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STUDY OF ELEMENTARY SCHOOL CHILDREN'S CONCEPTS OF LEADERSHIP

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

1963

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Brunner

ACKNOWLEDGMENT

The author is most grateful to all the members of the Committee, Professors Mary Morrow, Louis Cajoleas, and William Nystrom, for their generous help and interest in the study. Her deepest appreciation however goes to Professor Morrow, the Chairman of the Committee, for her invaluable guidance, sincere interest in the subject, and many hours of assistance through the entire period of writing and completing the study.

A special word of thanks is extended to Professor Frederick Korf for help in the statistical treatment of some of the data.

Without the generous cooperation and enthusiasm of the administration and personnel of the Elementary School of International College, especially Mrs. Julia Sa'id and her students in the Fifth Elementary, this study would not have been possible. The researcher wishes to say sincerely 'thank you' for everything.

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CHAPTER I

INTRODUCTION

The culture pattern of a people includes all those ideas, ideals, and institutions that make the life of a society a reality; it includes the language, arts, skills, beliefs, values, mores and manners, economic and political institutions, and institutions for the preservation and promotion of intellectual and spiritual values. In the preservation and transmission of these institutions and values many agencies may play their part - the home, the church, the school, the club and the gang, the shop and the factory, institutions concerned with creative activities, and the agencies of government, national and local.¹

Within each culture one can observe that human beings almost invariably live in groups or societies possessing a more or less determinate structure. The structure arises as soon as people begin to do something together, and it is shaped by the differentiation of function which inevitably takes place. The members may be identified primarily by each one's individual contribution to the group activity, rather than as so many interchangeable units. Whether the member's role is dominant or submissive in the society, it is evident that this behavior reflects the particular attitudes and actions which are understood to be consistent with the whole situation within that particular society. The history of a society is found in the delicate balance between a large number of factors, each of which is dependent for its peculiar force and direction upon the condition of the remainder.

¹I. L. Kandel, The New Era in Education (Cambridge: The Riverside Press, 1955), p. 47

The details are always changing, but interaction remains -- individuals and their societies exhibit the shifting balance of personal and social forces in the flow of their activities.¹

These social structures are often classified under different categories so that generalizations about the category would apply automatically to this specified group. A usual procedure has been to select a few properties and to define the types of groups on this basis of whether these properties are present or absent. Properties which have been used have been size, amount of physical interaction among members, degree of intimacy, level of solidarity, locus of control of group activities and tendency of members to react to one another as individual persons or as occupants of roles. Usually the various properties of the groups are combined into dichotomies which have resulted in terminology such as primary-secondary, small-large, autonomous-dependent, temporary-permanent, etc. types of groups.²

For the purposes of this study we are defining our "primary" group as the STUDY GROUP. This is a face-to-face group wherein the unit comprises a relatively small number of individuals, functioning in close proximity to each other and engaged in overlapping activities. This group may or may not have a common purpose of any kind which is explicit to the members' themselves at all times: however, they (the members), inevitably affect each others' lives in a number of ways, and practically every activity of any member of this group is somewhat

¹T. N. Whitehead, Leadership In a Free Society (Cambridge: Harvard University Press, 1944), p. 12.

²Dorwin Cartwright, Alvin Zander, "Issues and Basic Assumptions", Group Dynamics - Research and Theory (Evanston, Ill., Row, Peterson and Company, 1960), p. 36.

conditioned by the fact of that membership. Our study group is found in a classroom situation where a group of children are selected to be in face-to-face interaction through common variables of chronological age, sex, socio-economic status, and geographic location. They interact with each other and function in the classroom teaching-learning situation. This group has as a common purpose passing the minimum requirements, set up through the curriculum, for the particular grade level of the Fifth Elementary. The members affect each other's lives through social, physical and mental interaction. Each member of this group plays a role which is integral to the membership and group structure, as will be seen from the study.

The term "secondary" groups is sometimes used to define groups which contain members who have never known each other. For the purposes of our study we define these groups as REFERENCE GROUPS. These groups may be wide in geographical dispersion, may contain any number of members (large or small), with little or no physical contact - however, the average active member has some idea of the group's nominal purpose. The members, being physically separated, do not directly affect each other's activities except by some terms of reference. The reference group is maintained by those activities which are dictated by formal objectives. An example of our reference group is found, for example, in religious and political organizations. One may hold membership in such an organization and adhere to its beliefs and philosophies, support its activities and purposes, and yet not come in face-to-face relationship with others who are also members of this group. The group nevertheless has structure, and there is interaction within and without this structure.

Whatever the nomenclature of the group may be, they are further identified by having either a formal or an informal organization. Some groups are without a formal organization, but there can be no such thing as a group without at least an informal organization. In a formal organization the activities and responsibilities of each member are more or less clearly stated. Diagrams in which lines of authority and relationships of function are represented can illustrate the format of formal organizations. An example of formal organization is found in modern corporate concepts of business activity and in classification in upper, middle and lower management for employees. Church hierarchies are another example of formal organization in which lines of authority and relationships are clearly set forth and practiced.

An informal organization is characterized by having a functioning group or groups as contrasted to a formal organization with its mechanical group or groups. In the classroom situation the informal organization often changes by one boy or girl being a leader in one activity, while another will take his place when the activity or situation changes. Group roles can be varied and changing depending upon activities, purposes, group cohesiveness and social interaction. Situational factors have much relevance to the functioning of informal organization.

The group is composed of individuals. Its existence is dependent upon the cooperation and performance of individuals who play different roles within the framework. All of these individuals are to varying degrees representatives and interpreters of their cultural values.

The kind of educational system and the character of the education transmitted to the members is strongly affected by the values

and objects of allegiance and tradition held by the society. Education reflects the cultural values through

1. the method of instruction
2. the curriculum, and
3. the goals of the curriculum, both stated and understood.

The culture is learned. Much of it is learned in some form of social activity, of group action and interaction, and through organized educational processes. The classroom situation offers opportunities to observe and record patterns and characteristics of certain variables and concepts which are manifested through group action and interaction.

