means occurred on both
the desirable and undesirable scales for peer
leader.

Generalizations about Adult Leaders

Eight particularly important findings with respect
to adult leaders emerge from the data. Those obtained
from analysis of the data from the total sample are
identified first, followed by observations from the
subgroups.

1. Listening is ranked as the most important adult
leader behavior. This behavior was ranked
first with a mean score of over 3.5 on the 4.0

scale. All subgroups rated it over 3.3, and
all ranked it first except for "other" youth
who ranked it second (yet with a mean of
over 3.5).

2. Considerate behaviors are ranked as more im-
portant than structural behaviors. The three
top-ranked behaviors in the total sample and
in all but one of the subgroups are considerate.
Only males ranked a structural behavior third.

3. Sharing one's own shortcomings and problems is
the least important adult leader behavior.
This behavior was ranked least important (elev-
enth, of all 11 on the positive scale in the
total sample and for all subgroups. Neverthe-
less, it was rated above midpoint on the Likert
scale by the total sample and all subgroups
thus indicating its importance in the respon-
dents' perception.

4. Hypocrisy is ranked as the most serious unde-
sirable behavior. The negative behavior,
"says one thing, but does another--dishonest"
(U), was ranked first on the undesirable scale
by the total sample and half of the subgroups.
The behavior was rated above 3.0 by the whole
sample and by all subgroups.

5. <u>The positive and negative behaviors are rated</u>
   <u>more important and more serious when seen in</u>
   <u>adult leaders than when seen in peer leaders</u>.
   Only two behaviors, both on the negative scale,
   received lower mean scores for <u>adult</u> leader
   than for <u>peer</u> leader. The same emphasis is
   generally true for the subgroups.

6. <u>Females rated the positive and negative be-</u>
   <u>haviors more important and serious than did</u>
   <u>males</u>. Female subjects rated all 22 behaviors
   higher than did male respondents. The ranking
   of the behaviors, however, was quite similar
   for the two genders.

7. <u>"Delinquent" young people rated the positive</u>
   <u>and negative behaviors as less important than</u>
   <u>did the "average" youth</u>. Youth Guidance respon-
   dents generally rated the behaviors lower in
   terms of mean score than did the "other" sub-
   jects with respect to <u>adult</u> leader; only two
   exceptions occured in the positive scale and
   two in the negative. The two groups were simi-
   lar in their rankings for both scales.

8. <u>Suburban youth rated the positive and negative</u>
   <u>behaviors as more important than did rural</u>
   <u>youth</u>. Each of the 22 behaviors received a

higher mean score from the suburban subjects.
All 11 behaviors in the positive scale and all
but two in the negative were rated over 3.0 by
suburban youth.

Generalizations About the Relationship of <u>Adult</u> Leader Behaviors to <u>Mother</u> Behaviors

Nine especially important findings can be listed
with respect to the relationship between <u>adult</u> leader
and <u>mother</u> behaviors. It will be noted that the rela-
tionships are mostly in the form of dissimilarity
rather than of alikeness.

1. <u>Listening is ranked most important in adult</u>
   <u>leaders but using firmness when necessary is</u>
   <u>ranked most true of mother</u>. Both behaviors
   were rated over 3.0 for <u>adult</u> leader and
   <u>mother</u>, even though the top-ranked in each
   category was ranked lower in the other.
   "Uses firmness when necessary" (K) was ranked
   ninth for <u>adult</u> leader, and "listens" (D)
   was ranked fifth for <u>mother</u>.

2. <u>The three top-ranked behaviors for adult</u>
   <u>leader are all considerate, while two of the</u>
   <u>top three for mother are structural</u>. "Lis-
   tens" (D), ranked first for <u>adult</u> leader, is
   a type of consideration. "Uses firmness when

necessary" (K), ranked first for <u>mother</u>, is a type of initiation of structure. The other behaviors for <u>adult</u> leader were "understands concerns of young people (J) and "communicates" (A). The others for <u>mother</u> were the considerate "seeks to help when needed" (F) and the structural "displays adequate knowledge and ability" (B).

3. <u>Sharing one's own shortcomings and problems is ranked as least important in adult leader and least true of mother</u>. This behavior was ranked eleventh, least, on the positive scale for both <u>adult</u> leader and <u>mother</u>. The mean scores for both are similar and both above 2.5.

4. <u>Hypocrisy is ranked as most serious for adult leader but least true of mother</u>. "Says one thing, but does another--dishonest" (U) is ranked first as the most serious of the negative behaviors for <u>adult</u> leader but last, or least true, for <u>mother</u>. A notable difference in mean scores is also evident. The mean for the top-ranked "says one thing but does another--dishonest" (U) for <u>adult</u> leader is 3.318, while the mean score for this same behavior, ranked last for <u>mother</u>, is .975.

5. <u>The negative behaviors are all rated as serious</u>
   <u>for adult leader but not very true for mother</u>.
   The mean scores on all of the 11 negative be-
   haviors for <u>adult</u> leader were above 2.7, thus
   in the "very serious" range on the Likert scale.
   The mean scores for each of these behaviors
   with respect to <u>mother</u>, however, were all be-
   low 2.0 except for the top-ranked, "gets upset
   when things don't go right" (R), which was
   2.119. The distributions of these means were
   completely bimodal.

6. <u>The two behaviors ranked least serious for</u>
   <u>adult leader are ranked most true for mother</u>.
   "Gets upset when things don't go right" (R)
   and "won't change--old-fashioned" (V), ranked
   tenth and eleventh for <u>adult</u> leader, were
   ranked first and second respectively for <u>mo-</u>
   <u>ther</u>. The mean scores are notably higher for
   these two behaviors in their ranking for <u>adult</u>
   leader than they are for <u>mother</u>.

7. <u>Females rated both scales higher than males for</u>
   <u>adult leader, but males rated the negative</u>
   <u>scale higher for mother</u>. Females rated every
   behavior on the desirable and undesirable
   scales higher than males for <u>adult</u> leader. By

contrast, for <u>mother</u> males rated all 11 be-
haviors of the negative scale higher than did
the females. The behaviors were rated quite
similarly in the <u>mother</u> positive scale by
both genders.

8. <u>"Average" youth rated both scales higher than
"delinquent" youth for adult leader, but "de-
linquent" youth rated both scales higher for
mother.</u> "Other" subjects' mean scores for the
22 behaviors were higher than those given by
Youth Guidance respondents with the exception
of two in the positive scale and two in the
negative for <u>adult</u> leader. On the other hand,
Youth Guidance rated all but one of the 22 be-
haviors higher than the "other" for <u>mother</u>.

9. <u>Suburban young people rated both scales higher
than rural youth for adult leader, but rural
young people rated both scales higher for mo-
ther.</u> Suburban subjects rated all 22 behaviors
with higher mean scores for <u>adult</u> leader than
did rural respondents. However, for <u>mother</u>
rural sample members' mean scores were higher
on all but one of the behaviors in the positive
scale and on all but five of the behaviors in
the negative scale.

Generalizations About the Relationship of <u>Adult</u> Leader
Behaviors to <u>Father</u> Behaviors

Nine findings which are particularly important
can be listed with regard to the relationship between
<u>adult</u> leader and <u>father</u> behaviors. As with the rela-
tionship between <u>adult</u> and <u>mother</u> behaviors, the com-
parisons are more in the form of dissimilarity than of
similarity. However, it will also be noted that seven
of the nine observations which follow correspond to the
nine in the preceding section.

1. <u>Listening is ranked most important in adult</u>
   <u>leader but using firmness when necessary is</u>
   <u>ranked most true of father</u>. Both behaviors
   were rated over 2.6 for <u>adult</u> leader and <u>fa-</u>
   <u>ther</u>, even though the behavior ranked first
   in each category was ranked lower in the
   other. "Uses firmness when necessary" (K)
   was ranked ninth for <u>adult</u> leader, and "lis-
   tens" (D) was ranked seventh for <u>father</u>.

2. <u>All three top-ranked behaviors for adult lea-</u>
   <u>der are considerate, while two of the top</u>
   <u>three for father are structural</u>. "Listens" (D),
   ranked first for <u>adult</u> leader, is a type of
   consideration. "Uses firmness when necessary"
   (K), ranked first for <u>father</u>, is a type of

initiation of structure. The other behaviors
for <u>adult</u> leader were "understands concerns
of young people" (J) and "communicates" (A).
The others for <u>father</u> were the structural
"displays adequate knowledge and ability" (B)
and the considerate "lets me take responsi-
bility for important tasks" (C).

3. <u>Sharing one's own shortcomings and problems
is ranked as least important in adult leader
and least true of father</u>. This behavior was
ranked eleventh, last, on the scale of desir-
able behaviors for both <u>adult</u> leader and <u>fa-
ther</u>. The mean scores for both, however, are
separated by more than half a point on the
Likert scale, yet are both above 2.0.

4. <u>Hypocrisy is ranked as most serious for adult
leader but least true of father</u>. "Says one
thing, but does another--dishonest" (U) is
ranked first as the most serious of the unde-
sirable behaviors for <u>adult</u> leader but last, or
least true, for <u>father</u>. A notable difference
in mean scores is also evident. The mean for
this behavior is 3.318 for <u>adult</u> leader, while
the mean score for <u>father</u> is 1.018.

5. <u>The negative behaviors are all rated as serious</u>

<u>for adult leader but not very true for father</u>.
The mean scores on all of the 11 negative be-
haviors for <u>adult</u> leader were above 2.7, thus
in the "very serious" range on the Likert
scale. The mean scores for each of these be-
haviors with respect to <u>father</u>, however, were
all below 2.0 except for the top-ranked "gets
upset when things don't go right" (R), which
was 2.092. The distributions of these scales
were completely bimodal.

6. <u>The two behaviors ranked least serious for</u>
   <u>adult leader are ranked most true for father</u>.
   "Gets upset when things don't go right" (R)
   and "won't change--old-fashioned" (V), ranked
   tenth and eleventh for <u>adult</u> leader, were
   ranked first and second respectively for <u>fa-</u>
   <u>ther</u>. The mean scores are notably higher for
   these two behaviors in their ranking for <u>adult</u>
   leader than they are for <u>father</u>.

7. <u>Females rated both scales higher than males for</u>
   <u>adult leader, but males rated both scales</u>
   <u>higher for father</u>. Females rated every be-
   havior on the positive and negative scales
   higher than did males for <u>adult</u> leader. By
   contrast, males rated six of the 11 behaviors

on the positive scale and all but one on the
negative scale higher than did the females.

8. <u>"Average" youth rated both scales higher than
   "delinquent" youth for adult leader, but "de-
   linquent" youth rated both scales higher for
   father</u>. "Other" subjects' mean scores for the
   22 behaviors were higher than those given by
   Youth Guidance respondents with the exception
   of two in the desirable scale and two in the
   undesirable for <u>adult</u> leader. On the other
   hand, Youth Guidance subjects rated all but
   four of the behaviors on the desirable scale
   and all of the behaviors on the undesirable
   scale higher than did the "other" sample mem-
   bers.

9. <u>Suburban young people rated both scales higher
   than rural youth for adult leader and for fa-
   ther</u>. Suburban subjects rated all 22 behaviors
   with higher mean scores for <u>adult</u> leader than
   did rural respondents. In a reverse of the
   trend noted above where one set of subjects
   scored the behaviors higher in one category and
   lower in another, the suburban subjects also
   scored the behaviors on both scales higher
   than did the rural respondents for <u>father</u>.

Suburban youth rated seven of the 11 desirable

behaviors with higher mean scores and nine of

the 11 undesirable behaviors with higher means

than did rural young people with regard to

<u>father</u>.

Other Generalizations

While examining the data in order to answer the

research questions, a number of findings were discov-

ered that do not apply to the questions but which are

important with regard to related issues. Three such

observations have been identified, and their presenta-

tion below concludes this chapter.

