TYPES OF LEADERSHIP ATTITUDES PREVALENT

AMONGST A.U.B. STUDENT LEADERS

A Thesis

By

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Submitted in partial fulfillment for the requirements
of the degree of Master of Arts
in the Education Department of the
American University of Beirut
Beirut, Lebanon
1961

Leadership Types in A.U.B.

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ACKNOWLEDGMENT

ABSTRACT

This research is directed to study the types of leadership attitudes prevalent amongst A.U.B. student leaders, of student societies on the campus, in relation to democracy and authoritarianism.

Leadership has remained a subject of constant interest through the ages due to its importance in the organization of human society. Various approaches have been sought to find an access into the phenomena of emergence and establishment of leadership and the techniques which leaders adopt to exert influence upon the followers in various cultures.

For the present study a semi-projective test, consisting of a set of seven episodes, depicting situations requiring leadership role in A.U.B., was devised to assess the attitudes of the student leaders towards democracy and authoritarianism. The data were collected in terms of two questions, the type of action proposed in a given situation and the reason given to justify that action. The major analysis of the data was done in terms of these two questions. the data were further analyzed in terms of the subjects' sex, religion, parents' education and the subjects' previous education. The findings were as follows:

1. The average tendency in respect to total behavior obtained by dividing the total score obtained by the subjects on the type of action and the type of reason, by the number of leaders, was found to be +3.82 showing a democratic tendency.

2. The average tendency in the type of action obtained

by dividing the total score on this question, by the number of leaders was found to be +2 also indicating a democratic tendency.

3. Similarly, the average tendency in the type of reason obtained by dividing the total score on this question by the number of leaders was found to be +1.8.

Thus it was found that the behavior trend of the student leaders in A.U.B. is more democratic than authoritarian in character. A comparison of action and reason did not show any significant discrepancy.

The data were further analyzed to find out if sex, religion, parents' education and subjects own previous education effected their behavior towards democracy and authoritarianism. The findings were as follows:

1. A comparison in relation to sex showed a X^2 of .096 which is not significant.

2. A comparison of Muslim and Christian subjects on the prevalence of democracy and authoritarianism showed a X^2 value of .47 which is not significant.

3. Behavior trend analyzed in terms of both parents high and low education showed a X^2 of .12; in terms of fathers' education again it showed a value of .12; in terms of mothers' high and low education the value of X^2 was .93. In each case the X^2 was found to be insignificant.

4. Behavior trend analyzed in terms of subjects' own previous education showed a X^2 value of .70 which is again insignificant.

5. A comparison of the numberof democratic and authoritarian responses on each situation according to binominal method showed that in the majority of the situations they tend to be more democratic except when there is a threat to their prestige and security as a leader.

A suggestion is thus advanced that since none of the variables examined were found to be significant in the prevalence of democratic attitudes amongst student leaders it may be said that probably the liberal atmosphere of A.U.B. and high education of the subjects is responsible for their liberal attitudes. The findings raise two important questions which need probing through further reasearch. Firstly, what part exactly does A.U.B. play in bringing about liberality of attitudes amongst student leaders here? Secondly do these students come from less authoritarian families? If not do their liberal attitudes create conflicts in their adjustment in the family? To what extent to these attitudes create conflicts in their authoritarian culture?

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CHAPTER I

INTRODUCTION AND BACKGROUND

Introduction

This research is directed to study the types of leadership attitudes prevalent amongst student leaders at the American University of Beirut,[1] that is whether they are are authoritarian or democratic in character. The main problem is divided into two questions, firstly, if the student leaders show a predominance of democracy or authoritarian action. Secondly, if there is correspondence between the action proposed by them in a given situation and the reason given for that action.

A number of studies conducted on the Middle East indicate that the culture here is authoritarian in character. Authoritarianism takes roots in the family itself where father as the authoritarian head demands submission and obedience from the children.[2] From family it extends to the social and political life of the people. Some other studies conducted lately also point out that the impact of many cultures and modern education is changing people's attitude towards authoritarianism.

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[1] The American University of Beirut will be refered to hereafter as A.U.B. in this thesis.

[2] Prothro, E.T., & Melikian, Levon. "The California Public Opinion Scale in an Authoritarian Culture". *Public Opinion Quarterly*, Vol. 17. No. 3 pp. 353-362. 1953-54.

Najarian's[1] study is significant in this respect. According to findings, the family is changing toward more liberalism in its present patterns and more in attitudes toward child rearing. The strict disciplining is on the decrease and there is a tendency to be sensitive to the psychological needs of the children.

The present research is conducted in view of the changing patterns of social life and culture in the Middle East. The American University of Beirut, whose student leaders are the subjects of this research, has students from all over the Middle East and thus provides an opportunity to study a good sampling of this area. The climate here may be termed more democratic than in most institutions of the Middle East. The purpose of the thesis is to find out the degree of authoritarianism and democracy exercised by the leaders of student organizations on the campus. As far as education is concerned the thesis might be helpful in starting a series of research studies concerning leadership in educational institutions which in turn can be of great help in planning and reorienting educational programmes.

Background

Interest in leadership and its qualities and characteristics is not new. As Cecil Gibb points out, "Almost every influential thinker from Confucious to Bertrand Russell has attempted some analysis of the differential of the differential exercise of power

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[1] Najarian, Pergrouhi. "Adjustment in the Family and Patterns of Family Living." The Journal of Social Issues. XV pp. 37-43. 1959. No.3

of individuals over one another which characterises all social life."[1]

A few centuries ago leadership, was generally considered as an innate quality and therefore was confined to a few chosen individuals whose families had the privilege to rule by virtue of their "blue blood". With the downfall of feudalism in Western European countries and the emergence of democratic ideas, leadership became a subject of general concern and interest. The idea of a leader as contrasted with a prince brought about a host of studies on leadership from various angles and approaches.

In the last few decades the tempo of thinking about the leadership phenomena has increased manifold. Social psychology and sociology have been putting concentrated efforts in analyzing leadership behavior scientifically. Leadership has become a subject of widespread interest and concern in our time.

It will not be difficult to find reasons for this general interest in leadership. The catastrophies of the two world wars within a short span of a quater of a century, the latest inventions of new means of destruction of humanity, tremendous advances in physical sciences and a greater command of man over time and space, have all brought the need of study in this sphere of human relations to the fore. As Gibb puts it:

> "No one can any longer afford to enjoy the stimulations
> of neighbourly quarrels, for the neighbour across the
> border may be driven to push his button before we push

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[1] Gibb, Cecil A., "Leadership" In Gardner Lindzey, ed. Handbook of Social Psychology, Cambridge Mass. Addison-Wesley Pub.Co.,Inc. 1954, pp. 877. N.B. The author is indebted to C.A. Gibb for a considerable part of background material.

ours. In such atmosphere it is inevitable, and essential
that we examine with minute care the social orgnization
that may lead to pushing such buttons." 1

Important as it is, leadership for martial guidance is not
the sole concern of social scientists today. The increasing
complexity of business, industrial and labour organizations has
greatly enhanced the need for probing deeper into the phenomena
of leadership. "Bunessmen and trade unionists, professors and
boy scouts, social workers and generals all have on many occasions
in the recent past voiced a desire for more and better leadership
in their respective spheres." [2]

Review of Studies on Leadership

General interest in leadership has resulted in a host of
studies on the subject and its various aspects. Some scholars have
studied it in terms of personal characteristics of the leader; some
in terms of situation and the interaction of the leader with the
group in that situation; and some others in terms of types and the
ways a leader exerts influence upon the group.

Leadership in Relation to Personal Characteristics

Amongst the various approaches to leadership in terms of
personal characteristics is the single trait approaches according
to which leadership is studied as a specific quality found in some
individuals. Amongst those writers who have emphasised leadership
as a specific quality identifiable in an individual from his other
qualities are Pigors, [3] who makes a distinction between a leader

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[1] Gibb, Cecil A. "Leadership" op.cit.

[2] Gouldner, A.W. Studies in Leadership, (New York; Harper
& Brothers, Publishers. 1950) p. 3.

[3] Pigors, Paul J.W. Leadership or Domination, (Boston: Houghton-
Mifflin Company, 1955).

and a dominator; Jennings,[1] who speaks of leadership and isolation as opposed to each other; Terman,[2] according to whom "the opposite of a leader is an outcast"; Krout,[3] who speaks of leadership and "fellowship". This unitary trait approach to leadership has been criticised by some eminent authorities on leadership. According to C.A. Gibb[4] there is no such thing as a unitary trait of leadership and no contemporary scientific champion of this theory can be found although laymen still accept it. Leadership, according to him, depends on culture and within a culture on different situations. Although there are certain traits which are commonly found in leaders such as energy, intelligence, self confidence, verbal fluency, persistance, insight into human nature, etc., and leaders of widely differing cultures and backgrounds have been found to possess them, yet leadership can not be considered as a unitary trait at least until further investigations in the field may prove otherwise.

Another approach to leadership is the modification of the single trait approach and it may be called the constellation of traits approach. According to this, leadership may not be considered as a single trait but a pattern of traits constituting the leadership capacity of a person.

Leadership has also been regarded as a quantitatively differing characteristic of an individual by some investigators

[1] Jennings, Helen Hall. Leadership and Isolation. (New York: Longmans, Green & Company. 1958)

[2] Terman, L.W. "A Preliminary Study in the Psychology and Padagogy of Leadership" Padagogical Seminary, XI (Dec.1904) p. 444.

[3] Krout, M.H. Introduction to Social Psychology. (New York: Harper & Brothers 1942).

[4] Gibb, C.A. "The Principles and Traits of Leadership" Journal of Abnormal and Social Psychology, XLII (July 1947) pp. 267-284.

in this field. Brown[1], Flemming[2], Hanawalt, Hamilton and Morris[3]
studied leadership amongst high school and college students and
expressed the criteria of leadership as a score based on the
importance of the office of leadership held by the students.
For example being the president of the class carried ten points,
while one half point was given for being a member of a committee.
Parten[4] considers leadership not a single trait possessed either
to a maximum degree or not at all, but, rather a quality which
is present in varying quantities.

Leadership has also been studied as a qualitatively
differing characteristic in different individuals. Thus leaders
are studied as business leaders, student leaders, boy leaders,
girl leaders, athletic leaders, spiritual leaders, military leaders,
"real" leaders and "head" men, face to face leaders and so on.
When leadership is studied in this way different characteristics
of the leaders are taken into consideration qualitatively.
That is leadership is not one specific characteristic in a
person but may appear in many forms depending upon the situation
and circumstances. Thus the emphasis is on quality not quantity

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[1] Brown, M. "Leadership Among High School Pupils" Teachers
College Record XXXV (January, 1934) pp. 324-26.

[2] Flemming, E.G. "Factor Analysis of the Personality of
High School Leaders" Journal of Applied Psychology, XIX (October
1935) pp. 596-615.

[3] Hanawalt, Nelson G; Hamilton Carol E.; & Morris, M.
Louise; "Level of Aspiration in College Leaders and Non-Leaders"
Journal of Abnormal and Social Psychology, XXXV (January 1939)
pp. 21-36.

[4] Parten, Mildred B. "Leadership Among Preschool Children"
Journal of Abnormal & Social Psychology XXVII (January-March,133)
pp. 430-40.

of characteristics. Cowley,[1] Caldwell and Wellman[2], Terman[3] and Tryon[4] are some of the authors who have approached leadership from this angle.

Leadership in Relation to the Personality of the Dealer, Situation and Group

Recent trends, however, in the study of leadership are not so much in relation to the quality, quantity or the kind of characteristics in an individual as in relation to group and situation requiring leadership. Many recent experimental studies and researches as of C.A. Gibb and J.K. Hemphill in the field of leadership, for instance, have come to the conclusion that no study of leadership can be considered as valid unless all the variables and factors involved in the process are taken into consideration, such as personality of the leader, the group being led and the situation in which the leader is leading.

Leadership can be defined as a social phenomenon connected with the formation and continuance of groups in formal and informal circumstances. When a group of people persue a common goal each one of its members get their relative positions in the group according

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[1]Cowley, W.H. "Three Distinctions in the Study of Leaders" Journal of Abnormal & Social Psychology,XXIII (July-September,1928) pp.144-57.

[2]Wellman B., & Caldwell O.W."Characteristics of School Leaders" Journal of Educational Research, XIV, (June, 1926), pp.1-13.

[3]Terman, Lewis M. "A Preliminary Study in the Psychology and Padagogy of Leadership" Padagogical Seminary, XI(Dec. 1904).