One of these variables and concepts is that of the emergence of leadership within the group and that held by the group. An analysis of the group's composition may be expected to show some unifying factor or factors in which all share. Membership in the group promises the individual an opportunity to grow, develop, fulfill, enhance, create - or simply to become that for which he has the potential. The group members may share chronological age, similar cultural or socio-economic backgrounds or similar levels of achievement or abilities. Moreover there may be something termed the general tenor of the group which results in more cohesiveness than a mere proximity of individuals would suggest.

However the composition of the group is organized, either formally or informally, there will be some members who are more dominant than others. There will be a sub-structure within the group. Some will lead and some will follow, while some will retain a neutral position.

Each member, by his behavior in enacting his role within a particular social system, may be considered to represent in varying degrees the concepts and values of the culture in which he lives. We are interested in this paper in examining in both horizontal and vertical fashion one phase of the transmission of culture by the school through the teacher to pupils (the recipients of these values). By horizontal we mean a comparative analysis of teacher to teacher values and concepts and of reference groups' influences and values. By vertical fashion we mean an analysis of the cultural values as reflected through the teachers and their direct relationship with the study group.

The variable selected for study is that of leadership both in concept and in action within the relatively closed social system of an elementary school class. This paper is concerned with observing and recording some of the factors which influence the concepts of leadership as a cultural norm, and which condition social participation.

The Problem

Leadership is defined in cultural values. The transmission of cultural values to the child in the educational system is done by the teacher. At what level are these concepts formed? When do they become crystalized? The present study is interested in examining leadership as a function of the social situation and as a function of personality. The study considers, in addition, leadership as a function of these two in interaction.

How is the leadership factor interpreted and treated in the pre-adolescent educational situation?

"Leadership" is extremely difficult to define, as a concept, as would be seen from a review of the literature. This study purports to elicit and examine "leadership" as defined by teachers and students by the use of diverse measures, both verbal and projective.

A study of this problem will include:

1. An appraisal of certain self estimates of social acceptability, rejection and performance within the peer group and in its relationship with its teachers.
2. An appraisal of student and teacher values, of social and value change and the degree to which it is influenced by the culture.
3. An inquiry into a social adjustment hierarchy of leadership in group behavior. The study also will determine to what degree these concepts are reflected in actual overt "leadership" performance.

The specific problem with which we will be concerned is the degree of agreement among teachers in defining leaders and leadership. "Leadership" will be examined as a cultural value which is reflected in the educational system in methods, curriculum and goals of teachers and children in interaction. The paper will examine and analyze data obtained through a relatively closed situation (in which there is a similarity of controlled variables as chronological age, socio-economic

background, similarity of language, and peer familiarity through graded school sequence). It will study the emergence of leadership as an important variable in the group structure, as a concept which is primarily transmitted (or taught) through the cultural values and mores in the educational system and in the social system which the group represents.

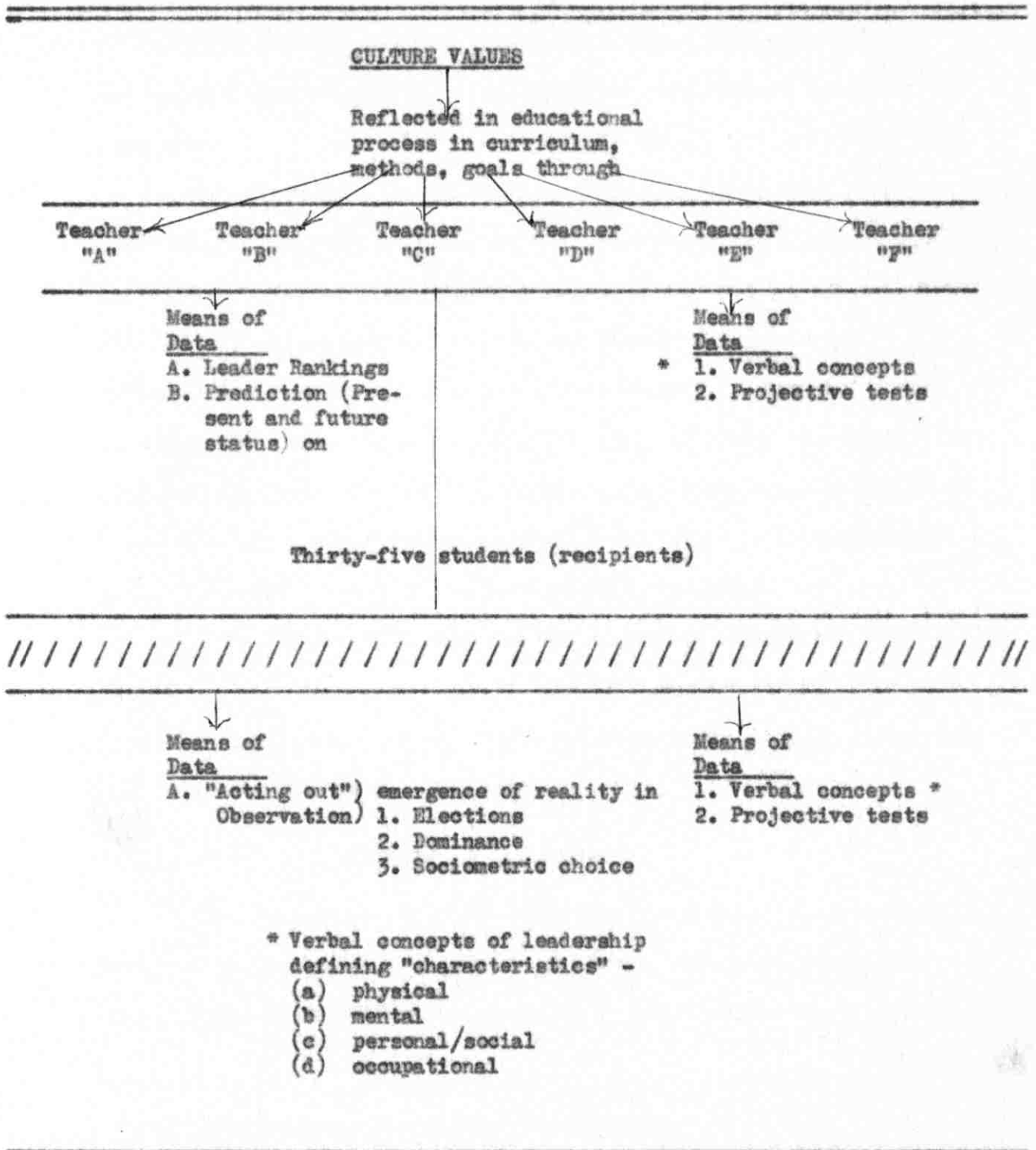
Figure A which follows is a diagram of the problem with which this paper is concerned. We believe the cultural values are transmitted directly through the teachers, through their social values and concepts, and reflected in the values and concepts of the students (the recipients). We hope to show through obtaining data via verbal and projective tests the relationship between teacher as transmission means of the cultural values to the pupils as the recipients. We hope to show to what degree the concepts of leadership are reflected in actual performance (emergence of reality) by the students.