1. <u>More data were available for peer and adult

   leaders than for mother and father</u>. For analy-

   sis of findings the computer was programmed to

   reject all cases in which a respondent failed

   to provide a response to more than five items.

   For <u>peer</u> and <u>adult</u> leaders the average number

   of invalid cases reported by the computer was

   28. However, for <u>mother</u> the number rose

   sharply to 52, and for <u>father</u> it more than

   doubled to 123 out of 1536 (8%).

2. <u>Helping when needed was seen as more true of

   mother than father</u>. "Seeks to help when needed"

(F) was ranked second for <u>mother</u> in contrast
to sixth for <u>father</u> in the frequency counts
for the total sample. Furthermore, the mean
for this behavior was more than a standard
deviation higher for <u>mother</u>. These observa-
tions generally held as well for each of the
subgroups.

3. <u>Regional subgroups' ranking of the 22 behav-</u>
<u>iors paralleled the ranking of the other sub-</u>
<u>groups</u>. Confirming the conclusions of Douvan
and Adelson as well as others, young people
in the regional groups reported similarly to
the total sample. Where statistical signifi-
cance emerged it was observed to agree with
the other findings. The rare exceptions have
been noted in the text above.

The foregoing has been an identification of the
most important data obtained by the design described in
Chapter III. What do the data mean? What conclusions
can be drawn from the findings? These questions to-
gether with some implications for further research are
the focus of Chapter V.

CHAPTER V

THE CONCLUSIONS

This study sought answers to five research ques-
tions. The first and second questions asked whether
young people view some of the 11 positive and 11 nega-
tive behaviors as more important on any kind of consis-
tent basis with respect to their peer and adult leaders.
The third question asked what similarity or dissimi-
larity existed in responses concerning peer and adult
leaders. The fourth and fifth questions asked what
ways the ranking of the behaviors for adult leader was
similar and dissimilar with the behaviors seen by young
people in their own mothers and fathers. The preceding
chapter has indicated the findings of the study with
respect to these questions. The following will indi-
cate practical implications of the findings for each
of the areas explored in the research questions and for
the selection and training of leaders. New questions
and suggestions for further research will conclude the
chapter.

What the Data Mean

While not presuming to be an exhaustive list, the following practical applications can be seen as implications of the findings discovered in the attempt to answer the research questions. This first section focusses specifically on those implications which pertain to <u>peer</u> leaders.

Conclusions Regarding <u>Peer</u> Leaders

The meanings identified here pertain to what young people perceive as a good <u>peer</u> leader. At least three implications can be listed.

1. <u>Peer leaders should be good listeners</u>. It is very important to young people that peers who are exercising leadership over them provide them with opportunities to express their needs and concerns. The close proximity of three other types of consideration, all indicated as most important in the study, suggests that the <u>peer</u> leader listen empathically and act in accord with the message received. A <u>peer</u> leader should spend more time in drawing out others as to how they are doing rather than in talking about himself/herself. The consistently last-place ranking of "shares own shortcomings and

problems" (G) is an additional indication that youth want the subject of conversation with their <u>peer</u> leader to be more on themselves than on the leader or on something else.

2. <u>Peer leaders should emphasize behaviors that are oriented to people rather than to task.</u> Behaviors that are types of consideration are perceived as more important in <u>peer</u> leaders. Therefore, if a <u>peer</u> leader wishes to be effective, he or she should act accordingly, whereby the majority of his or her behaviors ought to involve relating to the followers in such ways as listening, communicating, and seeking to help when needed as a result of understanding the concerns of young people. He or she should be seen doing these behaviors at each meeting of the youth group rather than being observed spending time arranging the chairs, lining up the people to bring next week's refreshments or setting up the projector and screen.

3. <u>The peer leader's words and deeds should match.</u> Hypocrisy is considered more serious than most of the positive behaviors <u>peer</u> leaders perform. To be effective the <u>peer</u> leader should make

sure that his or her actions are consistent
with the verbal message he or she is communi-
cating. "Practice what you preach" is essen-
tial for the peer leader. The Biblical
teaching of the Apostle James is still true in
the application of this conclusion to church
education, "faith without works is dead"
(James 2:26). In the light of Jesus' state-
ment that "you will know them by their fruits"
(Matt. 7:20), a peer leader in a church youth
group should model a lifestyle and values con-
sistent with those commanded in the Bible and
held to be important in the church.

Conclusions Regarding Adult Leaders

The meanings identified in this section pertain to
what young people perceive as a good adult leader. At
least four implications can be listed.

1. Adult leaders should be good listeners. It is
   very important to young people that their adult
   leaders take time to allow them to express
   their needs and concerns. While they are mak-
   ing this expression the leader should listen
   attentively and not be engaged in other activ-
   ities, checking his watch to make sure the

meeting starts on time or looking around at
other people or objects. The leader should
listen empathically and try to draw out his/
her followers as to how they are doing rather
than in talking about himself and what he
thinks concerning certain subject matters.
The consistent ranking of "shares own short-
comings and problems" (G) last of the 11 posi-
tive behaviors is an added indicator that
youth want to talk about themselves rather
than something else when conversing with their
<u>adult</u> leader.

2. <u>Adult leaders should emphasize behaviors that
are oriented to people rather than to task</u>.
More behaviors that are types of consideration
were ranked among the highest than were types
of initiation of structure. Thus, the <u>adult</u>
leader who wishes to be effective should con-
sciously make the majority of his behaviors
relational in nature, such as listening, under-
standing and communicating. He should plan to
spend most of the time at each meeting of the
youth group in relating to his followers.
While it is easier for the <u>adult</u> leader to do
such structural acts as room arrangement,

setting up displays and planning future events
with those to whom he has given certain respon-
sibilities, and to take meeting time to do such
things, he will be more successful in the eyes
of the youth if he delegates as much work as
he can to others and takes time to do most of
his structural work on other occasions. These
procedures are likely to also be perceived as
demonstrating the leader's adequate knowledge
and ability which was the structural behavior
youth in the sample indicated as most important
in their <u>adult</u> leader.

3. <u>The adult leader should share his own short-
comings and problems discriminately.</u> While, as
noted above, young people want the leader to
listen to them more than to talk about himself,
the high rating of the behavior "shares own
shortcomings and problems" (G) shows that youth
consider it important to know how the leader
copes with difficulties. This observation both
supports and illustrates the youth counselling
literature (e.g., Richards, 1972) which indi-
cates the desirability of youth leaders sharing
how they have coped with a problem similar to
that a client has been talking about. As

Richards states, however, this sharing by the
adult leader should take place after an appro-
priate amount of listening, understanding and
communicating so the young person can be sure
the adult knows what he is thinking and feeling
(p. 142). The lower mean score for this item
indicates the degree of emphasis this behavior
should receive in the leader's relationship
with his followers. It should come after, not
before, a lot of other communicating.

4. **The adult leader's words and deeds should match.**
Hypocrisy is considered more important than
most of the positive behaviors, and more than
all of the negative behaviors, that adult lead-
ers perform. If he/she is to be effective
with his/her followers, the adult leader should
avoid a conflict between what he/she says and
what he/she does. With regard to the latter
deeds of omission and commission need to be
remembered. If, for example, a leader tells
the youth that it is important to be loving and
caring toward everyone and then proceeds to ig-
nore some of the young people himself, he will
be violating this principle. The leader can be
seen as a hypocrite in the eyes of his/her

followers on the basis of what he/she doesn't
do as well as by what he/she does if those
behaviors are in conflict with what he/she
says. "Do as I say but not as I do" repre-
sents a serious shortcoming in the eyes of many
young people.

Conclusions Regarding Comparisons and Contrasts Between <u>Peer</u> and <u>Adult</u> Leaders

The implications of the findings identified in the
following section refer to similarities and dissimi-
larities youth make in what they view as important in
their <u>peer</u> and <u>adult</u> leaders. At least six implica-
tions can be listed.

1. <u>Peer and adult leaders should perform all the
   positive behaviors in order to be most effec-
   tive</u>. All 11 of the positive behaviors are
   considered by young people to be important,
   and they want to see their <u>peer</u> and <u>adult</u> lead-
   ers function accordingly. While the behaviors
   themselves vary in degree of importance among
   young people, the youth still view them all
   with high regard.

2. <u>Peer and adult leaders should make listening to
   their followers their top priority</u>. Young peo-
   ple want their leaders to listen to their

concerns. Leaders who want to be successful will therefore avoid allowing program constraints to take time away from talking with their followers. The leaders should encourage their group members to share their concerns and demonstrate a desire to hear and to help.

3. <u>Peer and adult leaders should spend more time on behaviors oriented to people than to tasks</u>. Young people prefer leaders to show more consideration than concern for structure in their behavior. The top three leader acts are perceived to be listening, understanding and communicating, and these apply to both <u>peer</u> and <u>adult</u> leaders. It should be readily evident to the youth that their leaders are spending more time with them than with program details.

4. <u>Adult leaders should be more concerned with task oriented behaviors than should peer leaders</u>. Young people expect the <u>adult</u> leader to demonstrate adequate knowledge and ability more than <u>peer</u> leaders. This behavior was the only structural behavior indicated as important in the four top-ranked behaviors. Youth recognize that structure is important, and they want it, but they want it more in their <u>adult</u> leader

than in leaders of their own age.

5. <u>Peer and adult leaders should avoid all the
   negative behaviors in order to be most effec-
   tive</u>. All 11 of the negative behaviors are
   considered by youth to be seriously undesir-
   able. They therefore want to see little or no
   evidence of these actions in their leaders.
   <u>Peer</u> and <u>adult</u> leaders who don't want to "turn
   their kids off" will avoid functioning in these
   undesirable manners.

6. <u>Peer and adult leaders should be especially
   careful to match their words and deeds</u>. Of all
   the negative leader behaviors, hypocrisy is
   considered by youth to be the most serious in
   any leader. All leaders should demonstrate in
   action the propositions taught in the Bible if
   they are claiming to teach and value those
   concepts and principles.

Conclusions Concerning the Relationship Between <u>Adult</u> Leader Behaviors and <u>Mother</u> and <u>Father</u> Behaviors

In certain ways it is possible to see to what de-
gree preferences for <u>adult</u> leaders are viewed by youth
as true of their <u>mothers</u> and <u>fathers</u>. Both <u>mother</u> and
<u>father</u> will be discussed together in this section since
the important conclusions for each are the same.

An ideal situation would obtain if it were pos-
sible to observe certain rankings for <u>adult</u> leader as
present in <u>mother</u> and <u>father</u>. It would then facili-
tate, for example, the selection of <u>adult</u> leaders. As
can be seen in the first pilot study, the same three
traits ranked highest for <u>adult</u> leader are the three
ranked highest, and in the same order, for <u>mother</u>.
Thus, one could conclude that to recruit an <u>adult</u>
leader who will be effective in working with high
school young people, he should look first to <u>mothers</u>.

Such is not the case with the rankings in the
data produced by this study. As seen in the generali-
zations about the relationship of desired <u>adult</u> leader
behaviors to perceived <u>mother</u> and <u>father</u> behaviors in
Chapter IV, the relationships with regard to ranking
are all dissimilar with the exception of the last-place
"shares own shortcomings and problems" (G). Neverthe-
less, the rankings as they are and the ratings (mean
scores) of the behaviors do lead to at least two impli-
cations.

    1. <u>Both mothers and fathers are appropriate as</u>
        <u>adult leaders</u>. All of the 11 desirable behav-
        iors young people view as important in their
        <u>adult</u> leaders are seen by them as true in
        their <u>mothers</u> and <u>fathers</u>. Furthermore, all

11 of the undesirable behaviors, which youth

see as serious in their <u>adult</u> leaders are not

generally true of their parents. Corre-

spondingly, the two undesirable behaviors

youth see as most true of <u>mothers</u> and <u>fathers</u>

are those which are the least serious of the

undesirable behaviors performed by <u>adult</u>

leaders.

