

A STUDY OF PERSONAL AND
SOCIAL ADJUSTMENT OF ADOLESCENT
LEADERS AND NON-LEADERS

By

VIRGINIA ANN PRICE

Bachelor of Science

University of Arkansas

Fayetteville, Arkansas

1960

Submitted to the faculty of the Graduate School of
the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
MASTER OF SCIENCE
July, 1967

Josephine Hoffer

Thesis Adviser

Ph. D.

JAN 16 1968

ACKNOWLEDGEMENTS

The writer wishes to express sincere appreciation to Dr. Josephine Hoffer, who was a calm, patient and understanding adviser in this work; also, to Dr. Stanley E. Fowler and Dr. Elizabeth K. Starkweather for their suggestions and statistical help with the thesis.

Special acknowledgement is given to Mrs. Ruth Barker, who contributed many hours of her valuable time to the administration of the tests to the subjects. The writer also wishes to thank Bentonville, Arkansas high school faculty and students for their cooperation in this project.

Others who made a contribution to the thesis are my parents, Ben and Edna Price, whose support and encouragement never ceased to be an inspiration; Mrs. Charles Gocio, who provided me with my first test subjects; and Mrs. Nancy Norton, who helped in the analysis of the data at the Computer Center.

TABLE OF CONTENTS

Chapter	Page
I. THE PROBLEM AND ITS IMPORTANCE	1
Need for Study	3
Purpose of the Study	4
II. LITERATURE RELATED TO ADOLESCENT LEADERSHIP	6
Personal Characteristics	7
Age	7
Physical Characteristics	7
Intelligence	8
Personal Adjustment	9
Social Characteristics	10
Scholastic Achievement	10
Economic Status of Family	10
High School Activities	10
Social Adjustment	11
Summary of Research Findings	12
III. PROCEDURE AND METHOD	13
Selection of an Instrument	13
Development of the Face Sheet	14
Selection of Subjects	16
Administration of the Test	16
The Scoring of the Tests	17
IV. ANALYSIS OF DATA	18
Number of Years Attendance in the School System Under Study as a Factor in Adolescent Leadership	22
Family Ordinal Position as a Factor in Adolescent Leadership	22
Family Economic Status as a Factor in Adolescent Leadership	23
V. SUMMARY AND FINDINGS	24
Findings	24
SELECTED BIBLIOGRAPHY	26
APPENDIX A	28
APPENDIX B	37

LIST OF TABLES

Table	Page
I. Values of H in a Comparison of Adjustment Scores Obtained on the California Test of Personality by Adolescent Leaders and Non-Leaders	19
II. Values of z in a Comparison of Adjustment Scores Obtained on the California Test of Personality by Adolescent Leaders and Non-Leaders	20
III. Values of z in a Comparison of Adjustment Scores Obtained on the California Test of Personality by Adolescent Girl Leaders and Girl Non-Leaders	20
IV. Values of z in a Comparison of Adjustment Scores Obtained on the California Test of Personality by Adolescent Boy Leaders and Boy Non-Leaders	21
V. Values of z in a Comparison of Adjustment Scores Obtained on the California Test of Personality by Adolescent Girl Leaders and Boy Leaders	21
VI. A Comparison of the Number of Years Attendance in the School System Under Study	22
VII. A Percentage Comparison by Family Ordinal Position of Adolescent Leaders and Non-Leaders	23
VIII. Mean Scores Obtained on the California Test of Personality by Adolescent Leaders and Non-Leaders in Total Adjustment	32
IX. Mean Scores Obtained on the California Test of Personality by Adolescent Leaders and Non-Leaders in Personal Adjustment	32
X. Mean Scores Obtained on the California Test of Personality by Adolescent Leaders and Non-Leaders in Social Adjustment	33
XI. Mean Scores Obtained on the California Test of Personality by Adolescent Girl Leaders and Non-Leaders in Personal Adjustment Sub-Tests	33

Table	Page
XII. Mean Scores Obtained on the California Test of Personality by Adolescent Boy Leaders and Non-Leaders in Personal Adjustment Sub-Tests	34
XIII. Mean Scores Obtained on the California Test of Personality by Adolescent Leaders and Non-Leaders in Personal Adjustment Sub-Tests	34
XIV. Mean Scores Obtained on the California Test of Personality by Adolescent Girl Leaders and Non-Leaders in Social Adjustment Sub-Tests	35
XV. Mean Scores Obtained on the California Test of Personality by Adolescent Boy Leaders and Non-Leaders in Social Adjustment Sub-Tests	35
XVI. Mean Scores Obtained on the California Test of Personality by Adolescent Leaders and Non-Leaders in Social Adjustment Sub-Tests	36

CHAPTER I

THE PROBLEM AND ITS IMPORTANCE

Our complex society constantly demands persons to fill leadership positions. Barr and Hoover (2) state that "the welfare of any society is dependent on the quality and direction of its leadership." (p. 271) Therefore, studies of leadership and the use of such studies in the development of leadership training programs are of importance.

Early leadership research focused on inherited traits within the individual leader that made him superior to non-leaders. According to Gibb (10), these studies failed to find a consistent pattern of traits which characterized leaders. Today, leadership is considered from a social point of view.