We will develop our data from verbal concepts on leadership as defined characteristically in physical, mental, personal/social and occupational factors from both teachers and students; from projective tests on social values from teachers and pupils; from teacher rankings and predictions both in present and future status; and from analysis of emerging reality in elections, dominance and sociometric choice by students. We hope to answer the following questions through an analysis of the above data:

1. To what extent do children's concepts of leadership and teachers' concepts of leadership agree and disagree?
2. Do children elect to positions of leadership those possessing leadership characteristics?
3. Do teachers judge leaders according to their own standards; do they judge primarily on abilities and skills, or do they look for children and define the qualities from this observation?

Figure A

DIAGRAM OF THE PROBLEM



It is hoped to learn more about patterns of cultural transmission of this variable of leadership through a concentrated study of the Fifth Elementary Grade level (Median age - ten years seven and one-half months) children in interaction with some of their teachers.

We have chosen the Fifth Elementary grade because of several important factors. A lower age level might present difficulties with verbal materials; a higher age level might present difficulties with less cohesive group action. A review of related literature and studies would seem to indicate strongly that during the years of nine to eleven and twelve years the child is still relatively free from social conditioning and crystalization in his concepts and thinking. His choice and self expression is still quite free, and he expresses his private attitudes more in agreement with his natural response. The child generally still possesses the inability to suppress natural reaction. His concepts are not yet crystalized into the socially acceptable stereotypes and he is not prone to giving socially acceptable responses in precedence to natural response.¹

Purpose of the Study

The purpose of the study is to see more clearly how leadership forms at the pre-adolescent educational level, and what educational action might be considered on the basis of this information to improve

¹Robert L. Watson, Psychology of the Child (New York: John Wiley and Sons, Inc., 1959)

leadership development.

In the school concerned with democratic living, developing desirable social relations and providing opportunities for social participation, there should be many opportunities for the development of shared leadership. There is a grave necessity for developing in the child an awareness of his responsibility for the development of his abilities. The group must realize its responsibility to develop leadership qualities in its members and the individuals must realize their responsibility to the group. This can be brought about by providing many opportunities for leadership experiences. The writer of this paper believes that only by working with and in leading groups will the child gradually acquire the essentials of successful leadership--initiative, resourcefulness, willingness to take responsibility, and the ability to work with and to understand others.

Data on the concepts of leadership of and between elementary school children and their teachers would be of practical value to teachers in determining how concisely they are forming their own concepts of leadership behavior, in analyzing and identifying leadership in children, in providing for and guiding emerging leadership behavior, in judging children's social acceptance and rejection, and in strengthening self esteem and individuation of achievement and need fulfillment.

The author hopes in this study to identify some patterns of group interaction which support leadership roles. It is hoped this will contribute toward a better understanding of the need for programmed provision of leadership development within the curriculum.

CHAPTER II

REVIEW OF RELATED LITERATURE AND ANALYSIS OF PREVIOUS RESEARCH

The literature reviewed is that which pertains to the development and relationship of concepts of leadership and how they are expressed in group dynamics.

There is a marked limitation and lack of material and studies available relevant to leader and leadership concepts both at the elementary age level and in cross-cultural references in which this particular age group has been observed. The deficiency in pertinent child development studies and literature, in this area and age level of observation, and with special reference to the Middle East, has been a hindrance to the author. However, it is clear there is a potentially rich experimental field for further research and analysis, and experimentation.

Studies and literature show that leadership is a variety of different things and interpretations which fall into one of three general theories:

1. Leadership as traits within the individual leader
2. Leadership as a function of the group
3. Leadership as a function of the situation¹

¹Murray G. Ross and Charles E. Hendry, New Understandings of Leadership (New York: Association Press, 1958), pp.149.

Neither one of these three theories is isolated in function and definition and operational analysis. There is overlapping of all three in any adequate conception of leadership.

This study is interested in seeing the patterns which might develop through the interacting of these three general concepts. Points which have been kept in mind during the review of the studies and literature in relation to the paper's purpose have been concerned with (a) delineating whether leadership is principally an individual or group oriented and developed concept: - Is it a group of traits (characteristics) within the individual person? Is it a function of the group whereby social participation and leadership are interchangeable? Or is it a function of the situation which considers behavior in the light of the total situation of social interaction and group dynamics? and (b) formulating the concept of leadership in the context of social and cultural values.

Leadership as characteristics within the individual

The characteristic (or trait) approach studies are classified either as forms of controlled observation in which a list of adjectives of varying length and content were used to typify leadership. Among general leadership traits mentioned were personality, manner, use of language, tact, cheerfulness, courtesy, justice, imagination, foresight, flexibility and versatility.¹

¹Alvin W. Gouldner, Studies in Leadership (New York, Harper and Brothers Publishers, 1950), pp 14-23.