2. <u>Mothers and fathers should share their own ex-</u>
<u>periences about as much as is expected of adult</u>
<u>leaders</u>. Young people want their <u>adult</u> leaders

to share their own problems and concerns but

only to a limited extent, indicating that the

other 10 behaviors are more desired. Corre-

spondingly, they see their parents as doing

such sharing less than the other 10 and about

as frequently (indicated by similar mean

scores) as desired in their <u>adult</u> leaders, with

the possible exception of <u>father</u> who shares his

concerns considerably less than indicated for

the others.

Meanings for Leader Selection

The preceding has been an identification of prac-

tical implications of the data discovered in the

attempt to answer the research questions. The focus
of the foregoing was on those areas of youth leadership
relative to the questions. In addition, the data yield
implications for leader selection as well.

Conclusions for Selecting Peer Leaders

The following implications are of importance to
those churches and parachurch organizations, such as
YFC, which are placing an emphasis on providing oppor-
tunities for helping young people grow and develop
through interaction with leaders their own age. At
least four implications can be listed.

1. Look for youth who listen more to their peers
   than talk about themselves and what they think.
   Since young people want their peer leaders to
   listen to them, the organization which wants
   to use youth in leadership positions will want
   to look for those who demonstrate such ability.
   This approach does not mean that listening em-
   pathically cannot be taught as a skill, but it
   is reasonable to assume that this leadership
   behavior will be more often utilized more ef-
   fectively if a recruit can be obtained who
   already has been performing in this manner.

2. Look for youth who are people-oriented more

than task-oriented. Young people who are ob-
served to be more interested in talking with
their peers about how they are doing than
about which school is going to beat which
school for the football championship, about
whether the principal will resign before the
end of the year, or about their extracurricu-
lar activities, are prime considerations for
peer leadership. Recruiters of peer leaders
should expect a large amount of talk such as
that just listed and a similar amount of talk
about oneself, for, as Kohlberg discovered
(Chapter I), adolescents are still in a rela-
tively egocentric stage of development.
Nevertheless, some young people do stand apart
from others their age in the amount of time
they spend talking about such matters and in
the degree of interest they display toward
others' well-being. This study suggests they
are most likely to provide effective peer
leadership.

3. Look for youth who perform the desirable and
   avoid the undesirable behaviors. Since all the
   behaviors on each scale are rated as very im-
   portant by young people, it is essential the

proposed <u>peer</u> leader act accordingly. The
high mean scores indicate that youth take each
of the 22 behaviors seriously, and unless one
who aspires to lead his peers performs the
positive acts and avoids the negative ones he
will most likely be ineffective. Therefore,
the recruiter of <u>peer</u> leaders can use the 22
behaviors as a checklist in observing young
people in action while seeking to determine
who demonstrates these abilities. The highest
ranked behaviors, of course, should be given
top priority; all else being equal, the selec-
tion should be made on the basis of which youth
performs the highest ranked behaviors most fre-
quently.

4. <u>Ask the girls who would be a good peer leader</u>.
    The tendency of girls to rate the behaviors
    higher than the boys do indicates that the
    former have stronger feelings about the behav-
    iors of their <u>peer</u> leaders. Their <u>peer</u>
    leader should have a high degree of homophily
    with what the girls value if he is going to
    be successful in relating to the female gender.
    Thus, an informal sociometric inquiry among

the girls is likely to be very helpful in identifying an effective <u>peer</u> leader.

Conclusions for Selecting <u>Adult</u> Leaders

The findings also yield implications for the recruitment of <u>adult</u> leaders, the following of which suggestions will likely result in more effective leadership. At least five implications can be identified.

1. <u>Look for adults who listen to others more than talk about themselves and their opinions</u>. Observe the proportion of time potential <u>adult</u> leaders spend in listening to those with whom they are in conversation. A recruiter should also try to participate in such conversations unobtrusively, that is, without any indication of his objective, and notice if the prospective youth leader is listening in an empathically caring manner or in a more disinterested mind-wandering way. Observation should also be made as to the amount of time a potential <u>adult</u> leader spends in talking with young people. Does he search them out or at least talk with them when in proximity to them? Is he interested in what they might have to say? These questions provide answers that serve as

indicators of the degree to which he is likely
to listen in the manner the young people want,
and need.

2. <u>Look for adults who are more people-oriented
than task-oriented</u>. The subjects of conver-
sation which potential <u>adult</u> leaders engage in
are indicators that are likely to be useful in
determining whether a prospective leader will
be people or task-oriented. Is an <u>adult</u> who
is being considered as a youth leader spending
more time trying to understand what a person
is saying and how he feels about what he is
saying? Or, does such a person spend more
time talking about meeting production quotas,
explaining how to balance the budget and com-
plaining about the disagreeable weather? The
importance of this implication is difficult to
overestimate. Young people are less interested
in the program an <u>adult</u> leader has planned for
a given occasion than with how he treats them
when they come to the meeting.

3. <u>Look for adults who perform the desirable and
avoid the undesirable behaviors</u>. As each of
the 11 behaviors on the desirable and each on
the undesirable scale are rated as very

important by young people, the proposed <u>adult</u>
leader should act accordingly. Since the youth
take the 22 behaviors seriously, an <u>adult</u>
leader will be effective to the degree he per-
forms the desirable and avoids the undesirable
behaviors. Thus, a recruiter can use the 22
behaviors as a checklist for determining which
prospective <u>adults</u> function as desired and
which do not. Furthermore, the potential <u>adult</u>
leader should be rated higher on this checklist
than the potential <u>peer</u> leader. Since youth
see the desirable and undesirable behaviors as
more important and more serious in their <u>adult</u>
leaders than in their <u>peer</u> leaders, they are
expecting more from the former. Parents are a
good starting point, for youth see both <u>mothers</u>
and <u>fathers</u> as performing desirable and avoid-
ing the undesirable behaviors. Since both
parents are seen as having an emphasis on
structural behaviors, care must be taken, as
the primary emphasis in <u>adult</u> leadership should
be on acts of consideration. However, parents
vary and what is true of them in the home can-
not be assumed to be the same in a youth group.

4. <u>Ask the girls who would be a good adult leader</u>.

The higher rating of the desirable and unde-
sirable behaviors for <u>adult</u> leader by girls is
indicative of their stronger feelings with
respect to how the leader should perform. The
<u>adult</u> leader's behaviors should parallel the
expectations of the girls if he is going to be
effective in working with them. An informal
sociometric inquiry among the girls as to which
adults they would like for an <u>adult</u> leader
often yields successful results in the experi-
ence of this writer.

5. <u>Look for a mother or a father if an adult
   leader is needed for discipline problems</u>.
   Young people's viewing their parents as having
   a high degree of structure in their behaviors
   indicates that such leaders would likely per-
   form well in groups where youth sometimes be-
   come unruly. While it is not at all certain
   (and cannot be concluded from the data) that
   all parents will perform in a youth group as
   they are perceived in a parental context at
   home, this writer has found that parents fre-
   quently function well in such environments.
   The findings in this study thus appear to have
   uncovered one reason why that happens.

Meanings for Leader Training

The preceding identified practical implications
of the data for the selection of leaders. In addition,
the data obtained in the study yield implications for
helping leaders to develop their skills in relating to
young people. At least three implications can be
listed.

1. <u>The basic curriculum should include components
   for developing communication skills</u>. In order
   to accomplish the mission which is part of each
   Christian's life purpose (Matt. 5:13-16;
   20:19-20), leadership is performed. When young
   people are being taught in the context of
   church education, they are being equipped for
   such leadership. Therefore, at regular inter-
   vals on a formal basis, and through nonformal
   programs, the curriculum for children and youth
   should provide opportunities for helping the
   learners develop the ability to listen empath-
   ically and employ the other positive behaviors
   skillfully.

2. <u>The basic curriculum should include a strong
   emphasis on the necessary link between values
   judgment and values action</u>. One of the key

messages of the Bible is the necessity of link-
ing word and deed (Matt. 7:20; James 2:26).
The Hebrew word, <u>dabar</u>, and the Greek word,
<u>logos</u>, both mean word and deed as an insepar-
able unity. The believer is to thus make his
actions parallel to his judgments, which is a
principle esteemed by youth as discovered in
this study. At specific points in the curric-
ulum the importance of this conceptualization
and areas of practical application should be
emphasized.

3. **Leadership should be taught as involving
people-oriented activities as well as task-
oriented activities.** Leadership in church
education is frequently conceived as produc-
tion oriented and highly structural. Such a
concept is especially true with regard to
church teaching. Many teachers feel very un-
comfortable if they are not talking or struc-
turing learning activities. The findings of
this study, however, suggest that teachers and
other youth leaders should spend most of their
time in behaviors that are types of considera-
tion. Therefore, the leadership training pro-
gram ought to include an emphasis on the

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importance of considerate leader acts and help
in developing those abilities.

Other Conclusions

The foregoing has been an identification of impli-
cations of the data obtained in this study for the
purposes of answering the research questions. The
first section listed the implications for the research
questions themselves, following which implications were
presented for the related matters of leader recruitment
and education. The following section contains a list
of implications for other subjects which can be seen in
the findings discussed in the fourth chapter. At least
three other conclusions can be drawn from the data.

1. **Parents should be encouraged in their relation-
   ships with their teen-agers.** Young people view
   their parents in a favorable light, seeing the
   desirable leader behaviors as true of their
   parents and the undesirable behaviors as not
   very true of them. This message is not often
   heard or seen in accounts of parent-teen re-
   lations communicated today in the media; in
   fact, it is quite the opposite. Parents are
   portrayed as existing in perpetual conflict
   with their adolescent offspring. Yet this

conclusion from this study was corroborated
by Gallup who stated that his polls show the
existence of similar opinions by today's
young people toward their parents.[*] However,
this conclusion is perplexing to many parents
when they hear it, for they respond that they
only receive negative criticism from their
youngsters. The explanation of this phenom-
enon may lie in Erikson's research (Erikson,
1963, pp. 216 ff.). The Harvard psychologist
has developed a theory of human growth which
conceptualizes man as going through eight
basic stages. The stage in which 14 to 18
year-olds function is referred to as identity
formation, so-called because the human or-
ganism at this stage is forging a self-concept
in which he is trying to become a psychologi-
cal adult and to dissociate himself from child-
hood in every way possible. He, therefore, is
less likely to want to communicate to his
parents in any way that he is dependent upon
them or to suggest that the filial relationship
which existed in childhood is still intact.

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[*]Conversation with Dr. George Gallup, Jr., Oak
Brook, Illinois, November 15, 1979.

Thus, the adolescent avoids communicating that he perceives his parents positively, which would affirm them and his relationship with them. Independence is more readily perceived through taking an opposite position. However, when anonymity is preserved, as in the present study, the youth can feel safe to express his views as they are. Hence, he can say that mother and father are good and that he is pleased with them and their behavior without the risk they will then assume everything is the same as it always was and try to keep treating him as a child.

2. <u>The leader should emphasize certain behaviors at certain times in order to achieve curricular objectives more quickly and effectively</u>. This implication extends not only to individual teachers but also to educational administrators who must choose what kind of teacher to put with what kind of youth to obtain which objectives. For example, recognizing Maslow's findings concerning the necessity for a secure environment in order for social and personality development, a class with a high percentage of "energetic" young people will require

leader behaviors with a considerable amount of structure in order for those social and personality needs to be met. The leader himself should thus employ these behaviors. However, even prior to the development of this situation, the educational administrator, e.g., the Director of Christian Education in a church setting, should use what Fiedler calls "organizational engineering" (1967, p. 255) to match the leader who is strong in structural behaviors with such a class. "It is essential," states Fiedler, "that we realize that poor performance in a leadership position is likely to be as much the function of the leadership situation which the organization provides as it is the function of the individual's personality structure" (p. 260). In curriculum construction this is all a part of what should constitute the needs assessment upon which objectives are established (Taba, 1962, p. 12). In this manner the leadership behaviors, which are such key elements in the success of the educational institution's objectives (cf. Chapter I), will facilitate the attainment of those purposes instead of

mitigating them.