Social leadership can be taught. A person is not always a leader. He may be a leader in one situation and a follower in another. The role that he will play in any given situation is determined by the opportunity and by the individual's unique talents, interests, and motivation.

In school and extra-curricular activities, attention has been given to the development of techniques and methods designed to prepare students in leadership skills. In extra-curricular activities the students are provided an opportunity to join those clubs which reflect their individual interests and abilities. These extra-curricular activities also provide an opportunity to participate in group actions. The citizenship training in cooperative behavior that the student

receives in these activities gives him a background to help him become a productive member in future community projects. During a student's adolescent years, there are many extra-curricular activities open to him. He faces the decision of choosing activities which offer him the best development of his interests, abilities, and the skills he desires to learn.

Since leadership is inherent to group organization, this makes it a worthwhile educational objective for schools and other organizations concerned with and composed of youth members. Some knowledge of personal and social characteristics of leaders and non-leaders could be of value in the planning and development of leadership training programs. The importance of such leadership training programs is reflected in Eichler's statement:

When we give people training in the techniques of leadership we give them the ability to select intelligent leaders when they are in the role of followers. (9, p. 8)

There are many definitions of leadership. Ross and Hendry (22) list three types of leadership. First, there is the person who had achieved pre-eminence by unique attainment. This achievement of leadership might come from superior individual intellectual accomplishment such as the leadership exhibited by an Albert Einstein.

The second form of leadership includes those persons who have been given official leadership status either by appointment or election. This leadership status involves some sort of formal authority. The head of a group would be an example of this second form of leadership.

The third classification of leadership is composed of those persons who have emerged as a leader in a given situation in which the leader is capable of helping the group determine and achieve

its objectives.

The present study is concerned with elected leaders who hold positions of leadership within the extra-curricular activities of the school selected for the research. The study is not designed to determine characteristics of leadership or the effectiveness of the leaders in the study. Rather, it is concerned with a comparison of differences, if such differences exist, between elected leaders and non-leaders in regard to certain personal and social characteristics.

Need For Study

There is a need for study to help in the understanding of the qualities and characteristics of leaders. If areas of difference exist in personal and social adjustment between leaders and non-leaders, there is a possibility that programs can be developed to correct or aid in the correction of personal and social adjustment problems.

Many groups such as schools, Scout groups, 4-H clubs, and other youth organizations are interested in the development of responsible leaders.

Adolescence is a period when many opportunities for membership in extra-curricular activities are available for students. Leadership positions in these activities are usually filled through election of officers. So, this age period offers an opportunity for investigation of leaders and non-leaders.

The identification of adolescent personal and social characteristics and their relationship to leadership potential could be an important aid to teachers, counselors, and club adult leaders in planning courses in personality development and training in

leadership skills.

If significant differences in personal and social adjustment are found between adolescent leaders and non-leaders, adults concerned with leadership development may be aided in the identification of potential leaders in their classes, clubs, or groups.

Purpose of the Study

The major purpose of this study is to determine the differences in personal and social adjustment between adolescent elected leaders and non-leaders.

Subsidiary purposes of this study are:

1. To determine if there is a difference in personal and social adjustment between girl leaders and girl non-leaders.
2. To determine if there is a difference in personal and social adjustment between boy leaders and boy non-leaders.
3. To determine if there is a difference between girl leaders and boy leaders in personal and social adjustment.
4. To determine if the number of years the subject has attended classes in the school system under study was a factor in adolescent leadership.
5. To determine if the family ordinal position was a factor in adolescent leadership.
6. To determine if the family economic status of the adolescent is a factor in his leadership.

In summary, the present study is primarily concerned with those personal and social qualities that are possessed by those adolescents who have been elected to positions of leadership compared to those

personal and social qualities of those adolescents who have not been chosen by their peers as leaders.

CHAPTER II

LITERATURE RELATED TO ADOLESCENT LEADERSHIP

A review of the literature in the area of adolescent leadership revealed many studies where some attempt to determine the traits and characteristics of leaders was made.

Brown (5) states that

Leadership as a particular situation seems to depend not only upon the qualities possessed by the individual leader, but also upon the circumstances in which the leader and group are functioning. The person who becomes a leader does so not only by virtue of his own attributes, but also because of the members of the group, the characteristics which the situation seems to demand. (p. 19)

Some qualities which seem to be associated with leadership are confidence, good personal and social adjustment, dominance, extroversion, responsibility, better than average intelligence, better ability to express themselves, better appearance, more active participation, and initiative. (25)

The research revealed that leaders differed in personal and social characteristics from non-leaders, but findings were not conclusive. Such personal characteristics as age, physical characteristics, intelligence, and personal adjustment were studied in association with leadership. Social characteristics such as scholastic achievement, economic status of the family, high school activities and future potential, and social adjustment were also studied in association with leadership.

Personal Characteristics

Age

The evidence concerning the relationship of age to leadership is contradictory. In a study of 485 graduates of a large military school, Gowan (14) found the leaders to be younger than the mean of the group. However, Bellingrath (3) found that the boys in his sample of 240 high school seniors were slightly older than the boy non-leaders, but the girls were younger than the girl non-leaders. Alexandra (1) studied 500 Girl Scouts and found the leaders older than the non-leaders.