Stogdill reported that various studies of the traits of leadership continue to result in contradictory findings. Among these studies the only conclusion that receives fairly good support is that leaders excel nonleaders in intelligence, scholarship, dependability and responsibility, activity and social participation and socioeconomic status.¹

Stogdill compiled, from research into 124 studies on leadership, a general list of the more commonly identified, so-called "leadership traits" which included the following:

(1) physical and constitutional factors; height, weight, physique, energy, health, appearance: (2) intelligence: (3) self-confidence: (4) sociability: (5) will (initiative, persistence, ambition): (6) dominance: and (7) surgency (talkativeness, cheerfulness, geniality, enthusiasm, expressiveness, alertness, and originality). As a summary of his research some conclusions which were supported by uniformly positive evidence from fifteen or more of the studies surveyed were:

- a. The average person who occupies a position of leadership exceeds the average member of his group in the following respect (1) intelligence, (2) scholarship, (3) dependability in exercising responsibilities, (4) activity and social participation, (5) socio-economic status.
- b. The qualities, characteristics and skills required in a leader are determined to a large extent by the demands of the situation in which he is to function as a leader.
- c. Athletic ability and physical prowess have been found to be characteristics of leaders in boys' gangs and play groups; intelligence, fortitude and integrity are traits

¹R. Stogdill, "Personal Factors Associated With Leadership: A survey of the literature", Journal of Psychology, (Jan.1948), Vol.XXV, pp. 35-71.

found to be associated with eminent leadership in maturity.

From evidence available through the Stogdill analysis, items with the highest overall correlation with leadership are originality, popularity, sociability, judgment, aggressiveness, desire to excel, human cooperativeness, liveliness, and athletic ability.¹

The dominant tendency of the "trait theory" of leadership is to assume that leadership is something that resides in an individual, something which he brings to a group, and something presumably that is capable of producing the same results in different groups and in different situations.

Ross and Hendry² conclude that what is crucial in operative terms is whether what the person brings to the group meshes with what others bring to the group and whether the two in coming together produce the leadership energy required by the group.

Gibb³ has observed that the most discerning examination of the relation between personality traits and leadership demonstrates a complete failure to find any consistent pattern of traits which will characterize leaders. He further defines leadership in relation to the individual that it is not an attribute of the personality but a quality of his role within a particular and specified social system. Viewed in relation to the group, leadership is a quality of its structure.

In discussing the inadequacies of the trait approach,

¹Stogdill, op. cit.

²Ross and Hendry, op. cit., p.22

³Cecil A. Gibb, "Principles and Traits of Leadership", Journal of Abnormal and social psychology, XXXII (July 1947), pp. 267-284.

Gouldner¹ points out that in the various studies traits are seldom listed in any order of importance. Traits associated with achieving leadership are not separated from those associated with maintaining leadership. Also, he stresses that the same trait will function differently in personalities which are differently organized. Frequently personality or psychological traits have been spoken of as if they were similar to physical traits, which are relatively "permanent and consistent in their indications". He suggests that the psychoanalytical concept of "character trait" meaning a "deep-going, persisting motivation to some degree unconscious - which may produce variable behavior, but variable within limits", may be helpful. "Traits so conceived are not so likely to undergo significant modification due to role or group needs in adult groups."

Further in this line of reasoning Fiedler² suggests that characteristics which get a person into a position of leadership may be rather different from those which make a person an effective leader once he has attained the office of leadership. He argues that perhaps the study of traits of leadership effectiveness will reveal a greater consistency of results than has been found in comparing leaders and nonleaders.

Leadership as a function of the group and as a function
of the situation

The emphasis in recent research and literature has been concentrated upon defining the interactive and interrelated role of

¹Gouldner, op. cit., pp. 23-25.

²Fred E. Fiedler, "The Leader's Psychological Distance and Group Effectiveness", Group Dynamics, Research and Theory, D. Cartwright and Alvin Zander (eds.), (Evanston, Ill., Row Peterson and Co., 1960), pp. 586-605.

leadership as an aspect of personality and an aspect of the social (or group) situation. The general body of studies tend to prove that personality qualities which make for leadership do not exist in a latent form when not being exercised in a social situation.

Gibb¹ states that the observation of group behavior strongly supports the contention that leadership is a social role, the successful adoption of which depends upon a complex of abilities and traits and a specific situation. The same individual in the same group may alternate between the role of leader and follower as the group goal changes. Gibb says that leadership is relative to the situation in the sense that the particular set of social circumstances existing at the moment determines which attributes of personality will confer leadership status and consequently determines which members of a group will assume the leadership role and which qualities of personality function to maintain the individual in that role.

✓Pigors² points out that leadership is not vested in the characteristics or qualities of any single individual but becomes the role of a particular individual in a social situation. Leadership arises out of the complex integration of these individual and social factors and depends upon the preservation of a delicate balance between diversity and unity. The four variables which are closely related components of the group situation which give rise to the formation of leadership are

¹Gibb, op. cit.

²Paul Pigors, Leadership or Domination, (Boston, Houghton Mifflin Co. 1955), pp. 325.

(a) the common cause (b) the aspects of individual differences which characterize the leader and (c) the follower as interdependent members of the group and (d) the situation in view of which any relevant individual differences may acquire a stimulating and directive influence.

Hemphill¹ defines the leadership phenomenon as "to lead is to engage in an act that initiates a structure in the interaction as part of the process of solving a mutual problem". He has studied common characteristics as group dimensions as a means of understanding what behavior is required of the successful leader in differing situations. His studies are aimed toward the hope that a means may be found to estimate within predictable limits the requirements of leadership in a situation of known general characteristics.

Group structure, as defining participatory roles, has been examined by Krech and Crutchfield². Among the various performing roles that leaders play are: executive, planner, policy maker, expert, external group representative, controller of internal relationships, purveyor of rewards and punishments, arbitrator and mediator.

Ross and Hendry further clarify the group structure theory as a determinant of leadership by stating, "to formulate and to achieve its goals and at the same time to maintain itself as a well-integrated and effective group, many different functions and roles must be performed, and these get lodged with different persons in terms of how individuals

¹John K. Hemphill, Situational Factors in Leadership, (Columbus, Ohio, Ohio University, 1949), pp. 102.