[4]Tryon, Carolyn M. Evaluation of Adolescent Personality by Adolescents. Washington, D.C.: National Research Council, 1959. (Monographs of the Society for Research in Child Development, Vol.IV, No.4.).

to their personal characteristics and the circumstances and situation where these capacities are needed. The leader emerges from within the group by virtue of some of his personal characteristics which the group considers as necessary for leading them towards the desired goal. It may be made clear that it is not the actual possession of certain characteristics or the quantity or quality of these characteristics which matters but the extent to which the group perceives them. Again it is not one single trait or constellation of traits which propel a person to leadership but their relative importance in a particular situation. Thus it is the personality, situation and their interaction which combine to make a leader. As Gibb says:

> "Observation of group behavior in this way strongly
> supports the contention that leadership is not an
> attribute of personality or of a character. It is
> a social role, the successful adoption of which
> depends on a complex of abilities and traits. But
> even more, the adoption of a leadership role is
> dependent on specific situation."[1]

Or as Sherif observes, "the role he (a leader) achieves is determined not by his personal qualities in the abstract but by his standing in relation to his fellow members in the special qualities required by the particular group goal or situation."[2] Hagman and Schwartz[3] while agreeing with the ideas mentioned above, however, add another point which is rather important. According to them a "leader is a

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[1] Gibb Cecil A. "The Principles and Traits of Leadership" Journal of Abnormal and Social Psychology, XLII (July 1947) p. 269.

[2] Sherif M. An Outline of Social Psychology. New York, Harper, 1948.

[3] Hagman, H.L.& Schwartz, Alfred. Administration in Profile for School Executives. New York, Harper, 1955.

product not of his characteristics but of his functional realtionship
to specific individuals in a specific situation."[1] Also they point
out that one of the fundamental properties of personality is its
possession or organization. The same trait will function differently
in personalities which are organized differently.[2] Thus according
to him the important thing is the configuration of different
aspects in a personality as a whole which propel a person to
leadership.

Leadership in Relation to Types

Leadership has also been studied according to types.
according to this the major classification is between personality
type and social type. The former involves the study of the person
himself, according to his constitutional make up and early
conditioning. The latter involves a study of the leader according
to the role he plays and the status he acquires in the group.
Such contrasting patterns as introversion and extroversion,
cyclothymes and schizophrenes, and "strong" and "weak" describe
the personality type of leader, while "salesman", "bureaucrat"
and the host of stereotypes in common use illustrate the latter,
that is, social type of a leader.[3]

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[1] Hagman, H.L., and Schwartz, Alfred. Administration in
Profile for School Executives. op.cit., p. 41.

[2] Ibid., p.30.

[3] Young, Kimbal. Social Psychology. (New York: F.S. Crofts
& Company, Inc. 1946) p. 231.

Social types of leaders can be further classified
according to a number of principles. According to the degree
of contact with the followers they can be categorized as persuasive
leaders, dominant leaders, institutional leaders, etc. According
to the mode of selection they can be classified as self-appointed
leaders, group appointed leaders and executive appointed leaders.
Again, leaders can be classified according to interests such as
intellectual, artistic, executive and a host of others.

Democratic and Authoritarian Leadership

The most common classification of leaders, however, is
according to their way of exerting influence over the follower
group. The terms generally used to describe it are authoritarian
and democratic leadership. Almost all forms of authority relation-
ship can be described within these opposing poles of a continuum
as Gibb[1] puts it.

Democratic leadership is the direct antithesis of
authoritarian leadership. The chief difference between the two,
to put it in simple words, is that, in the former people are led
while in the latter they are driven. The democratic conception
of leadership is based on the idea of dignity, growth and welfare
of the individuals and group as a whole. The democratic leader
aspires to give satisfaction to each individual as an individual

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[1] Gibb, Cecil A. "Leadership" In Gardner Lindzey, ed.
Handbook of Social Psychology, Cambridge Mass. Addison-Wesley
Publishing Company, Inc., 1954.

and also protect the group as a whole and at the same time maintain his leadership. In the words of Kretch and Crutchfield:

> The democratic leader seeks to evoke the maximum involvement and the participation of every member in the group activities and in the determination of objectives. He seeks to spread responsibility rather than to concentrate it. He seeks to encourage and reinforce interpersonal contacts and relations throughout the group structure so as to strengthen it. He seeks to reduce intergroup tension and conflict. He seeks to avoid hierarchical group structure in which special privilege and status differentials prevail. [1]

Or as Laird and Laird put it, "... It means leading in ways that give the followers a feeling of taking part in setting the goals and methods of their group". [2]

The authoritarian leadership on the other hand makes the leader as the focus of attention instead of the group. It emphasises obedience on the part of the followers. According to Kretch and Crutchfield[3] the leader must maintain segreation within the group and keep the communication within the members of the group to a minimum unless it is through him and focused upon him. In this way he becomes the focus of attention and the key to all group action and eventually indispensable. To put it in a nut shell the democratic leader acts with the group while an authoritarian leader acts for the group. In the former the emphasis is on

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[1] Kretch, D. & Crutchfield R.S. Theory and Problems of Social Psychology. New York: McGraw-Hill, 1948.

[2] Laird, D. A. & Laird, E.C. The New Psychology of Leadership. New York: McGraw-Hill, 1956.

[3] Kretch, D. & Crutchfield, R.S. Theory and Problems of Social Psychology. op.cit.

the individual and the group while in the latter it is on the

leader. As Bienenstok puts it:

> The important function of democratic leadership
> is to promote conditions under which individuals can
> grow to intellectual or emotional maturity and can
> learn to think and act together. ... The ultimate
> criterion of democratic leadership is what happens
> to people in the course of this relationship, whether
> they are led or driven, whether they are encouraged to
> express their needs and aspirations or forced to follow
> blindly the commands of authority, whether they gain
> in independence and moral perception, or are simply
> manipulated into accepting prefabricated solutions
> supplied from above. 1

The type of leadership excercised by the leader influences

the behavior of the follower group. An important study, which

shows the effect of democratic and authoritarian leadership is

the one conducted by R. Lippit and R.K. White in the Iowa Child

Welfare Research Station. They experimented on two groups of

children one being under a democratic leader and the other under

an authoritarian leader. The results showed that child-to-child

relationship differed in the two climates created by these two

types of leadership. As Kurt Lewin observes:

> There was about thirty times as much hostile
> domination in the autocracy as in the democracy, more
> demands for attention and much more hostile criticism;
> whereas in the democratic atmosphere cooperation and
> the praise of the other fellow was much more frequent.
> In the democracy more constructive suggestions were
> made and a matter-of-fact submissive behavior of member
> to member was more frequent. 2

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[1] Bienenstok, Theodore. "Democratic Leadership and Fellowship
in School Programme" Journal of Educational Sociology 27:396-403,
1953-54.

[2] Lewin, Kurt. "The Consequences of Authoritarian and
Democratic Leadership" In A.W. Gouldner, ed. Studies in Leadership
New York: Harper & Brothers, Publishers, 1950.

These observations were made in a small face-to-face group where
leaders had been appointed for the purpose of the experiment.
The experiment though conducted in a limited area, does show
the effects of democratic and authoritarian leadership. The
results of the experiment may also hold true in groups where
leaders are appointed for example in business and industry, etc.
Dr. J.K. Hemphill's research study is important in this respect.
He analyzed five hundred leaders in various walks of life in the
United States and the methods they used in exerting influence
upon the followers. His analysis showed that out of these, three
hundred and sixty five leaders, who were successful as leaders,
used democratic methods in dealing with the followers.[1]

In groups where leaders are elected or even self appointed
they often reflect the needs and desires of the group or followers.
Though sometimes even elected leaders may adopt techniques of
coercion or democracy irrespective of the group needs in accordance
with their own aspiration or personality make up and may be able
to hold sway upon their followers for a time but their leadership
will not last long. In this connection C.A. Gibb[2] makes a
distinction between the head and the leader. The chief difference
between these two, according to him is in the source of their power.

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[1] Hemphill, J.K. "Situational Factors in Leadership"
Ohio State University Columbus, Ohio Personnel Research Board
Leadership Studies No. 4. 1949.

[2] Gibb, C.A. "Leadership" In Gardner Lindzey, ed. Handbook
of Social Psychology, Addison-Wesley Publishing Co.,Inc. Cambridge
Mass. 1954. p. 908.

The leader gets his power from the group of which he is a member, while in the case of the head, power, "... stems from a large organization of which the group is but a part, and is exerted by virtue of an external power over the group weilded by the head."[1] The head can be extremely authoritarian and domineering in his relations with subbordinates or he may go to the other extreme of laissez faire behavior and sill retain his head-ship. While a leader is restricted in his behavior, "both as regards the degree of authoritarian control he can exert and the degree of laissez faire he can get away with".[2] Even the most authoritarian leaders who may be acting without consulting the group, etc. have to remain within certain limits in keeping with the desires of the group. Thus an authoritarian leader can not be an authoritarian as an authoritarian head.

The character of the follower group determines the type of leadership to a great extent. Recent researches such as of T.W. Adorno, Sanford and others at the University of California public opinion project have made it clear that not only leadership may be either democratic or authoritarian in character but also the followership. According to their observations, the authoritarian followers can be distinguished from the equalitarian ones by their deep rooted reactions toward leaders and leadership. As Bienenstok puts it:

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[1] Ibid., p. 908.
[2] Ibid., p. 908.

It is inherent in the mutual relationship of
leader and follower that each of them is susceptible
to and reacts to the expectations and conduct of the
other. It is not likely that the average leader will
use persuasion rather than commands if the followers
show themselves to prefer blind obedience. By the
same token, self constituted leadership will not arise
unless members of the group are willing to assume a
submissive role. However where followers are conditioned
to insist on loyalty to principles in their leaders,
and honesty of conviction, only individuals with such
qualities will be able to retain leadership very long.[1]

Authoritarian followers lack innitiative and confidence
in their capacities. They expect their leaders to take decisions
for them and order them about. They are not interested in a
leader for his fitness for the job as his ability to satisfy
their personal needs and phantasies. They obey a leader as long
as the material pay off is satisfactory. Equalitarian followers
on the other hand tend to take innitiative in solving their
problems themselves and expect leaders only to help and guide
them. Unlike authoritarian followers who emphasise personal
magnetism of the leader and his high status in the community, the
equalitarian followers tend to judge the leader for his functions
in the social context.

It may be concluded that the leaders who have been elected
by a particular group and are holding their office successfully
will reflect the views, ideas, attitudes and general characteristics
of the follower group and from a study of the leaders themselves
a fair idea of the follower group may be gained.

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[1] Bienenstok, Theodore. "Democratic Leadership and Fellowship
in School Programme". Journal of Education Sociology. 27:396-403,
1953-54.

Leadership and Culture

Culture plays a very important role in determining the type of leadership and followership prevalent in a society. Many experimental studies conducted in the United States on the effects of democratic and authoritarian leadership have come to the conclusion that democratic climate and democratic leadership have definite advantage as far as the achievement of the group is concerned. The study conducted by J.K. Hemphill[1] on five hundred leaders in business, industry, etc. in the United States found out that three hundred and sixty five who were apparently successful as leaders used democratic techniques while the unsuccessful ones were found to be using other techniques. Lewin[2], in 1943, produced evidence of superior effectiveness of group decisions. The experimental study conducted by R.Lippit and R.K. White[3] on the effects of democratic and authoritarian leadership on a group of children, disclosed that the level of achievement was higher in the group which had a democratic leader. The same study also indicated that individuals differed in their response to and satisfaction with these different techniques and that authoritarian methods were less effective with groups which had experienced the democratic

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[1]Hemphill, J.K. Situational Factors in Leadership. op.cit.

[2]Lewin, K. "Group Decision and Social Change" In T.M. Newcomb & E.L. Hartley (Eds.) Readings in Social Psychology. New York: Holt, 1947. pp. 330-344.

[3]Lippit R. & White R.K. "The Social Climate of Children's Groups" In R.G. Barker J.S. Kounin & H.F. Wright (Eds.) Child Behavior and Development. New York: McGraw-Hill, 1943. pp. 485-508.

technique. Sanford's[1] study in 1950 also concluded that
authoritarian personalities prefer authoritarian leaders and
respect them for their status and strongly directive personalities.
Democratic ways in a leader according to them are a sign of
weakness and lead to his downfall sooner or later. Many studies
especially of German culture have shown that authoritarian
leadership is highly valued in an authoritarian culture. Thus
leadership technique can be evaluated only in relation to group
values. If the studies conducted in the United States indicate
the superiority of democratic techniques of leadership, those in
less democratic or authoritarian cultures show a superiority of
authoritarian techniques.

Leadership in the Middle East

The term Middle East is loosely applied to all the countries
scattered between Mediterranean and Arabian Sea. The region, as
generally understood, may be divided into two parts, the non-Arab
northern belt, consisting of Iran, Afghanistan and Turkey; and
the Arab core consisting of Egypt, Syria, Lebanon, Jordan, Saudi
Arabia, Yemen and the Sheikhdoms of Persian Gulf.[2] West Pakistan
is usually excluded from the list of Middle Eastern countries but
sometimes the term Middle East is extended to refer to it also,

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[1]Sanford, F.H. Authoritarianism and Leadership. Philadelphia:
Institute for Research in Human Relations, 1950.