According to Caldwell and Wellman (17) in their study of 282 high school students, the relationship of age to leadership is likely to depend upon the situation. Athletes who were considered leaders were close to the class average in age while student council members and girl club leaders were younger than average.

In view of these various findings, age as a factor in leadership cannot be considered as a reliable indication of leadership potential.

Physical Characteristics

According to Stogdill (25) in his survey of personal factors associated with leadership, there is a low positive relationship between height and weight and leadership.

Gowan (14) found that his leaders were more likely to be of a tall-thin body build. In contrast, Alexandra (1) found the Girl Scout leaders to be taller and heavier than the non-leaders. In support of this Bellingrath (3) found that the girl leaders in his study were taller and heavier than the non-leaders. Reynolds (21) found no relation between height and leadership in his research

with 888 high school students.

Krumboltz, Christal, and Ward (18), Gowan (14), and Marks (19) found a positive relationship between leadership and athletic accomplishment for boys. Brown (5) found that leaders in his study of 259 subjects had fewer physical defects than the non-leaders. The evidence from these studies seems to indicate that traits differ with the situation. No one set of physical characteristics will describe all leaders.

Intelligence

Another personal characteristic studied was intelligence. Alexandra (1), Brown (5), Gowan (14), McCuen (20), Bellingrath (3), Reynolds (21), and Williamson and Hoyt (27) reported that the leaders in their samples had higher than average intelligence.

Stogdill (25) states that one of the most significant findings concerning the relationship of leadership and intelligence is that if the difference between leaders and non-leaders is extreme, it has a negative effect. He indicates that

. . . superior intelligence is not an absolute requirement for leadership. Nevertheless, the general trend of the findings indicate that leadership status is more often than not associated with superiority in intelligence. (p. 45)

McCuen (20) found that there was a tendency to select leaders who were only slightly superior to the average. This implies that the group prefers to be led by a leader who is not too different from the group.

In the area of intelligence, there is a general agreement in the research that the average leader is above the members of his group in intelligence. Gouldner (13) states that "perhaps the most which may be

said is that lower than average intelligence inhibits access to leadership, but higher than average intelligence is no guarantee of leadership." (p. 33)

Personal Adjustment

Personal characteristics such as self-confidence, judgement, common sense, alertness, adaptability, and extroversion were found to have some relationship to leadership. Williamson and Hoyt (27) studied 700 subjects and found that student leaders differ from students in general. They found that leaders in politics were more unstable and neurotic than leaders in other areas. Leaders were found by Reynolds (21) to be superior to non-leaders in personality traits. He also found that teachers were able to detect personality traits of their students with a fair degree of accuracy.

Marks (19) characterized boy leaders as being more apt to be designated as "best friend" in his sociometric study of 715 students. The boy leader was found to be well liked by the other students and classified as a warm personality. In contrast girls in leadership positions were style setters and had prestige, but were more distant.

Leaders were found to be more stable and better able to control their emotions than non-leaders by Eichler (9), Bellingrath (3), and Caldwell and Wellman (7). Alexandra (1) found that the leader group in her study had a greater degree of self-adjustment than those in the non-leader group.

These studies do not give convincing support to any one set of personal characteristics for a leader.

Social Characteristics

Scholastic Achievement

Leaders were found to have better than average scholastic records when compared to non-leaders. The Alexandra (1), Bellingrath (3), Brown (5), Caldwell and Wellman (7), Eichler (9), and Gowan (14) studies confirm this statement.

The higher grade averages of leaders might be a result of their higher intelligence and relate to the value they place on achievement. Caldwell and Wellman (7) suggest that this superior scholarship may be of direct value for leadership status when it comprises one aspect of a general ability to get things accomplished.

Economic Status of Family

Alexandra (1), Bellingrath (3), and Brown (5) found the leaders in their research came from a socio-economic background superior to that of the average of the non-leaders. These differences were in regard to the education of the parents and the occupation of the fathers. However, these differences in socio-economic background were not extreme in any of the studies.

High School Activities

Several studies found leaders more active in extra-curricular activities than non-leaders. Brown (5) found that leaders surpass followers in the number, extent, and variety of group activities in which they participate. Marks (19) and Bellingrath (3) also support this.

In order to see if extra-curricular activities leadership carried

over into adult life, Gridgman (4) studied business executives to find if extra-curricular participation could be related to success in business. He found that achievement in extra-curricular activities was a significant factor in the prediction of success in business. The leaders also tended to earn higher salaries.

Krumboltz, Christal and Ward (18) studied high school participation to see if it could be used to predict future leadership ratings within the aviation cadet population. They found that certain types of activities tended to have some predictive power. There was a positive relationship between athletic participation and honors programs and future leadership.

In another study Krumboltz (17) found no evidence that high school extra-curricular activities participation has or has not a relationship to adult leadership. He found no evidence that high school leadership carried over into college, but college extra-curricular activities were indicative of future leadership potential.

Social Adjustment

Evidence from the studies reviewed indicates that leaders are persons who usually rate higher than average in popularity. Though prestige and popularity were closely associated with leadership, they are separate qualities.

In social adjustment Eichler (9) found leaders to be superior in sociability. Leaders were better able to express themselves and were rated higher in courtesy, diplomacy, and tact than the non-leaders.