²David Krech and Richard S. Crutchfield, Theory and Problems of Social Psychology, p. 401.

and the group perceive the needs of the group and the usefulness of given individual members at different times."¹

Helen Hall Jennings in her study of Leadership and Isolation found that both "leadership and isolation appear as phenomena which arise out of individual differences in inter-personal capacity for participation and as phenomena which are indigenous to the specific social milieu in which they are produced. Individuals who in this community appear as leaders may or may not be found to be leaders in another community of which they later become a part; likewise individuals who in this community appear as isolates may or may not be found in another community later to also remain isolates. The 'why' of leadership appears not to reside in any personality trait considered singly, nor even in a constellation of related traits, but in the inter-personal contribution of which the individual becomes capable in a specific setting eliciting such contributions from him. Similarly, isolation appears as but the opposite extreme on this continuum of inter-personal sensitivity between the members of the group and the individual."²

The Interaction of communication as the process which primarily determines the development of leadership as interpersonal influence has been studied by Tannenbaum, Weschler and Massarik³. They report that "leadership is the inter-personal influence, exercised in situation

¹Ross and Hendry, op.cit., p.25.

²Helen Hall Jennings, Leadership and Isolation, (New York: Longmans, Green and Company, 1950), pp. 204-205.

³Robert Tannenbaum, Irving R. Weschler and Fred Massarik, Leadership and Organization, (New York: McGraw Hill Book Co., 1961), pp. 26-28.

and directed, through the communication process, toward the attainment of a specified goal or goals. Leadership always involves attempts on the part of a leader (influencer) to affect (influence) the behavior of a follower (influencee) or followers in situation." This definition applies to all interpersonal relationships in which influence attempts are involved. Leadership is a process or function rather than as an exclusive attribute of a prescribed role. The influence process or function is present even though the specific individuals taking the roles of influencer and influencee may vary. Thus the leader role is one which is rarely taken continuously by one individual, even under specific conditions and with the same persons. Instead, it is one that is taken at one time or another by each individual.

Tannenbaum¹ continues to define the objective context of any "influence" relationship as perhaps including:

1. physical phenomena
2. other individuals, including the members of the specific groups of which the leader and follower are a part
3. the organization
4. the broader culture, including social norms, role prescriptions, stereotypes
5. goals, including personal goals, group goals, and organizational goals.

A leader in order to be effective, needs to select those communication behaviors from his personality which are likely to strike the right

¹Tannenbaum, Ibid.

response in the follower's personality resulting in changed attitudes and behavior in line with the desired goal.

Leadership is considered as the process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement, according to Stogdill.¹ The minimal social conditions which permit the existence of leadership are:

1. a group (of two or more persons)
2. a common task (or goal oriented activities)
3. differentiation of responsibility (some of the members have different duties.

The two fundamental sets of variables which define the operations of an organized group are:

1. Variables which define formal organization
 - (a) responsibility variables (the work one is expected to do.
 - (b) formal interaction variables (the persons with whom one is expected to work.
2. Variables which define informal organization
 - (a) work performance variables (work one actually performs)
 - (b) informal interaction variables (the persons with whom one actually works).

Personal interaction is conceived in both horizontal and vertical directions. The horizontal dimension is defined by the range or number of members with whom an individual interacts. The vertical aspect of personal interaction is defined by the number of strata above

¹Ralph M. Stogdill, "Leadership, Membership and Organization", Psych. Bulletin 1950, XXXVII, No. 1 (January), pp. 1-14.

and below his own in which a member works with others. Stogdill concludes by stating that "if leadership is determined by a system of interacting variables then each of the several dimensions of responsibility and personal interaction might be conceived as representing a gradient of influence. If so, then it should be possible to measure leadership influences in terms of these dimensions."¹

Leadership by typologies

Research is multitudinous on studies examining leadership by type. Analysis has been made on leaders in education, business, politics, and religion to support various meanings of leadership by type. Fisher² reviews a wide assortment of studies which have been done on various phases of defining leadership as a type of personality. Many studies have been broadly outlined by Nafe³ from a psychological basis.

Other studies by Bogardus⁴; by Burns⁵, by Gowin⁶,

¹Stogdill, op. cit.,

²L. F. Fisher, Philosophy of Social Leadership According to Thomistic Principles, (Washington: Catholic Univer. Press, 1948).

³R. W. Nafe, "A Psychological Description of Leadership", J. Soc. Psych., I (August 1930). pp. 248-266

⁴E. S. Bogardus, Leaders & Leadership, (New York: Appleton-Century, 1934)

⁵T. Burns, Psychology & Leadership, (Ft. Leavenworth Kansas: Command and General Staff School Press, 1934).

⁶E. B. Gowin, The Executive and His Control of Men (New York: MacMillan and Company, 1920.

by Smith¹, and Barnes², all explore in varying degrees of analysis the qualities of the leadership types.

These studies on the whole tend to agree in findings that the types of leaders are varied. They may be as Gibb states: (1) an individual in a given office; (2) the central person of a group whose personality is incorporated in the "ego ideals" of his followers; (3) the person considered most influential by the members of a group; (4) the person who does most to advance the group toward its goals; (5) or the person who is most effective in creating a "structure" or consistency in the interaction of the group members.³

What is most relevant in these studies is that through factors in the character, the behavior of the individual and/or the interaction in the situation there emerges a personality who is defined as a "leader". A profile of the leader as indicated by the research reported is that of

a self-confident, well-integrated, emotionally stable individual; one who has a desire to lead and is willing, able and competent in a particular situation; who is identified with the norms, values, and goals of the group of which he is the leader; who is a warm, sensitive, and sympathetic person, and able to help members in a practical way; who is intelligent relative to other group members; and who is consistent in performing his leadership functions⁴.

¹T. V. Smith, The Democratic Way of Life, (Chicago: Univ. of Chicago Press, 1926).

²H. Barnes, "Leadership & Propaganda", (in) Graves, W. B. (Ed), Readings in Public Opinion (New York: Appleton-Century, 1928).

³Cecil A. Gibb, "Leadership" in Gardner Lindzey (ed.), Handbook of Social Psychology (Cambridge, Mass: Addison-Westley Publishing Co., Inc. 1954), pp. 880-884.