[2]Lanczowski, George. The Middle East in World Affairs.
Cornell University Press, Ithaca, New York, 1953.

especially the Western and North-Western regions which are
culturally very close to the neighbouring Middle Eastern countries.
Many places still retain the traces of Arab culture left behind
by Arab invaders since the days of Muhammad Bin Qasim and es-
tablished firmly by Arab settlers there.

The culture of these countries is generally considered
authoritarian in character. Authoritarianism, as Prothro and
Melikian[1] point out, takes roots in the family itself where father
is the authoritarian head. He is respected feared and obeyed by
his family, even by grown up children who are married and have
families of their own. The authoritarianism is further seen in
the way a father treats his children. The sons are less restricted
than daughters but their innitiative is stifled by patriarchical
authority even in such matters as the choice of friends, etc.[2]
Dr. Najarian's study concerning the attitude of Arabs towards
their parents, points out that perception of father amongst them
is that of a powerful leader demanding obedience and submission
from others in the family.[3]

The family group is the most important unit in the Middle
Eastern society. The individual with his loyalty and affiliations
to the family surrenders his independence to it. As Hourani[4] points

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[1] Prothro, E.T. & Melikian, Levon. "The California Public
Opinion Scale in an Authoritarian Culture" Public Opinion Quarterly,
Vol. 17, No. 3 pp. 353-362. 1953-54.

[2] Melikian, Levon H. "Authoritarianism and Its Correlates
in the Egyptian Culture & in the U.S.A." Journal of Social Issues.
XV, (1959) pp. 61-52.

[3] Najarian, Pergrouhi. op.cit., pp. 37-43. 1959. No. 3.

[4] Hourani, A.H., Syria & Lebanon. London: Oxford Press,1946,p.92.

out, "... the claims of the family are still prior to those of the individual members of it". Another scholar, Raphael Patai[1], contends that the individual here is subbordinated to his family and participates in larger social group on a family basis. Thus authoritarianism is rooted in the family itself from where it extends to the clan and the tribe and thence to the entire social and political life of the area. The impact of western cultures and modern education is bringing about changes in the pattern of social relationships in the Middle East yet the old authoritarian ways can still be observed in all walks of life.

The Place of the Present Research

A review of the studies on leadership discussed above shows that they are extremely important as far as the knowledge of the subject is concerned, yet, except for Lippit and White's[2] study none of them are directly connected with education and the social climate in educational institutions. Lippit and White's[3] study is extremely important in this respect since it was the first attempt to find out the effects of the types of leadership and of the climate they created, upon the working efficiency of the group. It is extremely important to have more researches of this kind in order to improve the social climate of educational

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[1] Patai, Raphael, "The Middle East as a Culture Area". Middle East Journal, Vol. 6 (1952), p. 20.

[2] Lippit, R., & White, R.K. op.cit.

[3] Ibid.

institutions by reorienting the educational programmes and methods of teaching in the light of the findings. As Kurt Lewin[1] observes, "It is well known that the amount of success a teacher has in the classroom depends not only on her skill but to a great extent on the atmosphere she creates. This atmosphere is something intangible; it is a property of the social situation as a whole, and might be measured scientifically if approached from this angle."

The importance of such research studies is even more pronounced in the Middle Eastern countries where no such work has been done so far. The pattern of social relationships here, as pointed out elsewhere, is in the process of gradual change. The influence of modern education and western ideas is manifesting itself in a decrease in the traditional authoritarian tendencies and their replacement by more liberal attitudes. In such a situation it is imperative that some researches of the Lippit and White type are conducted here in order to gauge the kind of social climates found in different educactional institutions so that the curricula may be revised accordingly.

The present research study is motivated by these considerations and it is hoped that it might be a beginning of a series of researches on the subject and thus be helpful in bringing about a change in the educational system of the area if necessary.

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[1] Lewin, Kurt. "The Consequences of an Authoritarian and Democratic Leadership" In A.W. Gouldner, ed. Studies in Leadership. New York: Harper & Brothers, 1950.

CHAPTER II

PROBLEM

The authoritarian and democratic leadership and its consequences on the followers have been studied by various social psychologists and sociologists. Amongst the important studies on the subject is Hemphill's[1], who concluded that the climate created by democratic leadership produced better results on the working efficiency and achievement of the followers. Lippit and White[2] in their study on the consequences of the authoritarian and democratic leadership on the achievement of a group of children in an experimentally controlled setting came out with a similar conclusion. Some other studies, however, like those of Scott[3] who studied a group of naval ship crew; and of Dashiel[4] who showed experimentally that jury reports after discussion were less complete (though more accurate) than those of individual witnesses and jurors, show that sometimes authoritarianism produces better results than democracy.

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[1] Hemphill, J.K. Situational Factors in Leadership. op.cit.

[2] Lippit, R. & White, R.K. "The Social Climate of Children's Groups" op.cit.

[3] Scott, E.L. Perceptions of Organization and Leadership Behavior. Columbus: Ohio State University Research Foundation, 1952.

[4] Dashiel, J.F. "Experimental Studies of the Influence of Social Situations on the Behavior of Individual Human Adults. In C. Munchison (Ed.), Handbook of Social Psychology. Worcester: Clark University Press, 1935. pp. 1097-1158.

Some recent studies like those of T.W. Adorno[1] and F.H. Sanford[2] at the University of California public opinion project, point out the fact that the nature of the group determines the kind of leadership found in that group. That is a democratically oriented group can be led successfully by a democratic leader and an autocratically oriented group by an autocratic leader. Thus leadership and followership are interdependent to a large extent. One moulds and determines the character of the other. A successful leader-follower relationship usually shows the similar character of both. Erich Fromm in his study Escape from Freedom expresses a similar opinion while writing about the German conception of leadership. A recent study by Hanfmann and Getzels[3] also arrived at a similar conclusion. This research studied the interpersonal relations of a group of Russian born Americans through a semi-projective technique and compared them with a matching group of Americans, born and lived in America. The results showed that the responses of both groups differed, apparently due to the fact that the Americans and the Russians had experienced different kind of leadership and cultural background.

Although apparently these studies are not connected directly with education, they do seem to have some definite

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[1]Adorno, T.W. & others. The Authoritarian Personality. New York: Harper & Brothers, 1950.

[2]Sanford, F.H. Authoritarianism and Leadership. Philadelphia: Institute for Research in Human Relations, 1950.

[3]Hanfmann, Eugenia, & J.W. Getzels, "Interpersonal Attitudes of Former Soviet Citizens, as Studied by a Semi-projective Method". (Psychological Monographs, No. 389, 1955. Vol. 69, No. 4.)

educational bearing. They seem to indicate that the general level of achievement of the group is affected by the techniques and ways in which the leader exerts influence upon the group. Moreover a successful leader-follower relationship seems to obtain mostly when the behavior of the leader and the character of the group are congruous. It certainly seems to be important that any educattional institution should consider, in planning its educational objectives and methods, the types of leadership attitudes that prevail in it and the ways of modifying them if necessary. It is hoped therefore, that the research carried here will prove useful in studies of educational objectives and procedures in this institution and in other institutions of the Middle East.

As mentioned earlier, the culture of the Middle East is generally considered authoritarian in character. The authoritarianism stems from the family itself and extends to the social and political life of the area. Thus the hypothesis is made that the general character of leadership in the Middle East is authoritarian. Recent studies, however indicate that the impact of western culture and modern education is bringing about changes in the attitudes of the people in the Middle East.

The present research attempts to examine the type of leadership attitudes which prevail amongst A.U.B. student leaders, that is, whether they are authoritarian or democratic in character. If Authoritarianism prevails then to what degree? Then a question will be raised as to why the climate of the A.U.B. which is presumed to be more democratic in character than that of most institutions of

the Middle East, has not been helpful in changing the attitudes of the students here? Especially when there is an indication that due to the impact of modern education and western culture authoritarianism in the Middle East as a whole is on the decrease.

If leadership among students on the campus is found to be more democratic than the general patterns usually described, what factors should be considered responsible for this deviation — background of students or exposure to influences on the campus. Do these students come from families with more liberal background through exposure to modern influences as education, western contacts, etc. or is the atmosphere on the campus especially conducive to the development of democratic attitudes, or both?

At this point it is important to examine the meaning of leadership. Leadership has been defined in many ways according to different situations. A person holding an office of authority may be considered a leader in one situation, while in another a person directing group activities may be termed as leader irrespective of the position he occupies in a group. Thus there may be self appointed leaders, group appointed leaders, executive appointed leaders and so forth. Whatever the process of acquiring a leadership position, the job of the leader is to direct group activities in such a way as to help the group reach group goals. In college, leadership is generally defined as the holding of office in student societies, since societies' officers are expected to plan and direct group activities. In this research, therefore, a leader is taken to be a person who holds an office in an A.U.B. student society.

A leader may use a number of techniques and methods which may be classified anywhere between the two poles of a continuum, as Gibb[1] puts it, the democratic and authoritarian leadership. There are many other styles of leadership which partly overlap the democratic and authoritarian styles. Although these styles emphasize some variation of leadership, they create about the same climate as authoritarian and democratic leadership. These other styles may be grouped as follows:

Authoritarian leadership	in contrast with	Equalitarian
Dictatorial	" " " "	Facilitative
Leader-centered	" " " "	Group-centered
Production-centered	" " " "	Worker-centered
Restrictive	" " " "	Permissive

Lippit and White[2] have mentioned a laissez faire style also. For the purpose of this research only democratic and authoritarian styles will be taken, since the rest of the styles, except for laissez faire can be grouped under either of these two. These two styles will receive further elaboration in a later section.

Often the action of a leader may be categorized either as authoritarian or democratic in character, but the motive of that action may be just the opposite of the action. A study of the motives of action is therefore needed to show the reasons with which leaders justify their actions. Hence in this study as will

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[1] Gibb, Cecil A. "Leadership" In Gardner Lindzey, ed. Handbook of Social Psychology, Cambridge-Mass. Addison-Wesley Publishing Co., 1954.

[2] Lippit, R., & White, R.K. "The Social Climate of Children's Groups" op.cit.

be seen in detail in a later section, two categories have been developed for the categorization of the data, 1) type of action and 2) evaluation of the action of the leaders. Ideally it would be very useful to study also the empathy of the subjects and see where their sentiments lie. Do they feel with the leader of a group activity in appreciation of his responsibility towards his superiors, or with the followers in appreciation for the sacrifices that they have to undergo in view of the expected outcomes of their activity, or do they feel with the group in appreciation for the team spirit which they ought to develop and maintain. However, this aspect will be left out from this study.

The main problem, which is to study the kind of leadership attitudes that prevail among A.U.B. student leaders, may be broken down into the following questions:

1. Do A.U.B. student leaders show a predominance of authoritarian action?

2. Is there a correspondence between behavior and the reasons student leaders give for that action or behavior?

CHAPTER III

PROCEDURE

Selection of Subjects

The subjects selected for this research are the student
leaders of A.U.B. serving as president, vice-president, secretary
and treasurer in the twenty-one student societies, consisting of
departmental societies, associations of various schools on the
campus, and university-wide societies. Societies and clubs
connected with athletics and other interests of a very specific
nature like photography club, etc., have, however, been left out
of this study due to their obvious limitations in activities of
a general nature connected with the student body as a whole or
with a large number of students.

The selection of cabinet members of various societies
as leaders has been made on the basis of the definition given
in an earlier section, that is leadership in college means holding
of office in student societies. The sample is, however, limited
to four members of the cabinet only, that is, the president, vice-
president, secretary and treasurer of each society have been
selected while other members of the cabinet have been left out.
The sample has been limited to these four officers because they
constitute the top level leaders directing most of the group

activities of the society and they have been elected to their posts presumably by virtue of some leadership qualities which brought them to the top most places.

Departmental and other societies whose office bearers have been chosen as subjects for this research are generally composed of a president, vice-president, secretary, treasurer and a few others occupying less important jobs such as social chairman, project chairman, etc. The first four posts are usually fixed and considered essential for the smooth running of each student society while the existence of lesser posts is determined by the specific needs of any particular society. This was another consideration in choosing only the first four leaders from each society.

The student leaders as office holders in different societies are generally left free to make their own decisions and take actions in different activities of the society provided they remain within the framework of the constitution of their society and the rules and regulations of the university governing student activities on the campus. A faculty member is, however, assigned to each society to advise and guide the student leaders in their activities and is known as adviser to that particular society. Usually decisions are arrived at by discussion amongst cabinet members with the assistance of the adviser, if necessary. In some cases matters may be decided through a general body meeting where every member of the society may take part in reaching a decision through voting.