3. <u>Adult leaders should not use an authoritarian style as their general orientation</u>. As mentioned in Chapter I, the <u>Evangelical Newsletter</u> (1977) reported that young people may be "looking more for authority figures who forthrightly state, 'This is the way it is.'" The article cited a return to the use of large youth rallies similar to those used in the middle of this century. It indicated that one reason for the return to this form of youth ministry might be a desire on the part of young people for leaders who use an authoritarian approach. If this were the case one would expect the ranking and rating of "forces ideas on young people" (Q) to indicate "not strongly undesirable." However, this behavior was ranked ninth, and the mean score was 3.068, thus being in the "very serious" range. Furthermore, the top-ranked behaviors are types of consideration rather than initiation of structure. For these and other reasons identified in APPENDIX A, this study does not support widespread use of an authoritarian approach to youth ministry.

Research Questions for Further Study

The present study has been descriptive in design.
As such it is unable to draw conclusions as to cause
and effect. Since one of the purposes of descriptive
research is to generate areas for further investiga-
tion, the following suggestions have grown out of the
present study. These questions are stated as they are
to indicate their measurability, but the technical
precision has been omitted, for that must await the
specific problem statement and design required by the
study which will treat them.

1. Will the adult leader whose initiation of
   structure behaviors outweigh his/her consid-
   erate behaviors accomplish more objectives
   under certain conditions than the one who
   functions mostly in a considerate manner under
   the same conditions? Generally speaking, as
   indicated in this study, the emphasis on con-
   sideration will likely yield the more effective
   accomplishment of objectives in relating to
   high school youth. However, while the con-
   siderate approach is useful as a general
   framework, specific instances (such as a class
   with youth who are often unruly) seem to

mitigate that orientation, and empirical sup-
port would be most desirable.

2. <u>Provided the opportunity to remain anonymous,</u>
   <u>will young people give family life a positive</u>
   <u>rating</u>? The high rating of desirable behaviors
   for both <u>mother</u> and <u>father</u> as well as the low
   rating of undesirable behaviors for each
   parent indicates a generally favorable view of
   these important relationships within the fam-
   ily. This finding suggests that family life as
   a whole in America may not be as negative an
   experience in the lives of most people as is
   often presented to be the case by much of the
   publicity currently being produced in the media.

3. <u>Will youth rate mother and father equal in</u>
   <u>authority with respect to decisions concerning</u>
   <u>children</u>? The high ranking and rating of be-
   haviors which are types of initiation of
   structure for <u>mother</u> indicate that young peo-
   ple see her as having considerable involvement
   in decision making with respect to the chil-
   dren's activities. This awareness combined
   with the substantial amount of the time <u>father</u>
   is away from the family leads to the conclusion
   that <u>mother</u> makes many of the decisions

concerning the children. While this con-
clusion is not new, one implication which
should be explored is the effect this develop-
ment has on parental leadership functions and
relationships, specifically the strong indica-
tion that _mother_ does not relate to _father_ as
second in a chain of command with respect to
these decisions in the view of youth. Hence,
mother may be seen as not accountable to
father in this area, and a democratic rather
than autocratic relationship with regard to
parental leadership may be characterizing the
American family.

Additional Suggestions for Further Research

Due to the nature of empirical research which re-
quires a specific focus on a particular problem,
thorough treatment of important related issues is not
possible. These areas must thus be undertaken by sub-
sequent investigations. The present study has brought
to light at least five such areas in addition to the
foregoing research questions which should be explored
by continuing research.

1. Do youth see the behaviors ranked and rated as
   most important and serious for peer and adult

<u>leaders as true for those leaders</u>? Investi-
gation of this question could involve a design
similar to the one in the presentation with
only a change of the rubrics on the instrument.
In effect the subjects would be asked to do
for their <u>peer</u> and <u>adult</u> leaders what those in
this study were asked to do with respect to
their parents.

2. <u>To what degree do the behaviors of their par-</u>
   <u>ents compare to what youth view as most impor-</u>
   <u>tant and serious with respect to parental</u>
   <u>behavior</u>? As with the first suggestion, a
   possible design for such a study would involve
   a change in rubric on the present instrument.
   Thus, youth would be asked to indicate for each
   parent which of the behaviors is most important
   and serious instead of which is most true.

3. <u>To what degree is there a discrepancy between</u>
   <u>how youth view their parents and how parents</u>
   <u>view themselves</u>? The findings and conclusions
   reported in this study must be considered as
   indications of how youth view their parents and
   not necessarily as evidence of what is in fact
   true concerning their <u>mothers</u> and <u>fathers</u>. A
   possible design for obtaining information

leading to the answer of this question would
be to survey the parents of the youth whose
opinion would be investigated.

4. <u>What are the reasons as to why youth respond
   less to questions pertaining to their fathers</u>?
   As reported above, the average number of cases
   where respondents failed to answer at least
   six items on a given scale for <u>peers</u> and
   <u>adults</u> was 28. For <u>mother</u> the number increased
   sharply to 52; for <u>father</u> it more than doubled
   to 123. This observation seems important in
   itself, for the reasons could have considerable
   implications for American family life and fam-
   ily education in the church. A possible way to
   obtain this information would be to identify
   the most commonly reported reasons in several
   pilot tests with an open-ended question per-
   taining to the rationale for not responding to
   items for <u>father</u>. Those reasons could then
   be included at the end of such an instrument
   as the one used herein in a closed item format
   where respondents would indicate which of them
   is most characteristic of their decision.

5. <u>Would any differences be observed by stratify-
   ing the population on the basis of the</u>

<u>following variables</u>? At least five other
demographics chould have been used as orga-
nizers for data analysis. Each of the fol-
lowing is a potential influence on the
perception of leader and parent behavior.

a. <u>A subject's experience of strong negative
affect on the day of the survey</u>. A ques-
tion should be asked on the instrument
relative to whether the respondent had any
experience on the day of the survey which
bothered him/her to any considerable ex-
tent. Such an experience could be an
argument with his/her parent(s), a break-up
of a romance, or a failure of a test.

b. <u>A subject's perception of the data-gatherer</u>.
An opportunity should be provided for the
respondent to indicate how he/she perceives
the data-gatherer. A positive affect toward
the one who is distributing and collecting
the instrument, giving the instructions,
and observing the responses could produce
different results from a respondent who has
developed a negative affect toward the one
conducting the survey (who is performing
certain leadership functions in his/her data

collecting).

c. <u>Number of subject's siblings</u>. Building
upon the common observation that children in
a given family view their parents' treatment
of them differently, it would be instructive
to see what differences exist, if any, be-
tween the oldest and the youngest (and any
others). Therefore, a question should be
added to the instrument which asks the re-
spondent to record how many brothers and/or
sisters he/she has and his/her position
among them.

d. <u>Degree of church relationship</u>. It would
still be useful for church educators to
know whether (and, if so, to what degree)
any differences exist between church related
and nonchurch related young people with
respect to their perception of leader be-
haviors. One way to obtain this information
without the confounding of data due to
church subjects in the schools would be to
ask the respondents to check on the instru-
ment whether they attend any church youth
group. In conjunction with this question
could be a scale on which the subjects

would also check their degree of involve-
ment with such a group.

e. <u>Subject's age</u>. The views of younger high
school youth (14 - 15 years of age) may
differ from the perceptions of their older
peers (16 - 18). The data for this anal-
ysis already exists from the present study
and should be used.

Of course it is to be hoped that the present study
will be replicated. In the interests of the scientific
pursuit of what is, man must continually use all avail-
able tools in the objective attempt to obtain under-
standing of the realities which constitute his envi-
ronment. As crucial as is the leadership of those who
comprise the future, such investigation has special
urgency.

APPENDIX A

The First Pilot Study

Muskegon, Michigan

November 12, 1977

The respondents in this study were presented with
two slips of paper, one green--on which in eight dif-
ferent sections were written the eight positive traits,
and the other pink--on which in eight different sec-
tions were written the eight negative traits. The
group was told to rip the eight sections of each slip
into separate cards, so each slip would represent one
trait.

They were next each given the sheet (Figure A1)
upon which they were asked to record their rankings
of the eight positive and eight negative traits for
each of the categories on the sheet. In sections five
and seven they were to only identify the top four of
all sixteen traits. In sections six and eight they
were asked to write yes or no as to whether they were
living with the parent whose traits they had ranked
in the preceding section. In these spaces they were
also asked to indicate their age and their sex. With
only a couple of exceptions everyone provided all the
data requested.

A major concern in designing the instrument was
to make sure that each term, especially with regard
to the leadership trait cards, was clearly understood
by the age group for which the instrument was designed
(14 - 18 years old). The eight positive and eight

FIGURE A1 - Scoring Sheet for the Ranking of Traits			
1. WHAT IS IMPORTANT WHEN A PERSON ABOUT MY AGE IS A LEADER	2. WHAT CAN MAKE A PERSON (ABOUT MY AGE) A POOR LEADER	3. WHAT IS IMPORTANT WHEN AN ADULT LEADS TEENAGERS	4. WHAT CAN MAKE AN ADULT A POOR LEADER OF TEENAGERS
MOST IMPORTANT ___	MOST SERIOUS ___	MOST IMPORTANT ___	MOST SERIOUS ___
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___
___	___	___	___
LEAST IMPORTANT ___	LEAST SERIOUS ___	LEAST IMPORTANT ___	LEAST SERIOUS ___
5. WHAT IS MOST IMPORTANT ABOUT MY MOTHER	6.	7. WHAT IS MOST IMPORTANT ABOUT MY FATHER	8.
___		___	
___		___	
___		___	
___		___	
VALUES DEVELOPMENT EDUCATION PROGRAM -- Michigan State University			

negative traits of the Gamelin study were reworded
(except for "understands" and "phony") in terminology
geared to the level of high school youth. The way
the new terms were decided upon was to present a
sheet containing the eight positive and eight negative
terms from the Gamelin study to two different groups
of Grand Rapids, Michigan teenagers. The sheet had
the definitive phraseology beside each of the eight
positive and eight negative terms which Gamelin used
in his study to indicate the meaning of the 16 factors.
Some additional words and phrases which are part of
the contemporary language of high school youth in the
United States were also included in the definitive
section opposite each of the 16 traits. The youth
were then asked to select one word or phrase for each
of the 16 traits, from either the original 16 terms or
from the definitive statements concerning the traits,
which best (most accurately and meaningfully) communi-
cated that concept in their understanding. The orig-
inal terms and their counterparts for this study are
listed in Table Al.

The precautions concerning the control of poten-
tial causes of invalidity and unreliability identified
above with respect to the national study were also
followed in the Muskegon pilot but for two exceptions.

Rank	Gamelin	Reworded	Gamelin	Reworded
	TABLE A1 - Traits which Church Youth Like and Dislike in their Leaders			
1	Concerned, Encouraging	Respects my ideas	Domineering	Forces ideas on us
2	Receptive, Communicative	Easy to talk to	Patronizing	Looks down on us
3	Understanding	Understanding	Unrelating	Doesn't communicate
4	Lively	Sense of humor	Stodgy	Dull (not fun to be with)
5	Competent	Able to lead	Immature	Selfish
6	Helpful, Involved	Willing to become involved	Disinterested	Doesn't seem concerned
7	Mature, Secure	Uses good judgment	Phony	Phony
8	Open-minded, Flexible	Open to new ideas	Distrustful	Doesn't trust us

First, some observer bias is present due to explanations that had to be made in the conference setting during which the data were collected. External validity is thus affected in that generalizability is limited to the extent that other youth may not have the awareness created by these explanations. Second, generalizability is also limited due to the membership of the sample. The most

that can be said with much confidence is that the
findings hold for all those present at the meeting dur-
ing which the data was collected.

The Research Findings

For analysis the raw data were statistically
weighted in order to give each item a common basis for
comparison. The weighting procedure used for each
analysis is indicated in each accompanying table.