Summary of Research Findings

The profiles of leaders differ from one group to another, especially in physical and emotional traits, but less in intelligence, confidence and social skills. Leadership does not depend upon a single trait, but on a series of traits both personal and social which are usually exhibited by leaders.

In Stogdill's (25) words:

The total weight of evidence presented in this group of studies suggests that if there are general traits which characterize leaders, the patterns of such traits are likely to vary with the leadership requirements of different situations. (p. 61)

If certain characteristics and traits could be discovered to be associated with successful adolescent leadership and there was some assurance that these traits would carry over into adult life, it would be helpful in the identification of potential leaders. The teacher, counselor, or club leader could then assist the potential leaders to plan for the future.

CHAPTER III

PROCEDURE AND METHOD

The six major steps of procedure in this study were: 1) the selection of an instrument to measure personal and social adjustment, 2) the development of a face sheet to identify leaders and non-leaders in an adolescent group, 3) the selection of the subjects, 4) the administration of the tests to the subjects, 5) the scoring of the tests, and 6) the analysis of the data. The first five steps will be discussed in this chapter; the analysis of the data will be presented in Chapter IV.

Selection of An Instrument

The California Test of Personality, Secondary form AA, was selected as the instrument to be used to measure the personal and social adjustment of the adolescent subjects. The California Test of Personality was chosen because of the following reasons: 1) it does not require specialized training in order to administer and score the test; 2) it is applicable to research designed to obtain comparisons between groups (26) (28); 3) the secondary form of the test has standardized scores for the age group to be tested; and 4) the test appears to be valid. (6)

Syracuse University (28) found that the California Test of Personality correlated more closely with clinical findings than other

personality tests. The norms given for the California Test of Personality are the result of test data secured from 3331 students in grades nine to fourteen inclusive in schools in South Dakota, Connecticut, Massachusetts, Michigan, Pennsylvania, and California. Although females' responses averaged slightly higher than the males', no significant difference was found between the female and male responses in standardizing the test. (26)

The California Test of Personality is composed of 180 questions which can be answered "yes" or "no." The test has two sections. One section measures personal adjustment; the other section measures social development. Each of the two sections is divided into six components with fifteen questions on each component. The personal adjustment section measures self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, freedom from withdrawing tendencies, and lack of nervous symptoms. The social adjustment section measures social standards, social skills, freedom from anti-social tendencies, family relations, school relations, and community relations. The interpretations of the twelve components used in the California Test of Personality as listed in the Manual may be found in Appendix A, page 28.

Development of the Face Sheet

In addition to the California Test of Personality there was a need to develop a face sheet to identify adolescent leaders and non-leaders by their participation and leadership in extra-curricular activities. The face sheet may be found in Appendix B, page 37.

The high school annual of the selected school was reviewed to

determine extra-curricular activities that were available to the students. These activities were listed on the face sheet.

Offices that were usually filled through student elections (president, vice-president, secretary, and treasurer) were listed so that the subjects might record their leadership opportunities.

Realizing that the subjects might be involved in other extra-curricular activities beyond those listed on the fact sheet, the subjects were instructed to list any other activities in which they had participated that did not appear on the face sheet.

The face sheet contained a list of school, community, and church activities. When an organization was a one-sex organization, a similar organization for the opposite sex was included on the face sheet. Boy Scouts and Girl Scouts, the Order of Demolay and the Order of Rainbow for Girls, and Future Farmers of America and the Future Homemakers of America are examples.

In addition to extra-curricular activities, the subject was asked to give his ordinal position and the number of brothers and sisters in his family. There were places for the occupation of the subject's father and mother to be listed. The subject was also asked the number of years he had attended school in the school system being studied.

Three adolescents, ages 15-17, were used to test the face sheet to determine the amount of time required to complete the face sheet and the ease of understanding the instructions. The test subjects did not have any trouble understanding the instructions and no revision was necessary for the final face sheet.

Selection of Subjects

Junior and senior class members in the Bentonville, Arkansas, high school were chosen as subjects for this study. Bentonville is a typical southern town of approximately 4,500 residents. The high school is a consolidated school with about 400 students in the top three grades.

Bentonville high school students were selected for the following reasons: 1) they had not previously been involved in personality testing; 2) the school was interested in having the test information for its student files, but did not have funds available for obtaining this information; 3) not all schools will permit testing for personality information.

Junior and senior class members were chosen because they had actually completed their high school leadership activities or had been elected to offices for their senior year. Juniors were allowed to list offices to which they had been elected, but had not yet assumed.

The sample included 182 juniors and seniors.

Administration of the Test

The California Test of Personality and the face sheet were administered by the Bentonville high school guidance counselor to 201 junior and senior class members who were present at the school on the testing dates. Nineteen subjects, sixteen boys and three girls, were eliminated from the final results because they did not complete the California Test of Personality and total adjustment scores could not be obtained for these subjects. The final number of subjects

completing the California Test of Personality and the face sheet was 182. This number was composed of 84 boys and 98 girls.

The Scoring of the Tests

The California Test of Personality was hand scored, the face sheets evaluated, and the results were tabulated by the writer.

For the purposes of this study, a leader was a subject who had been elected to an office in at least three different extra-curricular activities.