The student leaders holding office in different societies are supposed to have been enrolled as students for at least a semester before they can be considered eligible for election to the office of cabinet members. The students who elect them should also fulfil the same conditions before they can have a right to vote. During this period it may be expected that they familiarise themselves with the kind of situations prevailing here and the kind of leadership required in that situation.

The societies whose cabinet members have been chosen for this study are as follows: 1. Agricultural Society 2. Arabic Society 3. Arts and Science Society 4. Biology Society 5. Chemical Society 6. Commerce Society 7. Economics Society 8. Education Society 9. Engineering Society 10. History Society 11. Medical Society 12. Pharmacy Society 13. Philosophy Society 14. Physics Society 15 Political Science and Business Administration Society 16. Psychology Society 17. Public Health Society 18. Sociology Society 19. Nursing Society 20. Civic Welfare League 21. Women's Social Organization.*

According to the number of societies listed above there should have been eighty four leaders in all if four top most leaders were selected, but on a closer scrutiny it was found that only sixty nine occupied positions in the societies. The remaining fifteen posts were found to be vacant because the students elected in

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*The last two Societies are university-wide organizations. The others are either departmental or school-wide associations.

those places had left and it was not considered necessary to have
bye elections to fill those vacancies for only a few remaining
months of the year. In case of some societies, however, it was
found that one student had assumed the duties of several office
holders who had left. For example a secretary carried out the
duties of a treasurer also or vice versa.[1]

Description of Sample

Fifty six students out of the sixty nine, recorded in the
Student Life Office as office holders in different societies,
answered the request to meet the investigator at an appointed
time and fill in the questionnaires. One other student answered
to say that he had resigned his post recently and as such was not
qualified to answer the questionnaire. From the fifty six students
who had expressed their willingness to fill in the questionnaires,
three did not turn up at the appointed time and two did not return
the finished questionnaires. Thus only fifty one questionnaires
were filled in. Upon examination of the answers three had to be
discarded due to incomplete and inadequate answers and incom-
prehensible English. One subject had to be dropped due to his
non-Middle Eastern nationality. Two other non-Middle Eastern subjects,

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[1]This information has been gathered from the records in
the Student Life Office of the American University of Beirut.

a Sudanese and a Libyan[1] have, however, been included in the sample
due to their Arab origin.