⁴Murray G. Ross, Charles E. Hendry, op. cit., p. 59.

Factors Affecting Leadership

Culture and Social Climate

"Culture" as used by the social anthropologist, is an abstraction describing the regularities in the behavior of a group of individuals, when that behavior can be referred to a common experience, which has been socially transmitted, through the mediation of persons, symbols, documents, material objects, etc... From such a point of view, the length of time that certain types of cultural behavior have been practiced, their content similarities, their relative diversity or homogeneity, are relevant only as further definitions.¹

Social learnings, values, ideals depend to a large extent upon the culture in which the person (child) is reared. He learns these things by suggestion, by imitation, by approval and disapproval, by environmental contact with family ways, manners, customs of communities and countries; by more of national and racial and religious groups which have been adapted to the cultural and social settings. "Leadership" in concept and interpretation is one of the values which is strongly influenced by the culture in which it is set. Studies made tend to run to "leadership" examined from either the 'democratic' or the 'authoritarian' point of view. The 'authoritarian' person as defined by Sanford is one who,

¹Margaret Mead, "Educative Effects of Social Environment as Disclosed by Studies of Primitive Societies", in Readings in Social Psychology, Theodore M. Newcomb and Eugene L. Hartley (eds) (New York: Henry Holt and Company 1947), p.152.

because of his learned way of adjusting to parental authority and to people, is characterized by the following: great conventionality; scorn for the out-group or for any who depart from standard in-group values and virtues; an open hostility combined with overt submission to the strong; and an opposition to the soft, the idealistic and the human; a calculating or bargaining orientation to people; and an intellectual rigidity with a great intolerance for ambiguity.¹

This kind of a person reacts quite differently from one who has been oriented to democratic concepts of leadership. One finds an emphasis on in-group values and strong rigidity in identifying the leader as a person in which the follower feels a powerful personal and emotional attachment. Sanford's studies have differentiated that

Authoritarians tend, generally, to prefer status-laden leadership to accept strongly directive leadership, and to talk in terms of "power" figures as admired great persons, they accept doctors and teachers as leaders, they prefer prestigious "fixers" when in need of information or advice.. When talking about leaders in general or leaders they themselves have nominated they emphasize power-flavored attributes-education, popularity, strength. When leaders show signs of weakness or of non-conformity, however, the authoritarians may express thinly disguised hostility.²

Those people who scored low on the authoritarian scale in respect to the reaction to power, status and prestige seemed more able to

¹Fillmore H. Sanford, Authoritarianism and Leadership (Philadelphia: Institute for Research in Human Relations, 1950).

²Fillmore H. Sanford, "Leadership Identification and Acceptance", in Harold Guetzkow (ed) Groups, Leadership and Men (Pittsburgh: Carnegie Press 1951), pp. 165-166.

take power or to leave it alone. They are

free to reject powerful leaders and strongly directive behavior on the part of a leader. They select humanists and liberals as heroes.. they appear able to accept strong leadership (for example in an emergency) when the situation demands it, but they have no built-in need for powerful authorities.¹

Sanford further stated in his study in 1950 that his conclusions seem to bear out the fact that authoritarian personalities prefer authoritarian leaders and respect them for their status and strongly directive personalities. Democratic ways in a leader seemed to be a sign of weakness and lead eventually to the leader's loss of power.²

One of the pioneer studies of group 'social climate' control and its effects is the Lippitt and White study of 1939 and 1940. Four clubs of eleven-year-old children were grouped into three experimental situations labeled "democratic", "authoritarian" and "laissez-faire". This was a study on experimental variation in adult leadership to study the group and individual reactions to shifts from one type of leadership to another within the same group and to seek relationships between the nature and content of other group memberships, particularly the classroom and family, and the reactions to the experimental social climates. Their findings concluded that

¹Sanford, op.cit.

²Sanford, Authoritarianism and Leadership, op. cit.

the adult-leader role was found to be a very strong determiner of the pattern of social interaction and emotional development of the group. Four clear-cut types of social atmosphere emerged, in spite of great member differences in social expectation and reaction tendency due to previous adult-leader (parent, teacher) relationships. It was clear that previous group history (i.e., preceding social climates) had an important effect in determining the social perception of leader behavior and reaction to it by club members.¹

White and Lippitt have followed this study with further inquiry of the same general theme set in a broader context. Small groups of Fifth grade boys were placed under "autocratic", "democratic" and "laissez-faire" adult leadership. Their findings concluded

Quantitative data supplemented by extensive qualitative observations indicate intrinsic work motivation and friendliness were highest under "democracy" while loss of individuality, discontent, and hostility were relatively high under "autocracy".²

They further discuss various reactions to the leadership "climates" which they analyze along with personality processes which are thought to be operating.

The majority of experimental evidence available on the study of "authoritarian" and "democratic" leadership situations and interpretations have come primarily from the democratic cultures. It is entirely possible that similar studies in other cultures might yield

¹Ronald Lippitt, "Study of Leadership and Group Life", (in) Readings in Social Psychology (Theodore M. Newcomb and Eugene L. Hartley (eds)). New York: Henry Holt and Company 1947), p.329.

²Ralph White and Ronald Lippitt, Autocracy and Democracy an Experimental Inquiry (U.S. Information Agency, Washington: Harper, 1960), p.330.

different results. This paper hopes to find some relevant factors which might provide substantive evidence of the operation and relationships of "authoritarian" and "democratic" leadership situations and interpretations set in an "authoritarian" culture.

The Middle East - Leadership and Social Values

The Middle East consists of the region between the Mediterranean and the Arabian Seas. The area is divided into the non-Arab part in the north consisting of Iran, Afghanistan and Turkey; and the Arab zone below which consists of Egypt, Syria, Lebanon, Jordan, Saudi Arabia, Yemen and the Trucial Sheikhdoms of the Persian Gulf. The culture of these countries is generally considered as authoritarian.