According to this standard, 44 subjects were identified as leaders. There were 30 girls and 14 boys in the leader group. The remaining 138 subjects (65 girls and 73 boys) were classified as non-leaders.

The test results are presented in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

The major purpose of this study was to determine if differences exist in personal and social adjustment between adolescent elected leaders and non-leaders. The Kruskal-Wallis one-way analysis of variance indicated that the distribution of adjustment scores was different in the four classifications: girl leaders, boy leaders, girl non-leaders, and boy non-leaders (Table I).

The Mann-Whitney U Test was then used to analyze differences among the four groups. The data analysis included the following:

1. A comparison of leaders and non-leaders according to personal and social adjustment.
2. A comparison of girl leaders and girl non-leaders according to personal and social adjustment.
3. A comparison of boy leaders and boy non-leaders according to personal and social adjustment.
4. A comparison of girl leaders and boy leaders in personal and social adjustment.

In addition to the above analyses this chapter includes descriptive data concerning the number of years attendance in the school system under study, the family ordinal positions, and the family economic status of the leaders and non-leaders.

The Kruskal-Wallis one-way analysis of variance indicated the

distribution of the adjustment scores was different in the four classifications: girl leaders, boy leaders, girl non-leaders, and boy non-leaders (Table I). Since this difference was significant beyond the .001 level, the Mann-Whitney U Test was applied to the data to further analyze differences among the four groups.

TABLE I
VALUES OF H* IN A COMPARISON OF ADJUSTMENT SCORES
OBTAINED ON THE CALIFORNIA TEST OF PERSONALITY
BY ADOLESCENT LEADERS AND NON-LEADERS

(N = 44 Leaders and 138 Non-Leaders)

	H	P
Personal Adjustment	20.371	<.001
Social Adjustment	28.933	<.001
Total Adjustment	25.355	<.001

*Kruskal-Wallis one-way analysis of variance.

Adjustment scores of leaders and non-leaders were compared using the Mann-Whitney U Test (Table II). Leaders obtained significantly higher scores indicating better social and personal adjustment than non-leaders. (Mean scores for these subjects are presented in Tables VIII, IX, and X.)

Also using the Mann-Whitney U Test, girl leaders were compared to girl non-leaders (Table III) and boy leaders were compared to boy non-leaders (Table IV). The analyses showed that girl leaders obtained significantly higher scores indicating better personal and social adjustment than girl non-leaders. For the boys no significant

differences in personal and social development were found between leaders and non-leaders.

TABLE II

VALUES OF z^* IN A COMPARISON OF ADJUSTMENT SCORES
OBTAINED ON THE CALIFORNIA TEST OF PERSONALITY
BY ADOLESCENT LEADERS AND NON-LEADERS

(N = 44 Leaders and 138 Non-Leaders)

	z	p
Personal Adjustment	-3.860	<.0001
Social Adjustment	-4.172	<.0001
Total Adjustment	-4.347	<.0001

*Mann-Whitney U Test

TABLE III

VALUES OF z^* IN A COMPARISON OF ADJUSTMENT SCORES
OBTAINED ON THE CALIFORNIA TEST OF PERSONALITY
BY ADOLESCENT GIRL LEADERS AND GIRL NON-LEADERS

(N = 30 Girl Leaders and 65 Girl Non-Leaders)

	z	p
Personal Adjustment	-4.447	<.0001
Social Adjustment	-4.287	<.0001
Total Adjustment	-4.545	<.0001

*Mann-Whitney U Test

TABLE IV

VALUES OF z^* IN A COMPARISON OF ADJUSTMENT SCORES
OBTAINED ON THE CALIFORNIA TEST OF PERSONALITY
BY ADOLESCENT BOY LEADERS AND BOY NON-LEADERS

(N = 14 Boy Leaders and 73 Boy Non-Leaders)

	z	p
Personal Adjustment	-0.832	> .20
Social Adjustment	-1.040	< .20
Total Adjustment	-1.086	< .20

*Mann-Whitney U Test

The adjustment scores of girl leaders and boy leaders were compared using the Mann-Whitney U Test (Table V). The girl leaders obtained significantly higher scores than the boy leaders, indicating better personal and social adjustment.

TABLE V

VALUES OF z^* IN A COMPARISON OF ADJUSTMENT SCORES
OBTAINED ON THE CALIFORNIA TEST OF PERSONALITY
BY ADOLESCENT GIRL LEADERS AND BOY LEADERS

(N = 30 Girl Leaders and 14 Boy Leaders)

	z	p
Personal Adjustment	-2.613	< .01
Social Adjustment	-4.244	< .0001
Total Adjustment	-3.228	< .001

*Mann-Whitney U Test

Mean scores of total, personal, and social adjustment and subtests of the California Test of Personality may be found in Tables VIII through XVI, Appendix A.

Number of Years Attendance in The School Under
Study As A Factor in Adolescent Leadership

Leaders were compared to non-leaders to determine whether the number of years attendance in the school under study was a factor in adolescent leadership. The comparison was made by non-statistical means.

These data revealed that the leaders differed little from the non-leaders in length of time in attendance in the school system under study (Table VI).