The ages of the subjects ranged between ninteen and
thirty years, the greatest frequency being between twenty-one
and twenty-four years of age. Their period of stay at A.U.B.
varied from one to seven years, the greatest frequency being
between three to four years. According to their stay at A.U.B.
the subjects can be grouped as follows:

```
One year . . . . . . . 3
Two years . . . . . . . 4
Three years . . . . . .17
Four years . . . . . . 13
Five years . . . . . . 6
Six years . . . . . . . 3
Seven years . . . . . . 1

Total . . . . . . . 47
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The subjects, according to their sex, nationality and
background, can be further grouped as follows:

Sex:

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Boys . . . . . . . . . 32
Girls . . . . . . . . . 15

Total . . . . . . . . 47
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Nationality:

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Egyptian[2]. . . . . . . 1
Irani . . . . . . . . . 3
Iraqi . . . . . . . . . 1
Jordanian . . . . . . . 8
Lebanese . . . . . 20
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[1]Sudan and Libya are not included amongst the Middle Eastern
countries according to the definition of the area given in an earlier
section.

[2]Egypt and Syria constitute one country known as United Arab
Republic but a distinction has been made here for the purpose of
this research.

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Libyan . . . . . . 1
Pakistani . . . . 3
Palestinian . . . 4
Saudi Arabian . . 1
Sudanese . . . . . 1
Syrian . . . . . . 4

Total . . . . . . 47
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Religion:

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Christians (All sects included) . . . 20
Muslims (Shiites and Sunnis) . . . . 21
Druze . . . . . . . . . . . . . . . . 5
Zoroastrian . . . . . . . . . . . . . . 1

Total . . . . . . . . . . . . . . . . . 47
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Previous Education:

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Private Schools . . . . . . . . . . . . 30
Public Schools . . . . . . . . . . . . .12
Both . . . . . . . . . . . . . . . . . 5

Total . . . . . . . . . . . . . . . . 47
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Employment:

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Present . . . . . . . . . . . . . . . . 10
Previous . . . . . . . . . . . . . . . 16

Total . . . . . . . . . . . . . . . 26
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Parents' Education:

	Father	Mother
None	3	3
Elementary . . .	10	16
Secondary . . .	15	22
University . . .	19	6
Total	47	47

In some cases it was found that the nationality of the subjects differed from their country of origin. No distinction has however been made in such instances because their country of origin also happened to be in the Middle East.

The face sheet data included a question on political
affiliations and sympathies. All the Arab subjects expressed
sympathies for Arab nationalism irrespective of religious groups.
A few showed their political affiliations too but many seemed
rather apprehensive in expressing their views frankly in this
respect when asked by the investigator. The non-Arabs did not
mention any political affiliations and sympathies.

Instrument

The instrument employed in this study for collecting data
is a set of seven episodes*describing situations requiring leadership
role in social activities of the students in the A.U.B. campus.

The episodes were formulated after some preliminary in-
formal interviewing of some student leaders and on the basis of
personal observations of student activities on the A.U.B. campus.
Another source drawn upon in the construction of episodes is the
study made by Hanfmann and Getzels[1] on interpersonal relations in
a Russian and American group.

Originally ten episodes were formulated and a pilot study
was undertaken to find out if the episodes could gather the required
data. The results of the pilot study showed that three of the
situations did not work in most cases while one other needed
slight modification. As a result three situations were dropped

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*See appendix

[1] Hanfmann, Eugenia; and Getzels, Jacob W. op. cit.

from the final study and one was changed in the light of the
results of the pilot study.

The episodes are entirely fictitious in nature, though
care has been taken to bring them as close to real life in A.U.B.
as possible. The same situation or episodes as described by the
students interviewed, or observed by the investigator personally
have not been given for the simple reason that the subjects might
reproduce the action taken in those situations, intact, or with
some modification if the action had not produced the desired results.
For this reason, the episodes had to be kept fictitious, and yet
they had to be close to real life so that the subjects may be
able to recognize them as such and be motivated to answer.

The situations have been constructed in such a way that
they would throw light on the various aspects or areas which relate
to the exercise of leadership in various social activities of the
students in the campus. The episode number one depicts, for instance,
a situation in which the leader has to deal both with superior
authority and his subordinates. Since he has responsibility, both
toward the superior and the subordinates and at the same time has
to try some way to increase the output of his section in the fair,
he faces a conflict. Episode number two depicts an ambiguous
condition in which the leader does not know whether he is accepted
and trusted as a leader or not. Episode number three depicts a
conflict between the leader and the followers. The episode is one
in which the subordinates are pressed to follow a certain line of
action with which they disagree. Episode number four shows a

problem in which the leader has to choose between his strong

feelings for something and those of the followers which happen

also to be divided. Episode number five shows a condition of

open conflict between the leader and the group. Episode number

six shows superior-subordinate relations in which there is a

conflict between the leader and his boss. Episode number seven

shows a situation in which the leader faces a conflict between

his loyalty to his friend and the group as a whole.

Administration of Instruments

The student leaders selected for this study were sent a

written request[1] to meet the investigator at a time convenient

to them from the hours given in the letter. The questionnaire

was administered to the students either in groups not exceeding

five in number at a time, or to one at a time depending upon the

number of respondents who chose to come at a certain time. They

were given several instructions orally before they started filling

in the questionnaire. First of all they were assured that whatever

they write and whatever information they give in the questionnaires

will be used only for the purpose of the present study on leadership,

that it will not be seen by any other agency except the investigator

and the faculty members directly connected with the work of the

thesis until the findings on the group as a whole are presented,

that it will not be used in any manner prejudicial to the respondents

and that names will not be mentioned anywhere in the thesis. This

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[1] A copy of the letter is given in the appendix.

kind of assurance was considered necessary in order to encourage
them to be frank and uninhibited in their answers. As a matter
of fact some of the students had inquired if the research was
being done for the Student Life Office. As such it had to be
impressed upon them that the research had nothing to do with the
administrative affairs of the university and that its purpose
was only educational. Some of them while showing their political
affiliations expressed similar fear. On assurance some of them
mentioned it while many others avoided the issue completely.

Secondly, they were asked to avoid giving idealistic
answers and instead were urged to try to put themselves in the
given situations and react to them accordingly. That is, if they
themselves were to handle the situation, how would they act. They
were not told the exact purpose of the study and they did not guess
it either as could be gathered from their conversation, although
they knew that it was on leadership since the title of the
questionnaire made it quite obvious. After finishing the questionnaire
in most cases the students had to rush off to other engagements.
Therefore all the answers could not be read to find out if they
were clearly given but the respondents were told that if there was
some ambiguity they might be called back at a later date to which
they agreed. This need did not arise. The face sheet data were
however examined to see if all the questions were fully answered
in that section. The investigator tried to make the atmosphere very
informal and friendly by talking to the subjects in a friendly manner
so as to help them express their feelings without inhibition.

Method of Analysis

The data have been collected in terms of two questions.-
1. The type of action expected of a leader in a given situation;
2. The reason given by him for that type of action. The democratic and authoritarian character of the answers to the first question, that is, the type of action mentioned by the subjects, has been judged according to the criteria of a democratic and authoritarian leadership behavior taken from Lippit and White's study and cited by Kurt Lewin in his article "The Consequences of an authoritarian and Democratic Leadership",[1] and from Laird and Laird's New Psychology for Leadership.[2] According to these authorities the behavior characteristic of a democratic or authoritarian leader may be grouped as follows:

Authoritarian	Democratic
1. Setting group goals for the members.	1. Setting group goals with the members.
2. Coerce the members to attain personal goals set by the leader or leader-centered actions.	2. Help the group reach group goals or group-centered actions.
3. No efforts to coordinate the members of the group. The leader keeps authority to himself; does not try to delegate it to others.	3. Coordinate the members; delegate the authority.

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[1] Lewin, Kurt, "The Consequences of an Authoritarian and Democratic Leadership" In A.W. Gouldner, Studies in Leadership. New York: Harper & Brothers, 1950.

[2] Laird, D.A., and Laird, E.C. op.cit.

Authoritarian	Democratic
4. Does not make efforts to fit members in a group as long as the goals set by him are attained and the work is done.	4. Helps members to fit into the group.
5. Interest in self.	5. Interest in group.
6. Haughtiness	6. Humanness.
7. All determination of policy by the strongest person i.e. the leader.	7. All policies a matter of group determination.
8. Techniques and steps of attaining the goal dictated by the authority, one at a time so that future direction is always uncertain to a large extent.	8. Activity perspective given by an explanation of the general steps of the process. Where advice needed the leader points two or three alternatives from which choice could be made.
9. The leader determines autocratically what each member should do and with whom he should work.	9. The members feel free to work with whomever they choose and division of tasks left up to the group.
10. The leader criticises or praises individual activities without giving objective reasons and remains aloof from active group participation. Impersonal rather than outwardly hostile or friendly.	10. The leader attempts to be a group member in spirit and in discussion but not to perform much of the actual work. Gives objective praise or criticism.

Further criteria were evolved on the basis of the answers received from the subjects. As regards the type of action, in the first situation a complete surrender to the boss by not taking any action has been taken as an indication of authoritarianism. Where the subject prefers to take the innitiative in spite of what the boss said, i.e. "the affairs will take care of themselves", the answers have been classified under two categories. Firstly, the answers in which the subject tries to find reasons of the lack of

output in defaulting workers and thinks of increasing output by changing or punishing the defaulters. Secondly, the answers where the subject tries to find the reasons of the lack of output in the working conditions of the workers and tries to solve the problem by removing the hampering elements and encouraging the workers to have more group spirit and work for the good of the group as a whole. The first category is authoritarian and is termed either work-centered or leader-centered according to the nature of the answer. The second category is democratic and is termed group-centered or worker-centered as the answers indicated.

In the second situation the ignoring of the group was considered as an indication of authoritarianism; while a clarification of the situation for removing the misunderstanding if any, or for self-improvement was considered as a sign of democratic attitude.

The answers to the situation number three have been judged according to the given criteria. The items number one, two, five and seven were applicable in the case of most of the answers.

The democratic and authoritarian character of the situation number four also was decided according to the given criteria, item number two, four and five being especially applicable in most of the instances.

The answers to situation five were judged according to the items number five and six of the given list of the characteristic democratic and authoritarian behaviors and also according to some criteria evolved on the perusal of answers. For example an offer of position in the society to please the opposing faction and to

quieten them was considered authoritarian in character while
resignation and recommending re-election was taken as an indication
of democratic tendency in the respondent.

The answers to the situation number six were evaluated
both according to the criteria obtained from the answers themselves
and the given criteria. A blind obedience to
the suggestion of the adviser was taken as an indication of
authoritarianism, arriving at a decision through a discussion
with the cabinet or the group was considered democratic. Items
five and seven of the given criteria were particularly applicable
to this situation.

The last situation, that is, number seven is also judged
according to the criteria obtained from the answers. The choice
of friend for the publisher's job without consulting the cabinet
or the group, or without going through proper channels by following
an appropriate procedure for selection of suitable candidates is
taken as an indication of authoritarian tendencies.

The reasons given by the subjects for proposing a certain
action in a particular situation have also been judged either as
democratic or authoritarian in character on the same principles
as mentioned above for the categorization of the type of action.
But since the nature of their expression was bound to differ, the
following possible type of comments were taken as the guiding
criteria in this respect. Most of these are based on Hanfmann

and Getzel's study on "Interpersonal Attitudes of Former Soviet Citizens".[1]

Examples of democratic reasons:

1. The competence of the worker is important.
2. The initiative and followers' own conviction is more important.
3. The follower is right if he goes through proper channels to attain the group goal.

Examples of authoritarian reasons:

1. He is the boss or he is older.
2. He must maintain work discipline and order.
3. He has competence and experience.
4. He is responsible for the work.
5. He follows the general plans or instructions.