Peer Leadership

Ability to lead is clearly the most important con-
cern youth have for their peers. ABLE TO LEAD was
ranked "most important" with WILLING TO BECOME IN-
VOLVED, UNDERSTANDING and RESPECTS MY IDEAS being placed
in the second, third and fourth ranking levels respect-
ively. There does not appear to be any significant
difference between males and females concerning peer
leadership competency items with regard to the number of
responses to a trait (in contrast, for example, to the
"trust" item in Table A3). There is, however, a notice-
able difference between females and males concerning
some traits (i.e., with regard to the ranking level
selected). Table A2 shows that girls consider it much
more important that a peer leader is WILLING TO BECOME
INVOLVED (ranking this item second) than do boys who see

Factors	Female N=52	Male N=18	Total N=70
B* Respects My Ideas	255 (4)	81 (5)	336 (4)
L Easy to Talk to	216 (6)	38 (4)	304 (6)
M Understanding	264 (3)	90 (3)	354 (3)
C Sense of Humor	98 (8)	34 (8)	132 (8)
T Able to Lead	311 (1)	106 (1)	417 (1)
J Willing to Become Involved	295 (2)◄──►75 (7) 295 (2) 75 (7)		370 (2) 370 (2)
S Uses Good Judgment	223 (5)◄──►94 (2)		317 (5)
H Open to New Ideas	210 (7)	80 (6)	290 (7)

TABLE A2 - Frequency (Weighted) of Selection of the Eight PEER Leadership Competency Factors

Weighting procedure: Most important choice = 8
Least important choice = 1
Others scaled 7 - 2
Numbers in parentheses = rank
◄──► unusually large discrepancies
across sex

Ratio Female to Male - 3:1

this item as next to last (of those given) in importance
(ranking it seventh). With regard to the item USES GOOD
JUDGMENT, the converse is true. Males rank this item
second in importance, while females place it considerably
lower (fifth).

On the negative side, considering those items

---

*Upper case letters appeared on each trait card to
facilitate ranking the traits on the response sheet
(Figure 1).

TABLE A3 - Frequency (Weighted) of Selection of the Eight PEER Leadership Incompetency Factors			
Factors	Female N=52	Male N=17	Total N=69
G Forces Ideas on Us	299 (1)	91 (3)	390 (1)
D Looks Down on Us	288 (2)	92 (2)	380 (2)
R Doesn't Communicate	238 (6)	79 (5)	317 (5)
K Dull (Not Fun to Be With)	73 (8)	24 (8)	97 (8)
E Selfish	243 (5)	66 (7)	309 (6)
N Doesn't Seem Concerned	273 (4)	90 (4)	363 (3)
U Phony	278 (3)◄──►78 (6)		356 (4)
W Doesn't Trust us	180 (7)◄──►98 (1)		278 (7)

Weighting procedure: Most important choice = 8
Least important choice = 1
Others scaled 7 - 2
Numbers in parentheses = rank
◄──►unusually large discrepancies
across sex.

Ratio Female to Male = 3:1

relating to peer leadership incompetency, there is a notable difference between males and females with regard to two of the traits. DOESN'T TRUST US is ranked first by boys and only seventh by girls. Viewed another way, 180 isn't even twice 98 in spite of the fact that the female to male ratio is 3:1. This finding leads us to suspect that not being trusted by peer leaders is much more important to males than to females.

It is also noted that male and female responses are

considerably different with regard to a peer leader's
being PHONY. Males ranked this trait in sixth place,
thus considering it not as serious as the females who
placed it third. The other traits are relatively close
together in rank. These findings are visualized in
Table 3.

In spite of the wide differences of opinion be-
tween boys and girls with regard to peer leader's trust,
they quite clearly ranked FORCES IDEAS ON US as the most
serious trait which would result in peer leadership
incompetency. The second, third and fourth most seri-
ous traits are LOOKS DOWN ON US, DOESN'T SEEM CONCERNED
and PHONY. One of the most striking points of compar-
ison is the considerable agreement that of all the
traits, being DULL (NOT FUN TO BE WITH) is the least
serious.

Adult Leadership

Male and female responses are remarkably similar
with regard to most adult leadership competency items.
Ranked most important was UNDERSTANDING. Almost tied
for first was EASY TO TALK TO, which missed being con-
sidered most important by only one point. The third
and fourth traits were RESPECTS MY IDEAS and WILLING TO
BECOME INVOLVED. There was also a high degree of

agreement that of all the traits, SENSE OF HUMOR is least important. These relationships can be seen in Table A4.

TABLE A4 - Frequency (Weighted) of Selection of the Eight ADULT Leadership Competency Factors			
Factors	Female N=52	Male N=18	Total N=70
B Respects My Ideas	292 (3)	91 (3)	383 (3)
L Easy to Talk To	306 (1)	111 (2)	417 (2)
M Understanding	305 (2)	113 (1)	418 (1)
C Sense of Humor	126 (8)	44 (8)	170 (8)
T Able to Lead	167 (7)	74 (5)	241 (7)
J Willing to Become Involved	256 (4)	80 (4)	336 (4)
S Uses Good Judgment	184 (6)	64 (7)	248 (6)
H Open to New Ideas	236 (5)	71 (6)	307 (5)

Weighting procedure: Most important choice = 8
Least important choice = 1
Others scaled 7 - 2
Numbers in parentheses = rank

Ratio Female to Male = 3:1

It is noteworthy that three of the top four traits ranked most important in peer leader competencies appear also in the top four for adults (see Table A2, A4, and A8). While occurring in different orders, youth view UNDERSTANDING, RESPECTS MY IDEAS and WILLING TO BECOME INVOLVED as being considerably important in both their peer and adult leaders. Similarly, of all the

traits, they consider having a SENSE OF HUMOR as being
least important by a substantial margin.

On the negative side, as visualized in Table A5,
there is also considerable agreement of both sexes con-
cerning those traits which lead to adult leadership
incompetency. Heading the list as being viewed as
most serious is DOESN'T TRUST US. It is of interest
to note (while probably not statistically significant)
that an adult leader's distrust is more important to
girls than to boys, whereas it was seen above (Table A3)
that boys were more concerned than girls with distrust

TABLE A5 - Frequency (Weighted) of Selection of the Eight ADULT Leadership Incompetency Factors		
Factors	Female N=52	Male N=17	Total N=69
G Forces Ideas on Us	300 (2)	97 (2)	397 (2)
D Looks Down on Us	287 (3)	104 (1)	391 (3)
R Doesn't Communicate	255 (4)	74 (6)	329 (4)
K Dull (Not Fun to Be With)	97 (8)	31 (8)	128 (8)
N Doesn't Seem Concerned	229 (5)	85 (4)	314 (5)
U Phony	185 (7)	76 (5)	216 (6)
W Doesn't Trust Us	333 (1)	90 (3)	423 (1)

Weighting procedure: Most serious choice = 8
Least serious choice = 1
Others scaled 7 - 2
Numbers in parentheses = rank

Ratio Female to Male = 3:1

in peer leaders.

In second, third and fourth place, respectively,
are FORCES IDEAS ON US, LOOKS DOWN ON US, and DOESN'T
COMMUNICATE. Two of these top four, FORCES IDEAS ON US
and LOOKS DOWN ON US are also included in the top four
traits of incompetency of peer leaders (Table A3), and
they are listed in the same order for peer leaders, with
the exception that in the peer listing they are ranked
first and second instead of second and third as in the
adult.

Characteristics of Mother

There are very slight differences between male and
female responses with regard to mother (Table A6). The
only noticeable differences are with regard to ABLE TO
LEAD and LOOKS DOWN ON US. If these differences say
anything, it appears that boys are a little more con-
cerned with seeing leadership in mother and about being
looked down on by her than are girls.

What is most striking about the findings concern-
ing mother is the parallel between the first three traits
ranked for mother with the first three ranked for adult
leader competency. The first three traits in both cat-
egories are exactly the same, namely, UNDERSTANDING,
EASY TO TALK TO, AND RESPECTS MY IDEAS, and they appear

TABLE A6 - Frequency (Weighted) of Selection of the Sixteen Important Characteristics of Mother Factors			
Factors	Female N=52	Male N=18	Total N=70
R Respects my Ideas	89 (3)	37 (3)	126 (3)
L Easy to Talk to	107 (2)	39 (2)	146 (2)
M Understanding	110 (1)	48 (1)	158 (1)
C Sense of Humor	68 (4)	17 (4)	85 (4)
T Able to Lead	2 (12)◄──►4 (2)		6 (10)
J Willing to Become Involved	31 (6)	8 (7)	39 (6)
S Uses Good Jugment	49 (5)	14 (5)	63 (5)
H Open to New Ideas	24 (7)	13 (6)	37 (7)
G Forces Ideas on Us	3 (11)	1 (11)	4 (11)
D Looks Down on Us	0 (14)◄──►4 (9)		4 (11)
R Doesn't Communicate	6 (9)	3 (10)	9 (9)
K Dull (Not Fun to Be With)	0 (14)	0 (12)	0 (14)
E Selfish	1 (13)	0 (12)	1 (13)
N Doesn't Seem Concerned	2 (12)	0 (12)	2 (12)
U Phony	4 (10)	0 (12)	2 (12)
W Doesn't Trust Us	14 (8)	5 (8)	19 (8)

Weighting procedure: First citation = 4
Last citation = 1
Others scaled 3 - 2
Numbers in parentheses = rank
◄──►unusually large discrepancies
across sex

Ratio Female to Male = 3:1

in the same order. This relationship should be watched
in the next study and even examined in more depth in
future research.

Characteristics of Father

More variability between male and female responses
is seen with regard to important characteristics of
father (Table A7). By noting the ranking it can be seen
that there are considerable differences between boys and
girls with respect to UNDERSTANDING, ABLE TO LEAD, WILL-
ING TO BECOME INVOLVED, DULL (NOT FUN TO BE WITH), SELF-
ISH, and PHONY. Examining the point spread of the
weighted frequencies of selection, unusually large dis-
crepancies between girls and boys are also seen with
regard to SENSE OF HUMOR, FORCES IDEAS ON US, DOESN'T
COMMUNICATE and DOESN'T SEEM CONCERNED. For example,
while FORCES IDEAS ON US is ranked similarly (10th for
girls, 9th for boys), the ratio of responses is almost
1:1 instead of the 3:1 which would be expected due to
the sexual distribution of the respondents. Conversely,
SENSE OF HUMOR, while ranked about the same by both
girls and boys (first by girls and third by boys), has
a score of 93, considerably more than the 3:1 ratio
would lead one to expect to see. Boys tend to see
father as being more UNDERSTANDING than do girls.

TABLE A7 - Frequency (Weighted) of Selection of the
Sixteen Important Characteristics of Father Factors

Factors	Female N=52	Male N=18	Total N=70
B Respects my Ideas	48 (5)	18 (4)	66 (5)
L Easy to Talk To	46 (6)	14 (5)	60 (6)
M Understanding	51 (4)◄——►21 (1)		72 (3)
C Sense of Humor	93 (1)◄——►19 (3)		112 (1)
T Able to Lead	58 (3)◄——►10 (8)		68 (4)
J Willing to Become Involved	32 (7)◄——► 7 (10)		39 (7)
S Uses Good Judgment	73 (2)	20 (2)	93 (2)
H Open to New Ideas	12 (10)	3 (12)	15 (12)
G Forces Ideas on Us	12 (10)◄——►9 (9)		21 (10)
D Looks Down on Us	9 (12)	4 (11)	13 (13)
R Doesn't Communicate	22 (8)◄——►12 (6)		34 (8)
K Dull (Not Fun to be With)	2 (14)◄——►10 (8)		12 (14)
E Selfish	5 (13)◄——►11 (7)		16 (11)
N Doesn't Seem Concerned	16 (9)◄——►11 (7)		27 (9)
U Phony	1 (15)◄——►3 (12)		4 (15)
W Doesn't Trust Us	10 (11)	3 (12)	13 (13)

Weighting procedure: First citation = 4
Last citation = 1
Others scaled 3 - 2
Numbers in parentheses = rank
◄——► unusually large discrepancies
across sex

Ratio Female to Male = 3:1

Table A7 also shows that more respondents used the neg-
ative in describing the fathers than the mothers.