TABLE VI

A COMPARISON OF THE NUMBER OF YEARS ATTENDANCE
IN THE SCHOOL SYSTEM UNDER STUDY

(N = 44 Leaders and 138 Non-Leaders)

	Leaders	Non-Leaders
Range	1-12 years	0.25-12 years
Median	11 years	9 years
Mean	8.704 years	7.867 years

Family Ordinal Position As a Factor in Adolescent Leadership

Leaders were compared to non-leaders to determine whether family ordinal position was a factor in adolescent leadership. Forty-five

percent of the leaders, compared to 27 percent of the non-leaders, were classified as the oldest child (Table VII). The largest percentage (39%) of the non-leaders were classified as a middle child. In this study, family ordinal position seems to be related to adolescent leadership. The data were analyzed by non-statistical means.

TABLE VII

A PERCENTAGE COMPARISON BY FAMILY ORDINAL POSITION
OF ADOLESCENT LEADERS AND NON-LEADERS

(N = 44 Leaders and 128 Non-Leaders)

	Leaders	Non-Leaders
Only Child	4.55	5.80
Oldest Child	45.45	26.81
Middle Child	25.00	39.13
Youngest Child	25.00	28.26

Family Economic Status As A Factor
In Adolescent Leadership

Leaders were compared to non-leaders to determine whether family economic status was a factor in adolescent leadership. The comparison was done by a frequency count (non-statistical means). The comparison showed some difference in favor of the leaders, but not all of the leaders came from professional homes or all the non-leaders from lower class homes. There was no clear-cut difference apparent in the findings. However, an interesting observation is that 64 percent of the leader's mothers compared to 40 percent of the non-leader mothers were employed outside the home.

CHAPTER V

SUMMARY AND FINDINGS

The purpose of this research was to determine differences between adolescent elected leaders and non-leaders in personal and social adjustment. The California Test of Personality, Secondary, form AA, was administered to the subjects to obtain personal, social, and total adjustment scores. In addition, a face sheet was completed by each subject. The purpose of the face sheet was to identify leaders and non-leaders and to obtain additional information such as the number of years of attendance in the school being studied, the subject's ordinal position, and the father's and mother's occupation.

The data were analyzed by means of the Kruskal-Wallis one-way analysis of variance and the Mann-Whitney U Test.

Findings

The findings of this study were as follows:

1. Leaders were significantly higher in personal, social, and total adjustment than were non-leaders.
2. Girl leaders were significantly and consistently higher on personal, social, and total adjustment scores than girl non-leaders.
3. Boy leaders did not score significantly higher in personal, social, and total adjustment than boy non-leaders. The score with the least difference was in the area of personal adjustment. The boy

leaders and the boy non-leaders scores were less pronounced than the differences between the girl leaders and girl non-leaders.

4. Girl leaders were higher on personal, social, and total adjustment scores than were boy leaders.

5. The number of years in attendance in the school system seemed to have little effect on leadership.

6. More of the leaders were the oldest child in their family, while more of the non-leaders were a middle child.

7. More leaders, regardless of sex, came from families of more favorable economic status. Sixty-four percent of the mothers of the leaders, as compared to 40 percent of mothers of the non-leaders, were employed outside the home.

The writer presents these findings with the hope they will be useful to those who are concerned with helping adolescents reach their potential as leaders.

SELECTED BIBLIOGRAPHY

1. Alexandra, Sister M. "Personality Adjustment and Leadership." Education, LXVI (May, 1946), pp. 584-590.
2. Barr, John A., and Kenneth H. Hoover. "Home Conditions and Influences Associated with the Development of High School Leaders." Educational Administration and Supervision, XLIII (May, 1957), pp. 271-279.
3. Bellingrath, George C. "Qualities Associated with Leadership in the Extra-Curricular Activities of the High School." Contributions to Education, No. 399. New York: Columbia University, 1930.
4. Bridgman, David S. "Success in College and Business." Personnel Journal, IX (January, 1930), pp. 1-19.
5. Brown, Marion. "Leadership Among High School Students." Contributions to Education, No. 599. New York: Columbia University, 1933.
6. Buros, Oscar K. The Fifth Mental Measurements Yearbook. Highland Park, New Jersey: The Gryphon Press, 1959.
7. Caldwell, Otis W. and Beth Wellman. "Characteristics of Social Leaders." Journal of Educational Research, XIV (January, 1926), pp. 1-15.
8. Currie, Bruce P. "Are High School Leaders Extrovert or Introvert?" Stillwater, Oklahoma: Oklahoma State University, unpublished Master's Thesis, 1938.
9. Eichler, George A. "Studies in Student Leadership." Penn. State Studies in Education. State College, Pennsylvania, 1934.
10. Gibb, Cecil A. "Leadership" in Gardner Lindzey, Ed., Handbook of Social Psychology. Cambridge, Mass.: Addison-Wesley, 1954.
11. Goldman, Leo. "Construction of A Student Leadership Scale." Personnel and Guidance, XXXVI (October, 1957), pp. 87-94.
12. Gordon, Leonard V. "Personal Factors in Leadership." Journal of Social Psychology, XXXVI (November, 1952), pp. 245-248.
13. Gouldner, Alvin W. Studies in Leadership. New York: Harper & Brothers, 1950, pp. 23-49.