Upon examination of answers to this question some more evaluatary criteria were evolved and the nature of answers judged accordingly. For example in the case of the first situation some respondents gave the reason of their action as necessary to keep the prestige of the leader. In such a situation the answer was judged as authoritarian and termed as leader-centered. Some others said that the action is necessary to increase the output by any means and at any cost. This was again judged as authoritarian in character and termed as work-centered. Some respondents indicated that the action is necessary because unless the welfare of the group is taken into consideration the affairs would not improve. Such answers were taken as democratic in character and termed as group-centered.

In situation number two the answer was judged as authoritarian if the respondent indicated that he will ignore the group because

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[1] Hanfmann, Eugenia and Getzels, J.W. op.cit. pp. 14-15

he does not care for the criticism. It was termed as democratic
in character if the respondent sought clarification of the situation
because he wanted to coordinate the group members and find out
if he was acceptable as a leader; or because he wanted to improve
himself.

The answers to the situation number three were judged
according to the given criteria of democratic and authoritarian
leadership, items number five and seven being especially applicable
in this case.

Situation number four was again judged in the light of the
given criteria. Items four, five and seven were applicable in
most cases.

Situation number five was judged according to the criteria
obtained from the answers. If the respondent answered that it is
necessary to give some sort of position to the leader of the
disturbing clique because in this way the leader can conduct his
activities successfully and keep up his good name it was termed
as authoritarian in character. If they said that the leaders of
the clique ought to be punished because they should be taught a
lesson, again it was termed as authoritarian in character. If
on the other hand they considered resignation as the suitable
alternative because of the good of the whole group and re-assessment
of their opinion as to the choice of a leader, it was termed as
group-centered and democratic in character.

The answers to situation number six were judged both according to
the given criteria and the criteria evolved from the answers.

From the given criteria items five and seven were applicable to this particular situation. As for the criteria taken from the answers, such reasons as, the instigation of the group against the faculty adviser so that he may have to leave his place; or the formation of a clique to harass the adviser so that he may withdraw his proposals were taken as an indication of authoritarianism. A blind obedience to what the adviser says because he is supposed to be older or more experienced was also taken as a sign of authoritarianism. On the other hand if the respondent indicated that the matter would go to the whole cabinet or the group for a final decision then it was regarded as democratic.

Situation number seven has been evaluated in terms of the criteria obtained from the answers. The choice of a friend for the publisher's job so that the leader may be able to influence him was taken as an indication of authoritarianism, while the adoption of a proper procedure of selection was considered democratic.

In some answers the nature of the type of action differed from the reasons given for that action. That is democratic type of action had authoritarian reasons behind it and vice versa. For example in the first situation some respondents answered that the working conditions of the group have to be examined in order to find out the causes of low output. The reason given is that the leader has to keep his prestige. In this case the action is group-centered or democratic and the reason is leader-centered or authoritarian. Or in situation five some respondents answered that the disturbing clique has to be quietened by giving positions and

and the reason given for this action is that the good of the whole society lies in this kind of action because a greater coordination will be achieved amongst the group members. In this case the type of action is authoritarian but the reason given for it is democratic. In such cases both answers were evaluated separately, independent of each other.

The major analysis of the data has been done in terms of the type of action and the type of reason given for that action in each situation. The data obtained from these two questions have been further analyzed in terms of the subjects', sex, religion, parent's education and their previous education.

Scoring

Two scores were assigned to each situation, one for the type of action and another for the type of reason given for that action. A plus one score was assigned to each answer judged as democratic and a minus one score for each one judged as authoritarian, both in the category of the type of action and the type of reason. In some of the situations it was found that part of the same answer showed democratic tendency and part of it authoritarian, in such cases the answer was judged as neutral and a zero score was assigned to it. Again if the type of action was found democratic in character and the reason given for that authoritarian or vice versa the score was automatically zero. Situations which were not adequately answered or could not be interpreted were also given a zero score. A clarification could have been made by calling back

the subjects in question in such situations but since the number of such cases was negligible it was considered unnecessary.

The investigator was careful in scoring the answers which did not fit in the given criteria of authoritarian and democratic leadership. Another person or persons were consulted in case of doubt, and a decision was reached through discussion.

Reliability of Scoring

The reliability of the scoring has been tested by getting fifteen answers judged by another scorer after the investigator had finished scoring them. First, the criteria on the basis of which the answers were to be scored was discussed with the co-scorer and then two questionnaires were scored together to explain how the given and evolved criteria could be applied to interpret the answers. Fifteen questionnaires were then picked up at random and were given to the other scorer along with the given and evolved criteria. No scores or remarks were written on the questionnaires so as not to influence the other scorer. The scores obtained thus were compared to the scores obtained by the investigator on the same questionnaires. A Pearson product moment co-efficient of correlation was computed from the two sets of scores. Below is a table showing the investigator's and the co-scorer's scores.

TABLE I

THE INVESTIGATOR'S AND CO-SCORER'S SCORES ON
FIFTEEN QUESTIONNAIRES SCORED BY BOTH

Investigator's Score	Co-scorer's Score
+3	+7
+14	+9
+2	+8
+10	+10
0	+5
+11	+10
+7	+9
+14	+13
-5	-8
+14	+14
+10	+14
+2	+4
+13	+14
-2	-5
+13	+14

N = 15
r = +.86

A co-efficient of correlation of +.86 was found which is
significant at O1 level. We are therefore justified in considering
the scoring reliable.

Reliability of Instrument

The reliability of the instrument for testing the type of
leadership was determined by the test retest method. A random
sample of ten subjects were given the test again after an interval
of about a month. A Pearson product moment co-efficient of correlation
was computed from the two sets of scores.

Below is a table showing the scores obtained by the subjects on both tests.

TABLE II

AUTHORITARIAN AND DEMOCRATIC SCORES OF
STUDENT LEADERS ON TEST RETEST

Test	Retest
+1	-3
+6	+4
-5	-3
+12	+8
+10	+6
-7	-6
+2	+8
+12	+9
+10	+6
+4	+2

$N = 10$

$r = +.87$

A co-efficient of correlation of +.87 is significant at .01 level. Since a retest given after a month did not show any significant difference hence it may be concluded that the instrument used for testing the type of leadership is reliable.

Validity of the Instrument

The validity of the instrument could have been tested in two ways. Firstly, the student leaders selected for this study could have been observed in their day-to-day activities to see if their actual behavior corresponded to their attitudes as expressed in

their answers to the questionnaire. Secondly, the validity of
the present test could be established by administering some other
validated tests on leadership types to the same subjects and
comparing the results of the two. The first kind of validation
can not be established due to time limits. The second type of
validation is not possible due to the fact that there are no such
tests standardized for the Middle East from where our subjects
have been selected. Therefore for the purpose of the present
study only face validity of the instrument will be taken as
sufficient.

CHAPTER IV

FINDINGS

The average of the prevailing tendency towards democracy
and authoritarianism was obtained by dividing the total number of
scores obtained by all the leaders on the two questions, one on
action and the other on its reason, by the total number of leaders.
The total scores obtained by the group on the two questions were
analyzed separately to find out the prevailing tendency in regard
to the type of action and the type of reason given for taking a
particular action. Finally a comparison was made between the
type of action and the reason given for that action to see if there
is any correspondence between the two. A chi square table was
computed for the purpose.

The scores were also separated on the basis of the subjects'
sex, religion, parents' education and their previous education
to see if these factors made any difference in their attitudes
towards leadership types. Finally, the scores obtained on different
situations were analyzed separately to find out in what type of
situation the student leaders tend to be democratic and on what
type they tend to be authoritarian.

Trend in Total Behavior

The total scores obtained by the subjects on the type of
action and the type of reason taken together, and the distribution
of scores on each situation separately is given in the following
table.

TABLE III

DISTRIBUTION OF SCORES OBTAINED BY STUDENT LEADERS
ON THE TYPES OF ACTION AND THE TYPE OF REASON

Abbreviations: S=Situation; D=Democratic; A=Authoritarian

Score: D= +1; A= −1
                Neutral or Ambiguous = 0

Leader	S 1	S 2	S 3	S 4	S 5	S 6	S 7	Total D + A	Total
1	−2	+2	+2	+2	−1	+2	−2	+8 −5	+3
2	+2	+2	+2	+2	+2	+2	+2	+14 −	+14
3	0	+2	0	+2	−2	−2	+2	+6 −4	+2
4	−2	+2	+2	+2	+2	+2	+2	+12 −2	+10
5	−2	+2	−2	+2	0	−2	+2	+6 −6	0
6	−2	0	+2	−2	0	+2	+2	+6 −4	+2
7	+1	+2	+2	+2	+2	+2	+2	+13 −	+13
8	+2	+2	+2	+2	+2	+2	+2	+14 −	+14
9	−2	+2	+2	+2	+2	+2	+2	+12 −2	+10
10	+2	+2	+2	+2	+2	+2	+2	+14 −	+14
11	+2	+2	+2	+2	−2	0	+2	+10 −2	+8
12	−2	−2	−1	+2	0	−2	−2	+2 −9	−7
								+117 −34	+83

TABLE III--<u>Continued</u>

Leader	S 1	S 2	S 3	S 4	S 5	S 6	S 7	Total D 1 A		Total
13	+2	+2	+2	+2	+2	+2	+2	+14	–	+14
14	-2	0	+2	-2	+2	-2	0	+4	-6	-2
15	-2	0	+2	+2	0	+2	+2	+8	-2	+6
16	-2	-2	+2	-1	-2	0	-2	+2	-9	-7
17	+2	+2	-2	+2	-2	+2	-2	+8	-6	+2
18	+2	+2	-2	-2	+2	0	0	+6	-4	+2
19	+2	+2	+2	+2	+2	0	+2	+12	–	+12
20	-2	+2	-2	+2	-2	+2	+2	+8	-6	+2
21	-2	+2	+2	+2	0	0	+2	+8	-2	+6
22	-2	+2	-2	-1	0	+2	-2	+4	-5	-1
23	+2	-2	0	+2	-2	+2	+2	+8	-4	+4
24	+2	+2	-2	+2	-2	+2	+2	+10	-4	+6
25	-2	-2	+2	+2	-2	+1	+2	+7	-6	+1
26	0	+2	+2	+1	0	+2	0	+7	–	+7
								+106	-54	+52

TABLE III--Continued

Leaders	S 1	S 2	S 3	S 4	S 5	S 6	S 7	Total D 1 A	Total
27	+2	+2	+2	+2	+1	+2	+2	+13 –	+13
28	0	-2	+1	+1	-2	0	0	+2 -4	-2
29	+2	-1	+2	-2	-2	-2	-2	+4 -9	-5
30	+2	-1	+2	+2	+2	+2	+2	+12 -1	+11
31	+2	-2	0	+2	-2	0	+2	+6 -4	+2
32	+2	+2	-2	-1	0	-2	+2	+6 -5	+1
33	-2	-2	-2	-2	-2	0	-2	-12	-12
34	+1	+2	+1	+1	0	+2	+2	+9 –	+9
35	+2	-2	-2	+2	-2	+2	+2	+8 -6	+2
36	+2	+2	-2	+2	-2	+2	-2	+8 -6	+2
37	+2	+2	+1	+2	-2	+2	+2	+11 -2	+9
38	+2	+2	0	+2	+2	+2	+2	+12 –	+12
39	+2	+2	+2	+2	-2	0	+2	+10 -2	+8
40	0	0	+2	+2	-2	-2	0	+4 -4	0
								+105 -55	+50

TABLE III-- Continued

Leaders	S 1	S 2	S 3	S 4	S 5	S 6	S 7	Total D l A		Total
41	-2	+2	+1	+2	-2	-1	0	+5	-5	0
42	0	+2	0	+2	-2	+2	-2	+6	-4	+2
43	0	0	+2	0	-2	+2	+2	+6	-2	+4
44	0	-1	0	-2	0	0	-2	-	-5	-5
45	-2	-2	-2	-2	-2	-2	0	-	-12	-12
46	0	-2	+2	+2	0	0	0	+4	-2	+2
47	-2	0	+2	+2	+2	+2	0	+8	-2	+6

D A

+29 -32   -3

Total Score =   +182

Total Number of Leaders =   47

Average Tendency = $\frac{Score}{N} = \frac{+182}{47}$

     =   +3.82

Average Score = $\frac{Score}{}$

     =   +182 N

N   =   Number of Situation

     = $\frac{+182}{7}$ = +26

Range of Score =   +14 to -12

The results show that there were 357 democratic answers
as compared to 175 authoritarian and 52 neutral and ambiguous ones.
The total score obtained by subtracting the authoritarian scores
from the democratic was +182. The average tendency, obtained by
dividing the total score by the total number of leaders, was found
to be +3.82. The average score on each situation was +26 and
the range of score +14 to -12.

Thus it may be concluded that the total behavioral trend
in respect of democracy and authoritarianism in A.U.B. student
leaders is more toward democratic than authoritarian leadership.

Behavior Trend in the Type of Action

The Total behavior trend of the student leaders in respect
to type of action was analyzed separately to find out if there
was any difference in the type of action they suggest for a certain
situation and the type of reason they give for that action. The
total distribution of scores obtained by student leaders on the
type of action is given in the following table.

TABLE IV

DISTRIBUTION OF SCORES OBTAINED BY STUDENT
LEADERS ON THE TYPE OF ACTION

Abbreviations: S = Situation; D= Democratic; A= Authoritarian

Score: D = +1; A = -1; Neutral or Ambiguous = 0

Leaders	S 1	S 2	S 3	S 4	S 5	S 6	S 7	Total D	A	Total
1	−	+	+	+	−	+	−	+4	−3	+1
2	+	+	+	+	+	+	+	+7	−	+7
3	−	+	0	+	−	−	+	+3	−3	0
4	−	+	+	+	+	+	+	+6	−1	+5
5	−	+	−	+	+	−	+	+4	−3	+1
6	−	0	+	−	0	+	+	+3	−2	+1
7	0	+	+	+	+	+	+	+6	−	+6
8	+	+	+	+	+	+	+	+7		+7
9	−	+	+	+	+	+	+	+6	−1	+5
10	+	+	+	+	+	+	+	+7		+7
11	+	+	+	+	−	−	+	+5	−2	+3
12	−	−	−	+	+	−	−	+2	−5	−3
								D +60	A −20	+40

TABLE IV-- <u>Continued</u>

Leaders	S 1	S 2	S 3	S 4	S 5	S 6	S 7	Total D A		Total
13	+	+	+	+	+	+	+	+7	–	+7
14	–	+	+	–	+	–	0	+3	–3	=0
15	–	0	+	+	0	+	+	+4	–1	+3
16	–	–	+	0	–	0	–	+1	–4	–3
17	+	+	–	+	–	+	–	+4	–3	+1
18	+	+	–	–	+	0	–	+3	–3	=0
19	+	+	+	+	+	0	+	+6		+6
20	–	+	–	+	–	+	+	+4	–3	+1
21	–	+	+	+	–	+	+	+5	–2	+3
22	–	+	–	0	–	+	–	+2	–4	–2
23	+	–	–	+	–	+	+	+4	–3	+1
24	+	–	–	+	–	+	+	+4	–3	+1
								D A		
								+47 –29		+18

TABLE IV--Continued

Leaders	S 1	S 2	S 3	S 4	S 5	S 6	S 7	Total D A		Total
25	–	–	+	+	–	0	+	+3	–3	=0
26	0	+	+	+	–	+	–	+4	–2	+2
27	+	+	+	+	0	+	+	+6		+6
28	0	–	0	+	–	+	+	+3	–2	+1
29	+	0	+	–	–	–	–	+2	–4	–2
30	+	0	+	+	+	+	+	+6		+6
31	+	–	0	+	–	+	+	+4	–2	+2
32	+	+	–	–	0	–	+	+3	–3	=0
33	–	–	–	–	–	0	–	–6		–6
34	0	+	0	+	0	+	+	+4		+4
35	+	–	–	+	–	+	+	+4	–3	+1
36	+	+	–	+	–	+	–	+4	–3	+1

| | | | | | | | | D A | | |
| | | | | | | | | +43 –28 | | +15 |

TABLE IV--Continued

Leaders	S 1	S 2	S 3	S 4	S 5	S 6	S 7	Total D	A	Total
37	+	+	0	+	−	+	+	+5	−1	+4
38	+	+	+	+	+	+	+	+7		+7
39	+	+	+	+	−	+	+	+6	−1	+5
40	−	+	+	+	−	−	+	+4	−3	+1
41	−	+	0	+	−	0	0	+2	−2	=0
42	0	+	0	+	−	+	−	+3	−2	+1
43	−	+	+	−	−	+	+	+4	−3	+1
44	+	−	+	−	+	+	−	+4	−3	+1
45	−	−	−	−	−	−	0	−6		−6
46	+	−	+	+	+	+	0	+5	−1	+4
47	−	+	0	+	+	+	0	+4	−1	+3
								D +44	A −23	+21

Total Number of Leaders =   47

Total Score on Type of Action =   +94

Average Tendency =   +2

Range   =   +7 to −6

The results of the analysis show that there were 194 democratic actions as against 100 Authoritarian and 35 neutral or ambiguous ones. Total score obtained by all the leaders on the type of action was found to be +94 and average tendency was +2. Thus the conclusion may be drawn that the A.U.B. student leaders tend to be more democratic than authoritarian in action.

Behavior Trend in the Type of Reason

The scores obtained by student leaders on the type of reasons they gave for their actions is shown in the following table showing the distribution of scores on all the situations.

TABLE V

DISTRIBUTION OF SCORES OBTAINED BY STUDENT
LEADERS ON THE TYPE OF REASON

Abbreviations: S = Situation; D = Democratic; A = Authoritarian

Score: D = +1; A = -1; Neutral or Ambiguous = 0

Leaders	S 1	S 2	S 3	S 4	S 5	S 6	S 7	Total D	A	Total
1	−	+	+	+	−0	+	−	+4	−2	+2
2	+	+	+	+	+	+	+	+7		+7
3	+	+	0	+	−	−	+	+4	−2	+2
								D +15	A −4	+11

TABLE V--Continued

Leaders	S 1	S 2	S 3	S 4	S 5	S 6	S 7	Total D	A	Total
4	−	+	+	+	+	+	+	+6	−1	+5
5	−	+	−	+	−	−	+	+3	−4	−1
6	−	0	+	−	0	+	+	+3	−2	+1
7	+	+	+	+	+	+	+	+7	−	+7
8	+	+	+	+	+	+	+	+7		+7