Studies made by Prothro and Melikian¹ show that the authoritarianism takes root in the family itself where the father is the authoritarian head. The father is respected, feared, obeyed by his family, even by the grown-up children in the family who long after they are married and have families of their own defer to their father as 'head' of the family. A study made by Najarian² found the Arabs' attitude towards their fathers firmly set in an authoritarian culture. The father is a powerful leader who demands obedience and submission from others in the family.

A study of types of leadership attitudes among college age students from Middle East backgrounds made in 1961 maintained that the individual here is subordinated to his family and participates in a

¹E. T. Prothro, and Levon Melikian, "The California Public Opinion Scale in an Authoritarian Culture", Public Opinion Quarterly, XVII, No. 3(1953-54), pp. 353-362.

²Pergrouhi Najarian, "Adjustment in the Family and Patterns of Family Living", The J. of Social Issues, XV (1959), pp. 37-43.

larger social group on a family basis. This 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.¹

Crosscultural and psychological studies made with reference to this area have found that the goals chosen by Arab students centered principally around achievement. A surprisingly infrequent mention of family welfare, possibly arose from the strength rather than from weakness of family ties in the Near Eastern culture. The loyalty to family groups and pride in the family "name" are so general, that personal achievement is inevitably reflected in benefits to the family. In reply to questions eliciting wishes - the Lebanese students², as compared with American students in a similar study³, seemed more eager for academic, vocational and political achievement but less concerned with world peace and family welfare.

Prothro's study of "Arab Students Choices of Ways to Live"⁴ was based on a selection of 100 Near Eastern Arab males with a Median age of

¹Zakira Begum, "Types of Leadership Attitudes Prevalent Amongst A.U.B. Student Leaders", (unpublished Master's dissertation, American University of Beirut, 1961)

²Levon H. Melikian and E. Terry Prothro, "Goals Chosen by Arab Students in Response to Hypothetical Situations", J. Social Psychology, Vol. XXXVI (1957) pp. 3-9.

³G.F.J. Lehner and B. Saper, "Use of Hypothetical Situations in Personality Assessment", J. Personal., XXI, (1952), pp. 91-102.

⁴E. Terry Prothro, "Arab Students Choices of Ways to Live", J. of Social Psychology, Vol. XXXVII (1958), pp. 3-7.

20.8 years. In general Arab students, when compared with students from other countries, seem to prefer ways of life which involve activity, group participation and self control. They reject ways which center on 'receptivity, contemplation, carefree enjoyment and solitary living'. Prothro noted from the data that the Arabs stress heavily the acceptance of the ideal of permitting themselves to be used by 'cosmic forces'. Prothro also noted in continuing

There is a striking similarity between the choices by subjects and those which Adorno¹ attributes to 'the authoritarian personality' in America. The emphasis on activity, group participation and solitary living are all a part of the "authoritarian syndrome". Similarly submission to fate fits the picture. (p. 5)

Two studies made by Wayne Dennis showed cross cultural relationships and behaviors in Middle Eastern located children. The first study on the reinforcement of child behavior among American, Arabic, Armenian and Jewish children suggests that rewarding behavior by praise and by other means is an important method of transmitting and inculcating social norms and values. The three Near Eastern groups resembled each other in that the major portion of the praise is administered by adults, chiefly by parents and teachers. Near Eastern children appear not to be rewarded by other children, the amounts of praise received from children being only respectively one, four and twelve percent in each of the three groups. In contrast, the Americans showed that approval by other children amounted to 25% of the total and the American teachers are

¹T. W. Adorno (ed), The Authoritarian Personality (New York: Harper and Company, 1950).

responsible for only 5% of the praise incidents. The Americans appear to relate much more to their peers and the Lebanese child relates predominantly to adults.¹

Dennis' second study was based on the premise that those functions of common objects which are frequently mentioned by the children of a social group are indicative of the activities, interests, and values that prevail in that society. If the objects used in questioning children are universally present this test can be used in all cultures. While Lebanon is noted for its cultural diversity, Dennis study showed that the children of Moslems, Armenians and Arab Christians have much in common. Factors which he hypothesized about the Lebanese child included a considerable concern for food. The study did not reveal why food was so important, but observations tended to support the suggestion that food preparation and eating have for the Lebanese a pleasure function that is comparable to the positive valuation given in other cultures to such activities as music or conversation or visual esthetic experiences. The Lebanese responses seem to indicate that industriousness is highly valued. Much of the world seems to be oriented towards utilitarian ends. Concern for language facility and scholastic performances seems evident, particularly among private school pupils. There is no mention of art, music, of athletics or of sensory pleasures other than eating and there is little indication of valuation

¹Wayne Dennis, "A Cross-Cultural Study of the Reinforcement of Child Behavior", Readings in the Psychology of Adjustment, Leon Gorlow and Walter Katkovsky (eds.) (New York: McGraw Hill Book Company, Inc. 1959).

of emotional life or of group cohesion. The answers to the question "what is it for.." upon which the study was based seemed to show from the Lebanese a larger proportion of common or stereotyped answers and from the Americans more variety. Dennis hypothesizes that this finding may "represent the result of permissiveness, it may point to more varied experiences or it may be the result of direct encouragement of individual interests and modes of thought (for the Americans)".¹

The studies tend to support the philosophy of authoritarianism which permeates the Middle East. It is transmitted primarily through the family, which may have descended through the authority of the tribe in organized bonds of society.

The tribe implants strong attachment among the members of the tribe and between the member and authority as well. This explains the narrowness of the scope of loyalties in the Middle East. Loyalty is mostly restricted to the family unit and not to the wider community.²

These relationships have strong bearing upon findings in this paper on concepts of leadership and those defined as leaders by Middle Eastern children and teachers.

Maturation as a factor in leadership

A major factor in social development is maturation. The various studies of Karl Reininger have developed research on the social structure and development of the pre-adolescent child and his relationship to his

¹Wayne Dennis, "Uses of Common Objects as Indicators of Cultural Orientations", J. of Abnormal and Social Psy., Vol. LV (July 1957), pp.21-28.