14. Gowan, J. C. "Relationship Between Leadership and Personality Measures." Journal of Education Research, XLVIII (April, 1955), pp. 623-627.
15. Hartshorn, Elizabeth. "A Comparison of Certain Aspects of Student Leadership and Non-Leadership." Journal of Education Research, XLIX (March, 1956), pp. 515-522.
16. Karner, Erwin F. "Qualifications of Student Leaders." Scholastic Activities, XXXIII (March, 1962), pp. 210-211.
17. Krumboltz, John D. "The Relation of Extra-Curricular Participation to Leadership Criteria." Personnel and Guidance, XXXV (January, 1957), pp. 307-314.
18. Krumboltz, John D., Raymond E. Christal, and Joe H. Ward, Jr. "Predicting Leadership Ratings From High School Activities." Journal of Educational Psychology, L (June, 1959), pp. 105-110.
19. Marks, John B. "Interests and Leadership Among Adolescents." Journal of Genetic Psychology, XCI (December, 1957), pp. 163-172.
20. McCuen, T. L. "Leaders and Intelligence." Education, XXCVI (February, 1966), pp. 356-362.
21. Reynolds, Floyd J. "Factors of Leadership Among Seniors of Central High School, Tulsa, Oklahoma." Journal of Education Research, XXXVII (January, 1944), pp. 356-361.
22. Ross, Murray G., and Charles E. Hendry. New Understandings of Leadership. New York: Association Press, 1957.
23. Siegel, Sidney. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill Company, Inc., 1956.
24. Stogdill, Ralph M. "Leadership, Membership and Organization." Psychological Bulletin, XLVII (January, 1950), pp. 1-15.
25. Stogdill, Ralph M. "Personal Factors Associated With Leadership." Journal of Psychology, XXV (January, 1948), pp. 35-71.
26. Thorpe, Louis P., and Willis W. Clark. Manual: California Test of Personality. Los Angeles: California Test Bureau, 1953.
27. Williamson, E. G., and Donald Hoyt. "Measured Personality Characteristics of Student Leaders." Educational and Psychological Measurement, XLV (March, 1952), pp. 65-78.
28. Summary of Investigations, Number One, Enlarged Edition. Los Angeles: California Test Bureau, 1950.

APPENDIX A

CALIFORNIA TEST OF PERSONALITY

Definitions of the Components:¹

The following components are not names for so-called general traits. They are, rather, names for groupings of more or less specific tendencies to feel, think, and act.

Personal Adjustment

- 1A. Self Reliance - An individual may be said to be self-reliant when his overt actions indicated that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.
- 1B. Sense of Personal Worth - An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.
- 1C. Sense of Personal Freedom - An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.
- 1D. Feeling of Belonging - An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business.

¹Louis P. Thorpe and Willis W. Clark, Manual: California Test of Personality (Los Angeles, 1953), pp. 3-4.

- 1E. Withdrawing Tendencies - The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 1F. Nervous Symptoms - The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep. People of this kind may be exhibiting physical expressions of emotional conflicts.

Social Adjustment

- 2A. Social Standards - The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.
- 2B. Social Skills - An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egoistic tendencies in favor of interest in the problems and activities of his associates.
- 2C. Anti-Social Tendencies - An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness of property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 2D. Family Relations - The individual who exhibits desirable family relationships is the one who feels that he is loved and well treated at home, and who has a sense of security and self respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.
- 2E. School Relations - The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution.

- 2F. Community Relations - The individual who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and of regulations pertaining to the general welfare.

TABLE VIII

MEAN SCORES OBTAINED ON THE CALIFORNIA TEST
OF PERSONALITY BY ADOLESCENT LEADERS AND
NON-LEADERS IN TOTAL ADJUSTMENT

(N = 44 Leaders and 138 Non-Leaders)

	Leaders	Non-Leaders	Difference
Girls	151.40	130.31	21.09
Boys	136.36	128.67	7.69
Total	146.61	133.61	13.00

TABLE IX

MEAN SCORES OBTAINED ON THE CALIFORNIA TEST
OF PERSONALITY BY ADOLESCENT LEADERS AND
NON-LEADERS IN PERSONAL ADJUSTMENT

(N = 44 Leaders and 138 Non-Leaders)

	Leaders	Non-Leaders	Difference
Girls	70.23	61.69	8.54
Boys	68.50	65.62	2.88
Total	71.95	63.80	8.15

TABLE X

MEAN SCORES OBTAINED ON THE CALIFORNIA TEST
OF PERSONALITY BY ADOLESCENT LEADERS AND
NON-LEADERS IN SOCIAL ADJUSTMENT

(N = 44 Leaders and 138 Non-Leaders)

	Leaders	Non-Leaders	Difference
Girls	77.50	68.31	9.29
Boys	67.86	63.06	4.80
Total	74.43	65.10	9.33

TABLE XI

MEAN SCORES OBTAINED ON THE CALIFORNIA TEST OF PERSONALITY
BY ADOLESCENT GIRL LEADERS AND NON-LEADERS
IN PERSONAL ADJUSTMENT SUB-TESTS

(N = 95 Girls)

	Leaders	Non-Leaders	Difference
Self Reliance	11.33	9.09	2.24
Sense of Personal Worth	13.40	11.55	1.85
Sense of Personal Freedom	12.57	11.11	1.46
Feeling of Belonging	14.13	11.52	2.61
Withdrawing Tendencies	11.43	9.29	2.14
Nervous Symptoms	10.00	9.32	0.68