9	−	+	+	+	+	+	+	+6	−1	+5
10	+	+	+	+	+	+	+	+7		+7
11	+	+	+	+	−	+	+	+6	−1	+5
12	−	−	0	+	−	−	−	+1	−5	−4
13	+	+	+	+	+	+	+	+7		+7
14	−	−	+	−	+	−	0	+2	−4	−2
15	−	0	+	+	0	+	+	+4	−1	+3
16	−	−	+	−	−	0	−	+1	−5	−4
17	+	+	−	+	−	+	−	+4	−3	+1

| | | | | | | | | D +64 | A −27 | +37 |

TABLE V--Continued

Leaders	S 1	S 2	S 3	S 4	S 5	S 6	S 7	Total D A		Total
18	+	+	–	–	+	0	+	+4	–2	+2
19	+	+	+	+	+	0	+	+6		+6
20	–	+	–	+	–	+	+	+4	–3	+1
21	–	+	+	+	+	–	+	+5	–2	+3
22	–	+	–	–	+	+	–	+3	–4	–1
23	+	–	+	+	–	+	+	+5	–2	+3
24	+	–	+	+	–	+	+	+5	–2	+3
25	–	–	+	+	–	+	+	+4	–3	+1
26	0	+	+	0	+	+	+	+5		+5
27	+	+	+	+	+	+	+	+7		+7
28	0	–	+	0	–	–	–	+1	–4	–3
29	+	–	+	–	–	–	–	+2	–5	–3
30	+	–	+	+	+	+	+	+6	–1	+5
31	+	–	0	+	–	–	+	+3	–3	=0
								D +60	A 31	+29

TABLE V--Continued

Leaders	S 1	S 2	S 3	S 4	S 5	S 6	S 7	Total D	A	Total
32	+	+	−	0	0	−	+	+3	−2	+1
33	−	−	−	−	−	0	−		−6	−6
34	+	+	+	0	0	+	+	+5		+5
35	+	−	−	+	−	+	+	+4	−3	+1
36	+	+	−	+	−	+	−	+4	−3	+1
37	+	+	+	+	−	+	+	+6	−1	+5
38	+	+	−	+	+	+	+	+6	−1	+5
39	+	+	+	+	−	−	+	+5	−2	+3
40	+	−	+	+	−	−	−	+3	−4	−1
41	−	+	+	+	−	−	0	+3	−3	=0
42	0	+	0	+	−	+	−	+3	−2	+1
43	+	−	+	+	−	+	+	+5	−2	+3
44	−	0	−	−	−	−	−		−6	−6
45	−	−	−	−	−	−	0		−6	−6
								D +47	A −41	+6

GRAPH SHOWING THE FREQUENCY OF SCORES OBTAINED BY
STUDENT LEADERS ON THE TYPE OF ACTION AND THE
TYPE OF REASON TOGETHER AND SEPARATELY

F R E Q U E N C I E S
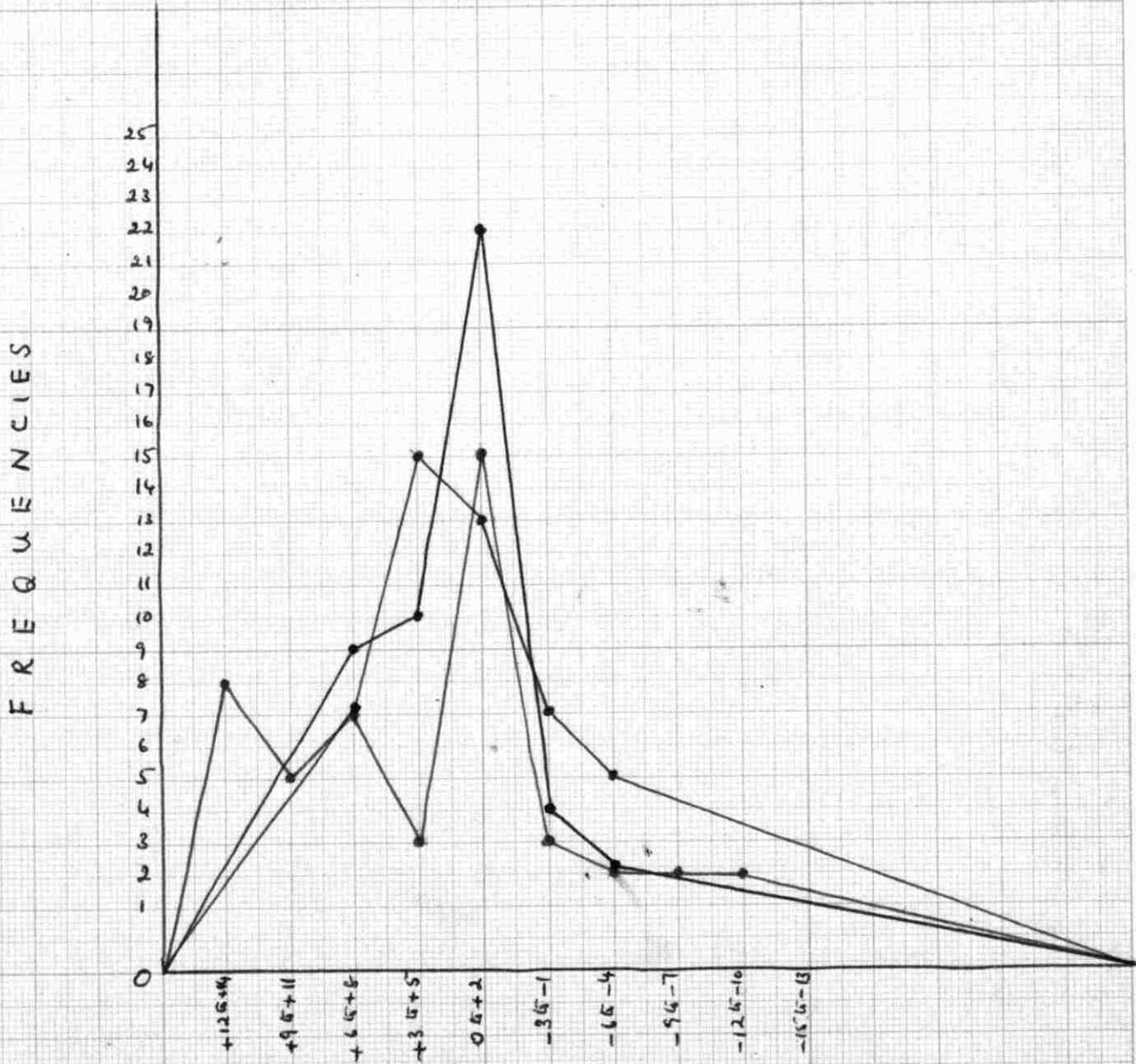
S C O R E S

Type of Action and Reason

Type of Action Only

Type of Reason Only

TABLE V--Continued

Leaders	S 1	S 2	S 3	S 4	S 5	S 6	S 7	Total D	A	Total
46	−	−	+	+	−	−	0	+2	−4	−2
47	−	+	0	+	+	+	0	+4	−1	+3
								D +6	A −5	+1

Total Number of Leaders =   47

Total Score on Type of Reason =   85

Average Tendency =   +1.8

Range   +7 to − 6

The results of the analysis of type of reason show that there were 192 democratic reasons as compared to 108 authoritarian and 28 neutral or ambiguous ones. The total score obtained by all the leaders on this question was found to be +85 and the prevailing average tendency was +1.8. that is more democratic than authoritarian in character.

Comparison of Action and Reason

The type of action given by the subjects was compared with the type of reason given by them for the same action to find out if there was any correspondence between the two. That is whether a democratic or authoritarian type of action had the same type of reason to justify it or not. In order to find this, each

answer to each situation was sorted out and grouped according to its nature. All the answers with democratic action and a democratic reason were found to be 183 in number. All the answers showing an authoritarian action with the same type of reason were 84. Twenty answers had authoritarian action and democratic reason. Twelve had authoritarian reason and democratic action. A 2X2 chi square was computed to find a comparison between the two answers. The null hypothesis taken was that the proportion of those giving a democratic type of reason and taking a democratic type of action is equal to the proportion of those giving an authoritarian type of reason and taking a democratic type of action.

Following is the chi square table showing the results of the comparison.-

TABLE VI

CHI SQUARE SHOWING THE OBTAINED FREQUENCIES ON THE
TYPE OF ACTION AND THE TYPE OF REASON

	Democratic Action	Authoritarian Action	Totals
Democratic Reason	183	20	203
Authoritarian Reason	12	84	96
Totals	195	104	299

X^2 +16.94. Significant

X^2 of 16.94 is highly significant. The null hypothesis, according to this may be rejected at .01 level and it may be concluded that those giving democratic reasons would take more democratic actions and those giving authoritarian reasons would take more authoritarian actions.

Behavior Trend in Relation to Sex

There were thirty two boys and fifteen girls in the sample. The total scores obtained by them were compared to see if there was any difference in the answers on the basis of sex. Out of the thirty two boys seven were authoritarian, twenty-three democratic and two neutral; of the fifteen girls two were authoritarian, twelve democratic and one neutral. The neutral subjects were dropped and a 2 X 2 chi square was computed from the rest to find the difference, if any. The chi square is given below.-

TABLE VII

CHI SQUARE OF OBTAINED FREQUENCIES OF DEMOCRACY AND
AUTHORITARIANISM AMONGST BOYS AND GIRLS

	Boys	Girls	Totals
Authoritarian	7	2	9
Democratic	23	12	35
Totals	30	14	44

X^2 = .096 Not Significant

X^2 of .096 is not significant therefore it may be concluded that the proportion of authoritarian and democratic boys is equal to the proportion of authoritarian and democratic girls and that sex does not influence the type of leadership prevalent in A.U.B.

Behavior Trend in Relation to Religion

Four groups of religions were included in the sample. There were twenty-one Muslims, twenty Christians, five Druze and one Zoroastrian. The Druze and the Zoroastrian were left out of comparison because their group was considered too small to constitute a representative sample from those religions. In the two major groups one Christian and one Muslim were found to be neutral in their tendencies. The rest of the group which showed a definite authoritarian or democratic attitude was then compared through a 2X2 chi square.

TABLE VIII

CHI SQUARE SHOWING THE PREVALENCE OF AUTHORITARIAN AND DEMOCRATIC ATTITUDES AMONGST CHRISTIANS AND MUSLIMS

	Muslims	Christians	Totals
Democratic	14	16	30
Authoritarian	6	3	9
Totals	20	19	39

$$X^2 = .47$$

Not significant

X^2 of .47 is not significant. It suggests that the proportion of authoritarian and democratic Muslims is more or less equal to the proportion of authoritarian and democratic Christians, Any observed difference may have risen by chance.

Behavior Trend in Relation to Parent's Education

The total behavior trend of the subjects was analyzed in respect to parents' education to find out if this had any influence on the prevalence of authoritarianism and democracy amongst them. The subjects, according to the level of their parents' education were grouped in the following three categories.-

1. Highly educated parents.- This group constituted all those subjects whose father and mother were both university educated or one was educated up to university level and the other up to secondary level. One subject whose father was university educated and mother up to elementary level only has also been included in this group. Total number of democratic subjects in this group were 14 and total authoritarian were 5. One was neutral.

2. Parents educated till secondary level.- In this group all those subjects were included who either had both parents educated till secondary level or one of them was educated till secondary and the other up to elementary only. There were 13 democratic subjects in this group and 2 authoritarian.

3. Parents educated till elementary and below.- This group consisted of those subjects whose parents were educated up to elementary level or one up to elementary and the other illiterate or both illiterate. There were 8 democratic subjects in this group and 3 authoritarian. One was neutral.

The highest education group was compared with the lowest education group through a 2X2 chi square computed from the total number of authoritarian and democratic subjects in both groups. The two neutral subjects were excluded from the comparison.

TABLE IX

CHI SQUARE SHOWING THE PREVALENCE OF AUTHORITARIANISM
AND DEMOCRACY AMONGST THE SUBJECTS OF
HIGHLY EDUCATED AND LOW EDUCATED
PARENTS

	Highly Educated	Low Educated	Totals
Democratic	14	8	22
Authoritarian	5	3	8
Totals	19	11	30

$$X^2 = .12$$

Not Significant

X^2 of .12 is not significant. We may therefore conclude
that the parents' education or lack of it is not responsible for
the prevalence of more democratic attitudes amongst the A.U.B.
student leaders.

Behavior Trend in Relation to Fathers' and Mothers' Education Analyzed Separately

The total behavior trend of the student leaders was also
analyzed in terms of their father's or mother's education separately
to find out if either one's education effected the attitudes of
the subjects towards democracy and authoritarianism. The subjects
were divided in three groups each according to the level of either
parent's education 1) University level 2) secondary level

3) elementary level or uneducated. In both cases the group with highly educated parents was compared with the group having parents with little education. The middle group was left out of comparison.

Nineteen subjects who had university educated fathers were compared with twelve others whose fathers were educated upon elementary level only or had no education. There were thirteen democratic, four authoritarian and two neutral subjects in the first group; and nine democratic, three authoritarian and one netural in the second group. The neutral subjects were dropped out and a 2X2 chi square was computed to find out if the proportion of democratic subjects with highly educated fathers was equal to the proportion of democratic subjects with low educated fathers. Below is the chi square showing the comparison.

TABLE X

CHI SQUARE SHOWING THE PREVALENCE OF DEMOCRACY AND
AUTHORITARIANISM AMONGST SUBJECTS WITH FATHERS
OF HIGH AND LOW EDUCATION

	Highly Educated Fathers	Fathers with Low Education	Totals
Democratic	13	9	22
Authoritarian	4	3	7
Totals	17	12	29

$$X^2 = .12$$

Not Significant

Since X^2 of .12 is not significant, it may be said that father's education did not effect the prevalence of democratic or authoritarian attitudes amongst our subjects.

Similarly, six subjects who had university educated mothers were compared to 19 others whose mothers were educated up to elementary level only or were uneducated. All the six in the first group were democratic subjects while in the latter there were thirteen democratic, five authoritarian and one neutral. The neutral subject was dropped while the rest were compared through a 2X2 chi square. Below is the chi square showing the comparison.

TABLE XI

CHI SQUARE SHOWING THE PREVALENCE OF DEMOCRACY AND
AUTHORITARIANISM AMONGST SUBJECTS WITH MOTHERS
OF HIGH AND LOW EDUCATION

	Highly Educated Mothers	Mothers with Low Education	Totals
Democratic	6	13	19
Authoritarian	0	5	5
Totals	6	18	24

$$X^2 = .93$$

Not Significant

X^2 of .93 is not significant therefore it may be concluded that mothers' education was not instrumental in the prevalence of

democratic or authoritarian attitudes amongst our subjects.

Behavior Trend in Relation to the Previous Education
of the Subjects

Behavioral tendency of the student leaders was analyzed
in terms of their previous education. The subjects were divided
in three categories according to the type of schools they attended
before coming to A.U.B., 1) those educated in private schools
2) those educated in public schools and 3) those educated in both.
In the first group there were twenty-two democratic, five authoritarian
and three neutral subjects. In the second group there were ten
democratic and two authoritarian subjects. The last group of
these educated in both private and public schools and the neutral
subjects from the other two groups were dropped out. The rest
were compared to find out if the proportion of democratic subjects
educated in private schools was equal to the proportion of those
educated in the public schools. The chi square computed for the
purpose is given below.

TABLE XII

CHI SQUARE SHOWING THE PREVALENCE OF DEMOCRATIC AND
AUTHORITARIAN ATTITUDES AMONGST SUBJECTS IN
PRIVATE AND PUBLIC SCHOOLS

	private School Education	Public School Education	Totals
Democratic	22	10	32
Authoritarian	5	2	7
Totals	27	12	39

$$x^2 = .70$$
Not Significant

x^2 of .70 is not significant. It suggests that private or public education are not responsible for the present democratic or authoritarian attitudes amongst our subjects.

The Influence of the Situation on the Type of Responses

Finally, the scores obtained on different situations were analyzed separately to find out if the nature of any particular situation was influential in bringing about democratic or authoritarian responses. The distribution of scores was as follows:

TABLE XIII

FREQUENCY OF DEMOCRATIC AND AUTHORITARIAN RESPONSES
ON EACH SITUATION

Situation	Democratic +	Authoritarian -	Neutral or Ambiguous = 0
1.	22	17	8
2.	28	13	6
3.	29	12	6
4.	36	10	1
5.	14	22	11
6.	27	9	11
7.	28	10	9

As could be seen from the above table each situation, except for situation five shows a predominance of democratic responses. The two sets of scores on each of the seven situations were further checked according to binomial method to find out if the difference between the democratic and authoritarian responses was significant. The results showed that it was significant in situations 2,3,4,6

and 7 at .05 level and below. This seems to confirm the average democratic tendency found earlier. In situation one and five, however, the differences were found to be insignificant. This may be due to several factors. The first episode presents a competitive situation so it poses a threat to the prestige of the leader. The results of his efforts will be immediate and tangible. Therefore he tries to safeguard his prestige by taking a more direct action and thus becoming less democratic. In the episode five where a clique defies the authority of the elected leader the situation poses a threat to the security of the leader and also to the democratic spirit of the group as a whole, the leader acts in defiance to secure his own position and may be of the group as a whole. Thus, although the difference was insignificant there was a tendency towards more authoritarianism.

It seems that although the student leaders of A.U.B. tend to be more democratic than authoritarian, in general, in situations of threat they fall back to the more familiar patterns of authoritarian behavior in the Middle East as mentioned earlier.[1]

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[1] See page 17.

Discussion of Findings

The present research indicates that the types of student
leadership attitudes prevalent in A.U.B. among student leaders
are more democratic than authoritarian in character. At a glance
it may seem contradictory to the general idea about the Middle
Eastern Society as being essentially authoritarian in character,
as a number of studies[1] on the cultural pattern of the area   point
out. The idea may hold true if the whole of Middle East is taken
in general but it may not hold true in a highly educated group like
that of our subjects, most of whom have had university education
for more than two, three and four years. Besides, not many studies
have been done to assess the attitudes of the present generation
of the educated youth of the Middle Eastern countries in regard
to authoritarianism and democracy, especially amongst those who are
still in the liberal atmosphere of such educational institutions as
A.U.B. Some of the recent studies on the Middle East[2], however,
do point out that the general trend now in the Middle Eastern
countries, especially amongst the educated class, is more toward
liberalism and democratic ideas. More research is needed to find

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[1] See Chapter I section on "Leadership in the Middle East"
pp. 17-19.

[2] Najarian's for example op.cit. p. 1.

out how far we can still be justified in accepting the idea that

the Middle Eastern Society is essentially authoritarian in character.

The present research is limited in scope and before arriving

at any conclusion on the basis of this study it will be appropriate

to point out what limitations it has so that the findings of the

present study may be accepted accordingly.

The study has ventured to find out the attitudes of the

student leaders towards leadership types, that is whether they are

democratic or authoritarian in character. The study does not go

into the question of the correspondence of expressed attitudes with

the actual behavior of the subjects. It may, however, be said that

the findings reveal the concepts of students with regard to leadership.

Another limitation, as mentioned in an earlier section[1], is that this

study has taken up only the authoritarian and democratic types of

leadership and has left out laissez faire leadership. The socio-

economic background of the subjects which may be a determining