Respondents tend to see leadership in father but
not in mothers. ABLE TO LEAD was ranked fourth for
fathers and tenth for mothers.

The first four traits seen as most important about
father were as follows: SENSE OF HUMOR, USES GOOD JUDG-
MENT, UNDERSTANDING and ABLE TO LEAD. However, it is
notable that boys placed UNDERSTANDING first in the
father category and in the mother and adult leader cate-
gories as well. SENSE OF HUMOR, seen as least important
in peer and adult leaders, is viewed by boys and girls
as one of the four most important traits of mother and
father, ranked fourth for mother and first (except by
boys who placed it third) for father.

Comparing the Categories

Table A8 ofers a view of how the four main cate-
gories compare with respect to the leadership traits.
It enables the reader to observe the major similarities
and differences on a single page. The comparisons be-
tween important characteristics of mother and adult
leader competencies appear to be considerably useful.
The relationship exists not only with regard to the com-
petency factors but also the incompetencies. DOESN'T

	TABLE A8 – Summary of Rank-Order of Charactersitics											
	Desirable with Respect to PEER as Leader			Desirable with Respect to ADULT as leader			Perceived Characteristics of MOTHER			Perceived Characteristics of FATHER		
Rank	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
1	T	T	T	L	M	M	M	M	M	C	M	C
2	J	S	J	M	L	L	L	L	L	S	S	S
3	M	M	M	B	B	B	B	B	B	T	C	M
4	B	L	B	J	J	J	C	C	C	M	B	T
5	S	B	S	H	T	H	S	S	S	B	L	B
6	L	H	L	S	H	S	J	H	J	L	R	L
7	H	J	H	T	S	T	H	J	H	J	E,N	J
8	C	C	C	C	C	C	W	W	W	R	T,K	R
							R	T,D	R	N	G	N
							U	R	T	H,G	J	G
							G	G	G,D	W	D	E
							T,N	K,E N,U	N,U	D	H,U W	H
							E		E	E		D,W
							D,K		K	K		K
										U		U

KEY

B Respects My Ideas
L Easy to Talk To
M Understanding
C Sense of Humor
T Able to Lead
J Willing to Become Involved
S Uses Good Judgment
H Open to New Ideas
G Forces Ideas on Us
D Looks Down on Us
R Doesn't Communicate
K Dull (Not Fun to Be With)
E Selfish
N Doesn't Seem Concerned
U Phony
W Doesn't Trust Us

Note 1. Only the desirable traits were ranked for this analysis.

Note 2. The 8 desirable and the 8 undesirable traits were ranked (in free mixture) for this analysis.

TRUST US is ranked first (at least by girls, third by boys) for adult incompetence and first among the negative factors by both girls and boys with respect to mother. Figure A2 graphs the relationships even more visually. The numerical values represented on the graph are those identified in the "Total" column to Tables A2 - A7 in the above discussion in this appendix.

The dotted lines on Figure A2 point out some of the most notable differences discussed above. For example, while UNDERSTANDING (M) is within the top three traits considered by young people as most important for both peer and adult leaders, the figure shows that it is not only ranked first for adults (as opposed to third for peers) but also that UNDERSTANDING scored about 420 for adults compared with slightly less than 360 for peers.

In the figure these numbers provide more information which is not as readily evident from the tables. For example, as consistently sure as youth are concerning what they like (cf. the parallels between adult leader and mothers, they are even more sure of what they don't like (cf. DOESN'T TRUST US (W), which is ranked first in important characteristics of adult).

FIGURE A2 - Weighted Scores for Peer, Adult, Father and
Mother Characteristics Cited by Combined Male and Female
Responses

460
440
420
400
380
360
340
320
300
280
260
240
220
200
180
160
140
120
100
80
60
40
20
0

M (UNDERSTANDING)
L (EASY TO TALK TO)
B (RESPECTS MY IDEAS)

PEER
LEADER

ADULT
LEADER

MOTHER

FATHER
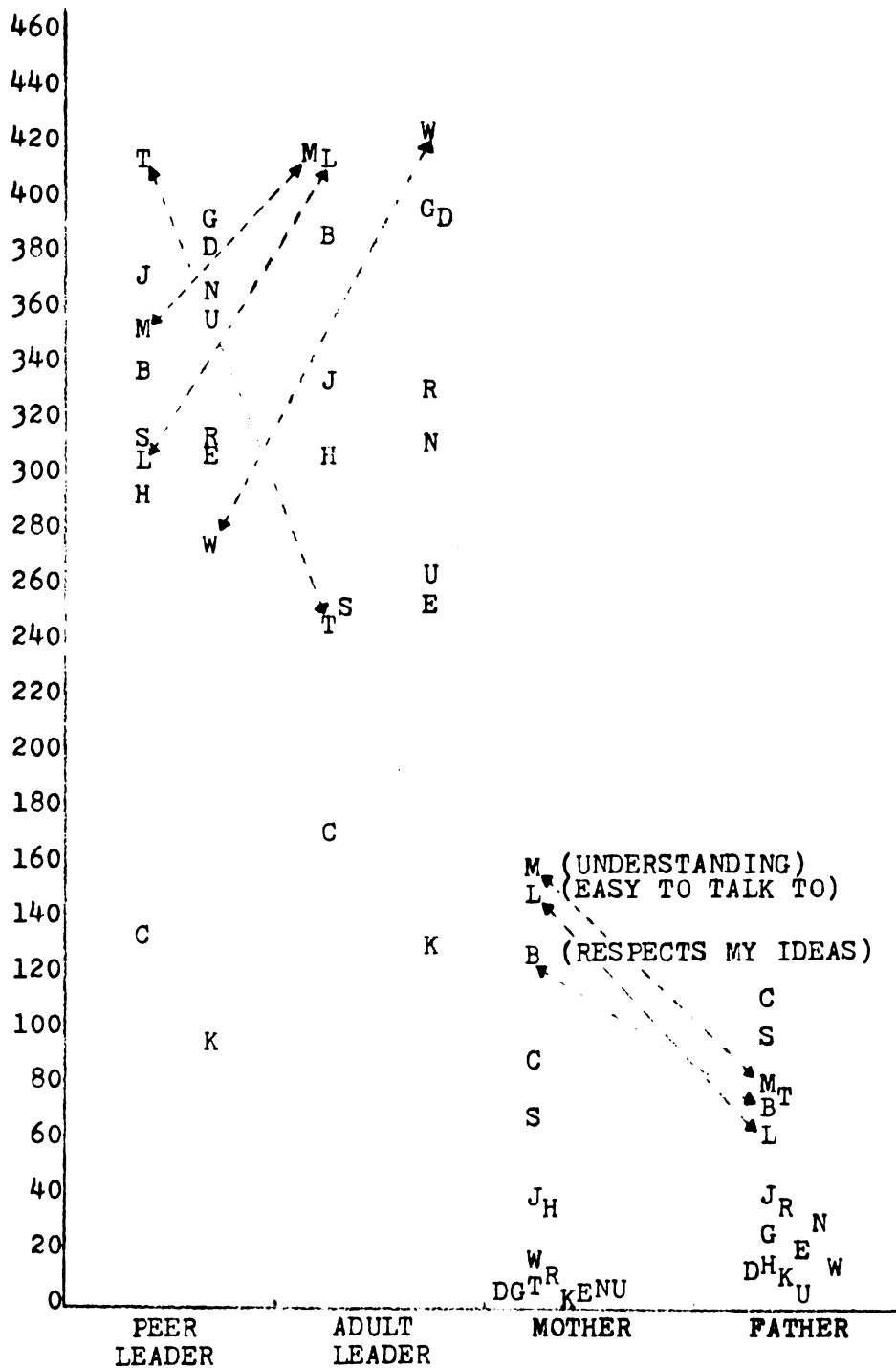
The Research Conclusions

What do these findings mean? The research questions asked, (1) What are the factors which young people perceive as desirable and undesirable in their leaders and, (2) Of those factors are there some that are considered more important than others?

Conclusions Regarding Peer Leaders

It can be concluded, at least for the Muskegon group, that <u>youth expect their peer leaders to possess definite skills which make them ABLE TO LEAD</u>. The having and using of such skills is considerably more important than the other seven traits as far as peer perception is concerned. There is a concern that peer leaders demonstrate skills which support their holding the position of leadership they do. Thus, when adults select certain young people for leadership positions in youth groups, they should be careful to select youth with these skills even though they may not be high on other nonessential criteria in the opinion of the adult leader (e.g., avoid selection on the basis of favoritism).

<u>Young people consider it is relatively less important for their peer leader to have a SENSE OF HUMOR and that it is relatively less serious if he is DULL (NOT FUN TO BE WITH</u>). These qualities were ranked last by a

large majority of the group in this study. This state-
ment does not mean that these qualities are unimportant,
it only means that vis-a-vis the other seven traits,
they are less important.

Conclusions Regarding Adult Leaders

Both peer and adult leaders, but especially the
latter, must be UNDERSTANDING. UNDERSTANDING, ranked in
the upper half of all four categories, placed third and
first, respectively, in the peer and adult categories.

It is relatively less important for an adult leader
to have a SENSE OF HUMOR, and it is relatively less
serious if he is DULL (NOT FUN TO BE WITH). These qual-
ities, ranked last by a majority of the group in this
study, are not, thereby, to be considered unimportant to
youth, but are to be seen as less important over against
the other seven examined.

It is essential that an adult leader trust youth.
DOESN'T TRUST US was seen as the most serious trait caus-
ing adults to be poor leaders.

Young people may not be "looking more for authority
figures who forthrightly state, 'This is the way it is,'"
The reader will note that the October 21, 1977 Evangeli-
cal Newsletter stated that there appears to be a return
to the use of large youth rallies used in the 50's and

60's. The article suggested that one reason might be an underlying desire on the part of youth for leaders who speak with a voice of authority. If this were the case, one might suspect to find in the Gamelin traits such characteristics as SPEAKS WITH AUTHORITY in the listing of desirable qualities. However, such is absent.

Moreover, one might also expect to find a relatively low ranking of FORCES IDEAS ON US. It may be of considerable importance with regard to this issue that the opposite occurred in each category. FORCES IDEAS ON US was ranked first (most serious) for peer leaders, second for adult leaders, third for mother and second for father.

Ten years ago YFC was moving toward a "Teen-to-Teen" strategy for which the Ward and Harmon study provided information. The present study does not disconfirm that prior approach.

Neither, however, does it indicate that large rallies are wrong. The present findings also do not indicate that leaders should refrain from giving their opinion of "This is the way it is." This study does suggest, rather strongly, however, that if youth leaders do say "This is the way it is," they should allow youth to come to their own conclusions with regard to "it" and not force their position on others.

The three traits most valued by youth in their adult leaders and mothers are UNDERSTANDING, being EASY TO TALK TO and having RESPECT for their ideas, in that order. This selection seems to indicate that youth prefer adults in leadership capacities who can relate to others over those who may have intellectual and administrative skills but function less effectively in the interpersonal dimension. Relational rather than technical characteristics are valued by youth in their choices concerning adult leadership.

The high ranking of USES GOOD JUDGMENT and ABLE TO LEAD in the father category, in place of the more harmony-building traits attributed to mother (such as EASY TO TALK TO or RESPECTS MY IDEAS), may reflect what Berelson and Steiner (1964, p. 344) refer to as the dual demands of leadership (the guidance function of the intellectual leader and the harmony function of the social leader) which are "rarely combined in the same person" (p. 344). The findings in the present study would seem to indicate that the majority of the youth see the father as the intellectual leader and the mother the social. In fact, Berelson and Steiner note that they have found it to be the case that these two responsibilities are divided between the father and the mother in families (p. 346). The authors also give a clue as to one possible reason

for the <u>mother</u> category being more closely associated
with favorable <u>adult</u> leader traits than the <u>father</u>.
"When put to the choice, most group leaders give up the
instrumental (guidance) role in favor of popularity"
p. 346.