TABLE XII

MEAN SCORES OBTAINED ON THE CALIFORNIA TEST OF PERSONALITY
BY ADOLESCENT BOY LEADERS AND NON-LEADERS
IN PERSONAL ADJUSTMENT SUB-TESTS

(N = 87 Boys)

	Leaders	Non-Leaders	Difference
Self Reliance	11.57	10.44	1.13
Sense of Personal Worth	12.79	11.63	1.16
Sense of Personal Freedom	11.71	11.52	0.09
Feeling of Belonging	13.21	11.86	1.35
Withdrawing Tendencies	9.08	10.12	-1.04
Nervous Symptoms	10.00	9.96	0.04

TABLE XIII

MEAN SCORES OBTAINED ON THE CALIFORNIA TEST OF PERSONALITY
BY ADOLESCENT LEADERS AND NON-LEADERS
IN PERSONAL ADJUSTMENT SUB-TESTS

(N = 95 Girls and 87 Boys)

	Leaders	Non-Leaders	Difference
Self Reliance	11.41	11.18	0.23
Sense of Personal Worth	13.55	11.58	1.97
Sense of Personal Freedom	12.86	11.19	1.67
Feeling of Belonging	13.86	11.71	2.15
Withdrawing Tendencies	10.66	9.69	0.97
Nervous Symptoms	9.54	9.64	-0.10

TABLE XIV

MEAN SCORES OBTAINED ON THE CALIFORNIA TEST OF PERSONALITY
BY ADOLESCENT GIRL LEADERS AND NON-LEADERS
IN SOCIAL ADJUSTMENT SUB-TESTS

(N = 95 Girls)

	Leaders	Non-Leaders	Difference
Social Standards	14.70	14.48	0.22
Social Skills	13.47	11.25	2.22
Anti-Social Tendencies	12.07	11.28	0.79
Family Relations	13.07	10.25	2.82
School Relations	12.60	10.91	1.69
Community Relations	12.33	10.22	2.11

TABLE XV

MEAN SCORES OBTAINED ON THE CALIFORNIA TEST OF PERSONALITY
BY ADOLESCENT BOY LEADERS AND NON-LEADERS
IN SOCIAL ADJUSTMENT SUB-TESTS

(N = 87 Boys)

	Leaders	Non-Leaders	Difference
Social Standards	13.50	12.90	0.60
Social Skills	11.43	10.29	1.14
Anti-Social Tendencies	10.50	10.21	0.29
Family Relations	11.57	10.34	1.23
School Relations	10.79	9.71	1.08
Community Relations	10.86	9.77	1.09

TABLE XVI

MEAN SCORES OBTAINED ON THE CALIFORNIA TEST OF PERSONALITY
 BY ADOLESCENT LEADERS AND NON-LEADERS
 IN PERSONAL ADJUSTMENT SUB-TESTS

(N = 95 Girls and 87 Boys)

	Leaders	Non-Leaders	Difference
Social Standards	14.32	13.63	0.69
Social Skills	12.05	10.74	1.31
Anti-Social Tendencies	11.20	10.72	0.48
Family Relations	12.64	10.27	2.37
School Relations	12.02	10.30	1.72
Community Relations	11.84	10.01	1.83

APPENDIX B

Please answer the following questions:

Name _____ Age _____ Sex _____ Grade _____

I have attended school in Bentonville _____ years.

I am the 1st 2nd 3rd 4th 5th Only child in my family.

I have _____ sisters and _____ brothers.

My father's occupation is _____.

My mother's occupation is _____.

Please check the clubs to which you belong and circle the offices you have held in the clubs.

<input type="checkbox"/> Student Council	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> Class	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> Honor Society	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> Beta Club	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> Home Room	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> Pep Club	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> FFA	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> FHA	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> FTA	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> Key Club	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> Band	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> 4-H	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> Girl Scouts	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> Boy Scouts	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> Rainbow Girls	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> Demolay	Pres.	V.Pres.	Sec.	Treas.
<input type="checkbox"/> Church Youth	Pres.	V.Pres.	Sec.	Treas.

VITA

Virginia Ann Price

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF PERSONAL AND SOCIAL ADJUSTMENT OF ADOLESCENT
LEADERS AND NON-LEADERS

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Augusta, Arkansas, July 28, 1938, the
daughter of Ben B. and Edna Price.

Education: Attended school in Batesville, Arkansas, and
Bentonville, Arkansas; graduated from Bentonville High
School in 1956; received the Bachelor of Science degree
in Home Economics from the University of Arkansas in
1960 with a major in General Home Economics; completed
the requirements for the degree of Master of Science in
Family Relations and Child Development in July, 1967.

Professional Experience: Assistant Home Demonstration Agent At
Large, Guthrie, Oklahoma, 1960-1961; Assistant Home
Demonstration Agent, Shawnee, Oklahoma, 1961-1962; Home
Demonstration Agent, Nowata, Oklahoma, 1962-1966.

Professional Organizations: Oklahoma Home Economics Association,
American Home Economics Association, Oklahoma Association of
Extension Home Economists, National Association of
Extension Home Economists, Phi Upsilon Omicron.