factor in their attitudes had also to be left out due to scantiness

of data as to what constitutes socio-economic class in the Middle

East and how it should be classified. Furthermore, the subjects'

behavior could not be analyzed in terms of their nationalities

because the sample from each country, represented in the study,

was too small for such an analysis. With a larger representative

sample from different countries in the Middle East this kind of

analysis may have been fruitful in placing the degree of democracy

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[1]See chapter II p. 25

and authoritarianism found in the subjects, in terms of their
nationalities. Especially because some studies indicate that
the degree of authoritarianism and democracy varies in different
countries of the Middle East according to the level of their
economic and social development.[1]

The major analysis of the data in this research was done
in terms of two questions, the type of action proposed in a certain
situation, and the type of reason given for that action. The total
behavior trend of the student leaders was further analyzed in
terms of their sex, nationality, parents' education and their
own previous schooling, that is, whether educated in public or
private schools. The type of action and reason were compared
to find out if the actions and reasons for those actions corresponded
in nature or not. This was necessary because the test was of a
semi-projective nature and any discrepancy, detected between action
and reason would have shown the real attitude of the subjects. The
results showed that they did correspond in the majority of cases
indicating the total behavior trend of the subjects. A high degree
of correspondence between reason and action may be attributed to
the fact that the subjects, while proposing a certain action, had
time to think of giving a logical reason for that. It may not
be concluded that action and reason will also correspond in actual
behavior.

The subjects' behavior analyzed in terms of their sex,
religion, parents' education and their previous education indicated

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[1]Middle East, A political and economic survey: Published
by the Royal Institute of International Affairs, London 1954, pp.xv-xvi.

that these factors did not have any significant influence in determining their attitudes.

The question arises if none of the above factors are responsible for a prevalence of democratic attitudes amongst A.U.B. student leaders what then is the reason for this deviation from the general character of the Middle Eastern society? Do these students come from families with more liberal background through exposure to modern influences as education, western contacts, etc.? Is their own high education responsible for their liberal attitudes? Or is the atmosphere on the A.U.B. campus especially conducive to the development of democratic attitudes? The first question, that is, the liberal family background of the students remains questionable since the parents' level of education, which can be looked upon as an important contributing factor to the liberal atmosphere in the family, was considered and proved to be insignificant in the prevalence of democratic attitudes. Thus the evidence leads us in two directions, the subjects' own high education and the influence of the place where they are being educated. Both factors may be considered responsible for democratic attitudes but the estimation of the contribution of each is beyond the scope of the present research. Education is expected to be a liberalizing force as some studies such as Melikian's[1] for instance point out. As for the other factor, that is, the influence of the

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[1]Melikian, Levon H. "Authoritarianism and its Correlates in the Egyptian Culture and in the United States." The Journal of Social Issues. Vol. XV No. 3 1959 pp. 58-68.

liberal, atmosphere of the A.U.B. campus, it can not be denied
that the climate here is more democratic and liberal in nature
than in most institutions in the Middle East. The students here
are not only from the Middel East but many other parts of the
world. This provides an opportunity for exchange of ideas and
intermingling of cultures. Besides a close proximity of Lebanon
to Europe provides opportunities to the students to travel in
Western countries and bring back liberal ideas with them[1]. The
nature of the faculty may also be a contributing factor in
promoting democratic ideas amongst the student leaders in A.U.B.
The faculty members here constitute a mixed group of diverse
nationalities from many cultures of the world. Most of them have
had Western education and therefore may be expected to be more
liberal in their ideas and attitudes. The students persuing
studies under their guidance may be expected to be influenced by
their teachers' liberal ideas. Thus there is good reason to think
that the climate here is apt to be more democratic and it may be
said that it is conducive to the prevalence of democratic attitudes
amongst A.U.B. student leaders.

Summary and Conclusions

. Leadership phenomenon has remained a subject of constant
interest through the ages due to its importance in the organization
of human society. Various approaches have been sought to find an

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[1]This contention is based on the author's personal observations
in the A.U.B. campus.

access into the phenomena of emergence and establishment of leadership
and the techniques which the leaders adopt to exert influence
upon the followers. The search resulted in a host of studies
on leadership from various angles such as the trait approach,
which treats leadership according to the personal characteristics
of the leader; or leadership in relation to the personality of
the leader and his interaction with the group in some particular
situations; or leadership in relation to types. Further on
leadership has been studied in relation to the ways the leaders
exert influence upon the followers and their techniques in various
cultures.

The present research comes under the last mentioned
heading. The problem under study was to find out the types of
leadership attitudes prevalent in A.U.B. The subjects were selected
on the basis of their posts in different student societies in
the A.U.B. campus by virtue of which they could be termed as
student leaders. The instrument devised for assessing their
attitudes was a set of seven episodes depicting situations which
required leadership. The data were collected in terms of two
questions, the type of action proposed in a given situation and
the type of reason given for taking that action. The major analysis
was done in relation to these two questions judged according to
given and evolved criteria of democratic and authoritarian tendencies.
The data were further analyzed in terms of the subjects' sex,
religion, parents' education their own previous education. The
findings were as follows:

1. The total behavior trend of the student leaders analyzed in terms of average tendency on two question, namely the type of action and the type of reason taken together revealed that the student leaders at the American University of Beirut are more democratic than authoritarian in character.

2. The average tendency of the total behavior trend analyzed separately in terms of the type of action and the type of reason also indicated a prevalence of democratic attitudes.

3. Behavior trend analyzed in relation to sex did not indicate any significant difference in the prevalence of democratic attitudes amongst boys and girls.

4. The Muslim and Christian subjects were compared to find out if religion made any difference in the prevalence of democratic or authoritarian attitudes amongst them. The relationship was found to be insignificant.

5. Behavior trend analyzed in terms of parents education, both together and separately did not indicate any significant influence on the democratic or authoritarian attitudes of the subjects.

6. Behavior trend analyzed in terms of subjects' previous education, that is whether educated in public or private schools did not make any difference in their attitudes towards democracy and authoritarianism.

Thus a total analysis indicates a prevalence of more democratic attitudes than authoritarian amongst the A.U.B. student leaders. Since none of the variables examined were found to be

responsible for a prevalence of democracy it seems reasonable
to suggest that the education of the students and a democratic
climate in A.U.B. is responsible for their liberal attitudes.

The findings bring several questions to mind which need
to be probed through more research. First of all what part does
A.U.B. play in the prevalence of democratic attitudes amongst
the A.U.B. student leaders and in what way? Is it only through
education that A.U.B. contributes towards the prevalence of
democratic attitudes amongst its student leaders or is it the
nature of the faculty and the method of instruction which may
be termed responsible for liberal ideas amongst the students?
Or are there some other aspects of A.U.B. which may be instrumental
in bringing about a deviation amongst the students here from the
general picture of the Middle Eastern culture? Secondly, do
these students come from less authoritarian families? If not,
then, once these students, coming from an authoritarian culture
like that of the Middle East are imbibed with liberal and democratic
ideas how do they adjust to their back home conditions? Does it
in any way effect their family relationships since the culture
of the Middle East is family centered? Do they have to face some
conflicts in view of their liberal ideas in an authoritarian set
up? In one of his articles Dr. Melikian[1] gave an indication that
in his personal experience with students in A.U.B. as a psychological
counselor to them, he found many of them with problems of home
adjustment due to a wide gap between their own education and ideas

[1]Melikian, Levon H. op.cit.

and those of their parents. If the students do face such mental conflicts and adjustment problems, some way has to be found to reduce them, may be through provision of adequate guidance and counseling, but unless more research is done to pin point the problem, no definite suggestion can be made. In any case the solution does not lie in withholding liberal ideas and education from the students but in finding ways of helping them to adjust to home conditions in spite of their liberal ideas so that they may help in bringing about a quick but gradual change in the ways of life of their home and society in general. A change in the attitudes of the Middle Eastern people is bound to come sooner or later but how it is accepted and handled will depend to a great extent on the educated youth of the Middle Eastern countries. The present thesis may be considered the begining of a series of studies in this direction.

APPENDIX

SOME SITUATIONS AT A.U.B. REQUIRING
LEADERSHIP ROLE

Following is a set of ten situations which a leader may have to confront sometime or the other in the A.U.B. Study them carefully and say how the leader should act in each of them and why he acts in that particular way?

1. A student fair is being organized on the campus by the students. The head of a section in the fair feels that the people working under him are not doing a satisfactory job. He asks his superior what he should do and the superior tells him not to worry too much, that the affairs may take care of themselves. But still every day the section head finds that the output of his section goes down while other sections seem to work full speed. If you were the section head what would you do in this situation and why?

What?

Why?

2. Suppose that as an office holder in a society you feel that certain members of your society are talking about you behind your back, apparently criticizing you for what you are doing in the society. Several times as you passed by that group of members you found that they cut short their conversation abruptly. What will you do in this situation and why?

What?

Why?

3. Some students are doing a project on education. The leader of the project feels that the students working under him are not doing the job as they should do, so he tells them to do it in a different way. They answer that they would prefer to do the job as they are doing and that they would do the job on time. The leader still insists that they should do it the way he wants it to be done. But the students still feel that their method is better. If you were the leader what action would you have taken in this situation and why?

What?

Why?

4. A certain student society is proposing to organize an excursion but there is difference of opinion on the place they should go. Each member of the cabinet seems to suggest a different place while the president himself feels strongly for another. If you were the president how would you go about working in this situation and why?

What?

Why?

5. A certain society elected a president with a clear majority. After a few days a rival of the president developed a clique against him and started a campaign to oust him from the office. Every time the president tried to organize some activity the clique interfered and upset his programme. If you were the president what would you do in such a situation and why?

What?

Why?

6. In a certain activity of a particular society, the president of the society considers his proposal better than that of any of his colleagues or faculty members and wishes to carry it out. The faculty member acting as adviser to the society, however, feels that his proposal should be carried out and tries to force the president to accept what he says. If you were the president how would you act in this situation and why?

What?

Why?

7. You society is planning to issue a monthly bulletin. The cabinet decides that any one who is given the responsibility of bringing it out will get a hundred Lebanese pounds for every issue that he publishes. There are many people who you know would like to do the job. Amongst those who have some experience in bringing out such publications there is a friend of yours too. As a president of your society what would you do in this situation and why?

What?

Why?

PERSONAL DATA SHEET

1. Name:

2. Age:

3. Sex:

4. Religion:

5. Nationality:

6. Country of origin:

7. Previous education:

    i. Private schools:

    ii. Public schools:

8. Previous employment if any:

9. Present employment if any:

10. Years at A.U.B.

11. Class:

12. Major:

13. Position held in the society:

14. Political affiliations if any:

15. Political sympathies if any:

16. Place of residence:

17. Father's education:

    i.   Elementary:

    ii. Secondary:

    iii. University:

18. Father's occupation:

19. Mother's education:

      i.   Elementary:

      ii. Secondary:

      iii. University:

20. Mother's occupation of working:

Dear...........

        I am a graduate student in the department of education

and am working on a thesis on leadership in A.U.B. Since you

are one of the student leaders by virtue of the position you

hold in your society I would request you kindly to lend me your

cooperation by sparing about an hour of your precious time and

answer a few simple questions connected with your work as a

leader in your society.

        Following is a schedule of timings during which you may

see me in 117 Fisk Hall. Kindly mark any time suitable to you

and return the accompanying sheet immediately to the A.U.B. post

office.

        Thanking you for your cooperation and help

                           Yours sincerely,

                           (Miss Zakira Beg)

For your record:

Place to meet: Room 117, Fisk Hall.

Time given:

                        Detach from here.

Thursday morning: 9to10; 10to11; 11to12 noon.

             afternoon: 3to4; 4to5; 5to6.

Friday morning: 9to10; 10to11; 11to12.

Saturday morning: 9to10; 1oto11; 11to12; 12to1 pm.

If none of these timings are suitable for you please let me know any

other time convenient to you so that we may arrange to meet

                         Fold here

        To

           Miss Zakira Beg,

           P.B. 1095,

           A.U.B.

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