The findings have generated at least two hypotheses,
the confirmation of which in a study of a different de-
sign would yield useful information. The first hypoth-
esis is as follows: ability to lead is considered by
youth to be the most important single trait for a peer
leader to possess. ABLE TO LEAD was selected by a sub-
stantial majority in the present study as the most impor-
tant peer trait.

The second hypothesis is that there is a significant
correlation between <u>mother</u> and <u>adult</u> leader with respect
to UNDERSTANDING, EASY TO TALK TO and RESPECTS MY IDEAS.
This relationship was obtained in the data in this study.
Confirmation of this hypothesis would lend strong support
to the findings presented in this report which suggest
that youth most desire relational and understanding-
oriented traits in their adult leaders.

APPENDIX B

The Second Pilot Study

The design of the second pilot study was such that
two taped interviews were to be made in each of three
major sections of the continental United States. Two
were to come from the West, two from the Midwest and
two from the East. Of the two in each sector, one was
to be from a group of "average" youth and two from a
group who had had trouble with the law through con-
viction as a result of some kind of delinquent be-
havior. The purpose of the study was to validate the
instrument for the main study which would include both
types of young people.

As reported in the main text of the study, two of
the six tapes were never made. Since both of those
tapes were from Youth Guidance groups, who work with de-
linquent young people, there is reason to believe that
the validity is lower for these groups than for the
average youth. Comments in this regard from Youth
Guidance leaders confirm this suspicion.

On the next page is a copy of the cover letter
which accompanied the interview instrument that was used
in the study. It was sent out over the signature of the
YFC Director of Research and Development whose (R & D)
committee members, who were heads of the regions to
which the tapes were sent, conducted the interviews.
The two pages which follow the cover letter comprise

Figure B1 - Cover Letter for Second Pilot Study

May   1978

Dear

Thank you very much for your willingness to participate in the study of leadership behaviors which youth perceive as important. With your help we'll be able to find out whether some potentially valuable insights obtained from a small-scale pilot study will hold up on a national level. If so, the implications for all of us in youth work will be far-reaching.

In order to develop an accurate questionnaire for the main study, we're first going to have to find out what words youth use in describing leadership. To obtain this information two different types of youth will be interviewed in three major sections of the United States (west, midwest and east).

One type of youth will be those typical of young people usually involved in Campus Life clubs. Yet we are also interested in contrasting these youth with those farther out of the social norm, for example, those who are worked with in Youth Guidance or similar types. We need information pertaining to "deviant" as well as to "average" young people. We would like to ask you to interview a group or groups as indicated: (one group who fit the basic norm/one group who are different from the basic social norm).

Please select a group of young people of this type who are in the age range of 14 - 18. The size of the group should be roughly in the range of from 3 - 10 in number.

We would like you to tape the interview. Taping will free you to follow the flow of the conversation without having to write down all that is said, which we can do back at the office. The introduction to the enclosed instrument provides further details pertaining to the interviews. Please be sure to mark on your tape the following information: (1) your name, (2) the type of young people, (3) the date, (4) the city and state where the interview was held. It will be very helpful if you can return the tape to me within the next three weeks.

Thanks very much again for all your help. I'm looking forward to meeting you in person in a few months and to working with you on this very promising endeavor.

Sincerely,

FIGURE B2 - Leadership Behaviors Youth
Perceive as Important
INTERVIEW INSTRUMENT

Introduction

1. Before meeting the respondents prepare the tape re-
corder.

   a. It's best to use a plug-in (110 volt) cassette
   recorder.
   b. If you are using tape which has a leader (the
   clear colored piece of tape at the beginning which
   doesn't record) be sure to cue up the tape so you
   are past the leader before you turn on the re-
   corder. Otherwise some of your interview will be
   lost.
   c. If possible, use a mike which contains a remote
   control on-off switch. Have the buttons on the
   machine pre-set to record so that all you have to
   do when you begin the interview is to move the
   remote control from "off" to "on." Minimize the
   mechanics involved with the taping as these can
   be distracting to some respondents and make them
   nervous, thus reducing their productivity in the
   interview.

2. Arrange to conduct your interview at a time and
place convenient for your respondents.

   a. Make it at a time when other responsibilities
   are minimal, so they aren't preoccupied with
   other matters or too tired.
   b. Make it at a place where interruptions are least
   likely to occur and where the respondents will
   feel most comfortable.

3. In conducting the interview, the following will be
helpful.

   a. Explain to each group exactly what is being
   done and for what purpose.

      1) In order to obtain leaders who will do the
      best job, we need to know what good leaders
      are like, so we know how to choose.
      2) We also need to have a better understanding
      of what makes a person a poor leader, so we

can avoid selecting people who do these things, and so the leaders we already have can avoid doing these things.

b. Talk with the group for a few minutes about general matters of interest to them (for example, where they go to school, what they have the most fun doing, vocational interests).
c. When the group appears to be at ease, turn on the recorder as you ask the first question.
d. Avoid rushing the interview. If a pause develops after a question, let them think. On the other hand, watch your time. By the end of the first side, when it comes time to flip the tape over, the group should at least be through question #2. (We are assuming a C-30 or a C-60 cassette, as you choose.)
e. Probe for further meaning if necessary. If someone says something that is unclear to you, it will quite likely be unclear to the rest of us as well. Ask them to explain what they mean if there is any doubt.

Questions

1. When a person about your own age is your leader, what do you like?

   a. What is good about such a leader?
   b. What do you want this leader to do?
   c. What does this leader not do?
   d. How would you complete this sentence? "What I especially like in a leader my own age is . . . ."

2. When a person about your own age is your leader, what do you dislike?

   a. What makes such a person a poor leader?
   b. What does this person do that he or she shouldn't do?
   c. What does this person not do that he or she should do?
   d. How would you complete this sentence? "What I especially dislike in a leader my own age is . . . ."

3. When an adult is your leader, what do you like?

3. When an <u>adult</u> is your leader, what do you <u>like</u>?

    a. What is good about such a leader?
    b. What do you want this leader to do?
    c. What does this leader <u>not</u> do?
    d. How would you complete this sentence? "What I
       especially like in an adult leader is . . . ."

4. When an <u>adult</u> is your leader, what do you <u>dislike</u>?

    a. What makes such a person a poor leader?
    b. What does this person do that he or she shouldn't
       do?
    c. What does this person <u>not</u> do that he or she
       should do?
    d. How would you complete this sentence? What I
       especially dislike in an adult leader
       is . . . ."

the interview instrument.

As also indicated above in the text, three new behaviors were obtained for the positive scale and three for the negative scale of the instrument for the main study, which were not part of Gamelin's original work. The second pilot also provided payoff in indicating which items from the instrument used in the first (Muskegon) pilot should be reworded.

Three three new positive items obtained from this second pilot were "communicates," "organizes well," and "shares own shortcomings and problems." Confirming the benefit of the second pilot is the awareness that all three of these behaviors figured prominently in the findings of the main study.

The three new negative behaviors obtained from the second pilot were "favors some over others (picks favorites)," "puts own interests ahead of group (others)," and "gets upset when things don't go right." Here, again, one of the new items, the last, figured significantly in the findings of the main study.

The second pilot was also very helpful in phrasing the wording of the items in such a way that they expressed the thoughts in the language the young people in the target population regularly use. For example, the author questioned whether to use the word "relate,"

raising the issue of whether the content of the word was precisely enough understood by youth from the various sectors of the country as to be useable. In listening carefully to the tapes, it was readily apparent that the young people from each region surveyed used the word consistently in the same manner and was, indeed, therefore useful.

Another way in which the second pilot fulfilled an important function with regard to the main study was in facilitating decision-making as to which words indicated behaviors even though they were not expressed in verbal form. For example, after analyzing the tapes it was decided to leave the word "understand" in the item expressing that concept. The decision was based on the belief that this word not only reflects a mental behavior, but, moreover, is an activity that young people recognize and have a concensus concerning the meaning of which. This concern for meaning was one of the main principles that governed the decision to use observable behaviors for the expression of the items, the other principles being measurability and reduction of overlap, i.e., behavioral expression would facilitate the development of items that would be more mutually exclusive.

With the arrival of the Miami conference came a

rare opportunity to meet with all the regional R & D
leaders who would be performing a crucial role in the
data gathering and in the training of the data gatherers.
It was thus necessary to terminate the second pilot
without the two tapes from Youth Guidance and train the
trainers of the data gatherers at this meeting. The
main study was about to begin, but not before these
important and formative developments the second pilot
had already made possible.

APPENDIX C

The Instrument

Your Age: _____ Male/Female

THINGS I LIKE AND DISLIKE IN PEOPLE MY AGE WHO ARE LEADERS

Please circle the number which shows how important each thing is to you.

SAMPLE	How Important Is It?				
	Little				Very
Smiles when he or she gives commands	0	1	②	3	4
In the sample the person circling number 2 sees the leader's smiling as having <u>some</u> but not great importance.					

THINGS I LIKE (LEADERS MY AGE)	How Important Is It?				
	Little				Very
Communicates	0	1	2	3	4
Displays adequate knowledge and ability	0	1	2	3	4
Lets young people take responsibility for important tasks	0	1	2	3	4
Listens	0	1	2	3	4
Organizes well	0	1	2	3	4
Seeks to help when needed	0	1	2	3	4
Shares own shortcomings and problems	0	1	2	3	4
Shows sense of humor	0	1	2	3	4
Tries new ideas--open	0	1	2	3	4
Understands concerns of young people	0	1	2	3	4
Uses firmness when necessary	0	1	2	3	4

THINGS I DISLIKE (LEADERS MY AGE)	How Serious Is It?				
	Little				Very
Doesn't follow through--irresponsible	0	1	2	3	4
Doesn't relate to young people--doesn't see their point of view	0	1	2	3	4
Doesn't show concern for young people	0	1	2	3	4
Doesn't trust young people	0	1	2	3	4
Favors some over others (picks favorites)	0	1	2	3	4
Forces ideas on young people	0	1	2	3	4
Gets upset when things don't go right	0	1	2	3	4
Looks down on young people	0	1	2	3	4
Puts own interests ahead of group	0	1	2	3	4
Says one thing, but does another--dishonest	0	1	2	3	4
Won't change--old-fashioned	0	1	2	3	4

THINGS I LIKE AND DISLIKE ABOUT ADULT LEADERS

Please circle the number which shows how important each thing is to you.

THINGS I LIKE (IN ADULT LEADERS)	How Important Is It? Little Very				
Communicates ,	0	1	2	3	4
Displays adequate knowledge and ability	0	1	2	3	4
Lets young people take responsibility for important tasks	0	1	2	3	4
Listens	0	1	2	3	4
Organizes well	0	1	2	3	4
Seeks to help when needed	0	1	2	3	4
Shares own shortcomings and problems	0	1	2	3	4
Shows sense of humor	0	1	2	3	4
Tries new ideas--open	0	1	2	3	4
Understands concerns of young people	0	1	2	3	4
Uses firmness when necessary	0	1	2	3	4

THINGS I DISLIKE (IN ADULT LEADERS)	How Serious Is It? Little Very				
Doesn't follow through--irresponsible	0	1	2	3	4
Doesn't relate to young people--doesn't see their point of view	0	1	2	3	4
Doesn't show concern for young people	0	1	2	3	4
Doesn't trust young people	0	1	2	3	4
Favors some over others (picks favorites)	0	1	2	3	4
Forces ideas on young people	0	1	2	3	4
Gets upset when things don't go right	0	1	2	3	4
Looks down on young people	0	1	2	3	4
Puts own interests ahead of group	0	1	2	3	4
Says one thing, but does another--dishonest	0	1	2	3	4
Won't change--old-fashioned	0	1	2	3	4

Your Age: ____ Male/Female

IMPORTANT THINGS ABOUT MY MOTHER

Please circle the number which shows how much each thing is true of your mother.

	Never	Sometimes			Always
Communicates	0	1	2	3	4
Displays adequate knowledge and ability	0	1	2	3	4
Lets me take responsibility for important tasks	0	1	2	3	4
Listens	0	1	2	3	4
Organizes well	0	1	2	3	4
Seeks to help when needed	0	1	2	3	4
Shares own shortcomings and problems	0	1	2	3	4
Shows sense of humor	0	1	2	3	4
Tries new ideas--open	0	1	2	3	4
Understands my concerns	0	1	2	3	4
Uses firmness when necessary	0	1	2	3	4

	Never	Sometimes			Always
Doesn't follow through--irresponsible	0	1	2	3	4
Doesn't relate to me--doesn't see my point of view	0	1	2	3	4
Doesn't show concern for me	0	1	2	3	4
Doesn't trust me	0	1	2	3	4
Favors some over others (picks favorites)	0	1	2	3	4
Forces ideas on me	0	1	2	3	4
Gets upset when things don't go right	0	1	2	3	4
Looks down on me	0	1	2	3	4
Puts own interests ahead of others	0	1	2	3	4
Says one thing, but does another--dishonest	0	1	2	3	4
Won't change--old-fashioned	0	1	2	3	4

IMPORTANT THINGS ABOUT MY FATHER

Please circle the number which shows how much each thing is true of your _father_.

	Never	Sometimes			Always
Communicates	0	1	2	3	4
Displays adequate knowledge and ability	0	1	2	3	4
Lets me take responsibility for important tasks	0	1	2	3	4
Listens	0	1	2	3	4
Organizes well	0	1	2	3	4
Seeks to help when needed	0	1	2	3	4
Shares own shortcomings and problems	0	1	2	3	4
Shows sense of humor	0	1	2	3	4
Tries new ideas--open	0	1	2	3	4
Understands my concerns	0	1	2	3	4
Uses firmness when necessary	0	1	2	3	4

	Never	Sometimes			Always
Doesn't follow through--irresponsible	0	1	2	3	4
Doesn't relate to me--doesn't see my point of view	0	1	2	3	4
Doesn't show concern for me	0	1	2	3	4
Doesn't trust me	0	1	2	3	4
Favors some over others (picks favorites)	0	1	2	3	4
Forces ideas on me	0	1	2	3	4
Gets upset when things don't go right	0	1	2	3	4
Looks down on me	0	1	2	3	4
Puts own interests ahead of others	0	1	2	3	4
Says one thing, but does another--dishonest	0	1	2	3	4
Won't change--old-fashioned	0	1	2	3	4

APPENDIX D

Instructions for the Trainers of Data Gatherers

INSTRUCTIONS FOR THE TRAINERS OF DATA GATHERERS

1. At a group session meet with the data gatherers to go through each of the following points on this sheet. Meet personally with any who couldn't attend the group session.

2. Distribute the "INSTRUCTIONS FOR DATA GATHERERS" sheet. Read through item #1.

3. Distribute the questionnaire.
   a. Let them complete the questionnaire.
   b. After they've completed the questionnaire, direct their attention to items 2-4 on the "INSTRUCTIONS FOR DATA GATHERERS" sheet.
   c. Read through the rest of the items on the "INSTRUCTIONS FOR DATA GATHERERS" sheet. Ask if there are any questions.

4. Demonstrate the procedures called for in items 2-4 of the "INSTRUCTIONS FOR DATA GATHERERS" sheet.

5. Ask each data gatherer to do a demonstration as you just did. If the group in your training session is too large to permit each to do a demonstration in the time allotted, divide into groups of two so each person can have a turn.
   a. Then ask one to volunteer to do a demonstration for the large group.
   b. Discuss any questions.

6. Establish what groups of young people will be selected. See and explain the "GROUP DESCRIPTION SHEET." We need to survey groups where the membership is nonvoluntary (e.g., biology class) and voluntary (e.g., band, baseball); urban, suburban and rural; and Youth Guidance groups. Try for 50 in each.

7. Distribute and discuss the "PUBLIC RELATIONS PRINCIPLES FOR CONDUCTING THE SURVEY" sheets.

8. Establish a date in accord with the Miami guideline as to when each data gatherer will have completed his or her investigations.

9. Follow-up with a phone call within a week after this training meeting to check whether the following have occurred:
   a. ·The selection of youth groups have been made.
   b. The dates for data collection have been set.

10. Within a week after the date established in Miami, call each data gatherer to check whether the following have been done:
    a. The data has been obtained.
    b. The questionnaires and "GROUP DESCRIPTION SHEETS" have been mailed back to the Wheaton office.
    c. If the data has not been gathered, do the following:
       1) Call once a week to check on progress.
       2) Recognize that there may be legitimate reasons for delay.
       3) Review the importance of obtaining the data soon.
          a) The validity and reliability of the study will be impaired by delay.
          b) Staff time and machine time at headquarters is geared to receive the data at a specific time and delay will be costly.

11. Thank the data gatherers by phone or letter for their time and effort.

APPENDIX E

Instructions for Data Gatherers
Public Relations Principles for
    Conducting the Survey
Group Description Sheet

INSTRUCTIONS FOR DATA GATHERERS

1. Explain the following to the young people:
    a. We are studying the behaviors of leaders as viewed by high school young people.
        1) We want to know what leaders do that attract youth and what they do that turn them off.
        2) This understanding will help us select leaders who will be most effective in their work with young people.
    b. We are working with Michigan State University in this study which will involve several thousand young people from all across the United States.

2. Distribute the questionnaire to each person. Study the following so you can explain this information to the young people without reading it to them. BE SURE, however, to cover each subject below.
    a. Ask the respondents to mark their age and the Male/Female section at the top of the first and third pages.
    b. Read the instruction and SAMPLE item at the top of the first page aloud.
    c. On both sides of the FIRST page: note that responses (circled numbers) refer to how important and how serious each statement is with respect to leaders their own age (on the front side) and to adult leaders (on the back side).
    d. On both sides of the LAST page: responses refer to how much each statement is true of their mother and father (or stepmother or stepfather).
        1) If a respondent's mother or father is dead, ask him to complete the statements on the basis of what he remembers of the parent(s).
        2) If parents are divorced or separated, complete the statements pertaining to the parent the respondent is not residing with on the basis of memory. If the respondent can't remember a parent, leave the page uncompleted.
        3) If a respondent has both a natural and a stepmother or stepfather, let him choose which one to report on (either the natural or the step).
    e. Explain to the group that each page contains 11 statements of what leaders do that are pleasing and 11 that are displeasing. Ask them to BE SURE to keep this difference in mind when completing the questionnaire.

3. Ask if there are any questions.

4. Ask them to please make a response to EACH statement.

5. Ask them to work independently. (If, however, you notice talking during the completion of the questionnaire, don't reprimand those who are talking.)

6. Complete a "GROUP DESCRIPTION SHEET" for this group while they are completing the questionnaire.

7. When the young people are finished, ask them to go back over their questionnaires to be sure each statement has been answered.

PUBLIC RELATIONS PRINCIPLES FOR CONDUCTING THE SURVEY

1. To conduct the survey in a school:
   a. Meet first with the principal.
      1) Explain the purpose of the study. See item #1 on "INSTRUCTIONS FOR DATA GATHERERS" sheet.
      2) Mention the length of time for the survey: 15 minutes (including introductory explanations).
      3) Indicate that only one session is needed for the survey.
      4) Try to obtain time in the morning, preferably not too close to lunch, for the survey. Also avoid the day before a holiday or a three-day weekend.
      5) Ask to meet with the teacher and that the teacher be present during the survey.
      6) Offer to share the results of the study with the principal if he or she desires.

   b. Meet with the teacher.
      1) Cover items 1-3 as with the principal.
      2) Establish a date and time with the teacher. See above #4. Be prompt in keeping that time.
      3) Ask the teacher to be present during the survey.

   c. Explain the following to the young people:
      1) Their frankness is truly desired; there are no right or wrong responses. We are not looking for any "hoped for" answers.
      2) See the "INSTRUCTIONS FOR DATA GATHERERS" sheet.

2. To conduct the survey in a church:
   a. Meet first with the pastor, or director of education if there is one. Follow the procedures indicated above for working with the principal of a school. Avoid unusual weekends.

   b. Meet with the teacher or group leader. Follow the procedures listed above for working with a school teacher.

   c. Include the above explanations for school young people in your explanations to a church youth group.

   d. Try to meet with groups on Sunday, preferably in the morning. If you are surveying a Sunday School class, try to conduct the survey at the beginning of the class. Try to avoid weekday afternoons and evenings after the young people have been in school.

<u>One form needed for each group surveyed</u>
<u>Fasten this cover sheet to the set of responses.</u>

Number in the Group: _____   Date of Survey: _____

YFC Region: _____

GROUP DESCRIPTION SHEET

Data gatherers: Please answer all questions. Feel free to use the space pro-
vided (#7) for any additional information which would identify thoughts and
feelings held by your respondents that are germane to this study. Thank you.

1. City and state in which survey was conducted _____

2. Organization or school name _____

3. Please check one of the following. (If you surveyed more than one group,
   please fill out a GROUP DESCRIPTION SHEET for each group and attach
   the appropriate sheet to the survey forms you return to the Wheaton YFC
   office. Please take care to avoid mix-ups.)

   _____ choral group

   _____ band

   _____ baseball team, or other team: _____

   _____ classroom (Please specify the course, e.g., biology, history, math)

   _____

   _____ club (Please specify, e.g., French club, Scouts, ski club)

   _____

   _____ church group (Please specify, e.g., Sunday School class, cate-
   chism, youth fellowship) _____

   _____ other (Please specify) _____

4. Age range: _____

5. Circle one: Urban, Suburban, Rural

6. Circle one: Youth Guidance, other

7. Any additional information about the group. (We need everything you
   can tell us!) _____

_____

_____

Your name _____

APPENDIX F

Pearson Product Moment Correlation
of Mother Negative and Father Negative
Scales by Item

PEARSON PRODUCT MOMENT CORRELATION OF MOTHER NEGATIVE AND FATHER NEGATIVE SCALES BY ITEM

	F-1	F-2	F-3	F-4	F-5	F-6	F-7	F-8	F-9	F-10	F-11
M-1	.4043	.3020	.3804	.3535	.3416	.2329	.1706	.3360	.3413	.3667	.2182
M-2	.2675	.3216	.2947	.3445	.2865	.2485	.1854	.2869	.2912	.2779	.2539
M-3	.3809	.2613	.4771	.4113	.3452	.2050	.1304	.3414	.2812	.3286	.1936
M-4	.3344	.2911	.4003	.5038	.3090	.2268	.1452	.3460	.2836	.3006	.2607
M-5	.3374	.2978	.3649	.3439	.4796	.3052	.2170	.3606	.3434	.3686	.2469
M-6	.2688	.2668	.2811	.3058	.3517	.3819	.1926	.3553	.3193	.3004	.2717
M-7	.2017	.2068	.2084	.2524	.2328	.2413	.2782	.2362	.2564	.2383	.2225
M-8	.3554	.2672	.3748	.3702	.3860	.2987	.1817	.4775	.3565	.3789	.2365
M-9	.3064	.2641	.3095	.3062	.3504	.3019	.1820	.3610	.3887	.3613	.2492
M-10	.3567	.2866	.3582	.3339	.3547	.2877	.1602	.3539	.3641	.4535	.2406
M-11	.2371	.2917	.2578	.2901	.2915	.2791	.2052	.3031	.2855	.2765	.4360

M - 1 = Mother, item #1

F - 1 = Father, item #1

All coefficients are significant at .001

Sample number = 1536

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