²George E. Gardner, "Some Background Interpretations", J. of Social Issues, Vol. XV No. 1 (1959), pp. 21-23

peers. He has found there is little or no difference between the child who leads in kindergarten and the child who appears as leader in the first year of school. Reininger calls these children leaders 'who on account of their originality, their qualities and capacities are in a position actively and permanently to influence others without coming in conflict with their will'. Both in kindergarten and during the first few years of school, the child who leads generally does so in a limited group. The leader at this stage is in an intermediary position between the expert who is an authority in a special field and the class-leader as he appears during the ninth or tenth year. Children early show a tendency towards certain roles or types of behavior in a group but by the end of the first grade, the children still have little consciousness of the class as a whole.¹

During the next few years the situation changes. Pigors² has found that from the age of nine on, the class assumes the structure of a community within which each child has acquired a fairly specific place, according to his general mental and physical capacities and his 'practical significance for the group as a whole'. These pre-adolescent children are inveterate hero-worshippers. In studying what sort of child is chosen as a leader by his peer mates or has the best chance to lead his group, Pigors found that when boys choose a leader from among their own group, they are apt to be guided by the candidate's general make-up.

¹Karl Reininger, "Das Soziale Verhalten von Schulneulingen" Wiener Arbeiten Zur pädagogischen Psychologie, Heft 7, (Wien, 1929) (in) Leadership or Domination by Paul Pigors (1935 Houghton Mifflin Co.).

²Paul Pigors, Leadership or Domination, p. 189

The leader must be a boy of many-sided ability, bold, resolute, determined, and steady, someone whom the boys can respect. At this age, boys are usually of an intensely practical nature.The leader of their choice sometimes has strong resemblances to a dominator. What the boys really want is the spirit of leadership (enthusiastic cooperation in view of a common cause), and the results of domination (unyielding discipline, quick and reliable accomplishment).¹

Moreno² has distinguished into three periods the effect which the maturing sociability of individuals has upon the structure and differentiation of groups and what influence this organization once established exerts. They are:

Up to 7-9 years	- Pre-socialized period
7-9 years to 13-14 years	- First socialized period
13-14 years on	- Second socialized period.

The lowest number of mutual pairs (children who choose each other for activities) and the highest number of isolated children are found in the kindergarten, first and second grades. From the fourth grade on there is an increase in the number of mutual pairs of friends and an increasing complexity in group structure.

From about 7-8 years on children themselves become able to form groups which are independent of adults and which show cooperative action and the pursuit of a common goal... In the first socialized period children form independent social groups among themselves. The organization of children's groups at this period indicates that interrelationships of the members are sufficiently differentiated to understand certain codes and to pursue a common aim.³

¹Pigors, Ibid, pp. 189-190.

²J. L. Moreno, Who Shall Survive?, (Beacon House, Inc. 1953), pp. 207-209.

³Moreno, Ibid.

Moreno found that from about the fifth grade on the phenomena of racial cleavage began to show. He specified that whether this was a characteristic only for the particular sample of child population studied or is a general phenomenon could only be determined through more variety of sampling done. He affirmed that

Children have no spontaneous aversion in respect to nationality differences. Where a cleavage appears it is largely the projection of adult influence.¹

A further factor which appeared at this age level is that of socio-economic status. The fundamental mark in the process of socialization appears to be reached at 7-9 years. The individual appears to reach the different marks in his general development at different times. The point to retain according to Moreno is

to consider the organization of personality above any of its various aspects, as a unity which, just like the physical organism, cannot escape from functioning as a unity all the time. As a unity it moves forward from year to year....In groups of children and adolescents with the increasing age of the members- whatever the position of individual members may be - the group organization as a whole moves forward from year to year.²

Summary

We have seen from a review of the literature and analysis of previous research that leadership and leaders are a variety of different

¹Moreno, Ibid, p.210.

²Moreno, op. cit. p. 213.

things and meanings depending whether one defines the terms in any one of three general theories: (1) leadership as traits within the individual leader, (2) leadership as a function of the group, (3) leadership as a function of the situation. For the purposes of our study we have reviewed relevant literature which we believe is applicable to our study. It was our thought in analyzing the literature that none of these three theories is isolated in function and operational analysis of leadership in a study of group dynamics. There is overlapping of all three. We have seen that the most modern consensus of opinion tends to favor the emphasis upon the situational factors which give rise to leadership expression. Our study of the literature has shown also that maturational factors, culture and social climate and social values are integral components of the leadership phenomena and its expression and development. A study of the related literature and relevant studies would lead one to expect that there is much yet to discover and to research in the further clarification of this variable. We hope in this paper to elucidate some aspects of leadership concepts and their interaction between teachers and their pupils.

CHAPTER III

METHOD AND PROCEDURE

This study stems from an interest in the concepts of leadership as expressed by the elementary school child and by his teachers. We are concerned with both verbal expression and non-verbal action by both parties, and in determining:

- (a) How the child represents his culture via the influences of the teacher's transmission of cultural values. How much agreement in the culture is transmitted through the teacher in a vertical line to the child, and
- (b) How uniform and consistent is the agreement among teachers and among the children they teach, as indicated by a horizontal examination of
 - (1) verbalized concepts of both the child and teacher
 - (2) projective tests for both the child and teacher to determine some influential social values
 - (3) the level of reality to examine how they are represented (the concepts) in action and overt behavior and in observed group behavior and movement.

Definitions of important terms

For the purposes of our study we wish to clarify certain terms which will be used throughout the paper.

1. Study group: The Fifth Elementary Grade of The Elementary School of International College, Beirut, Lebanon * and its teachers who come together in a face-to-face relationship, and function in close proximity to each other and are engaged in interactive activities.

* See Appendix for description of International College

2. Reference Group: Those groups, such as religious groups, political groups, the family (including its relatives), or other language or ethnic group which have some point of reference and some common nominal purpose and direct or indirect influence in the concept formation and social interaction of members of the Study group.

3. Leaders: Those pupils selected both by the measures employed in the study and by their peers and/or teachers to assume actual positions of leadership in extra curricular activities or organized classroom activities whereby free choice is the means of selection.

4. Extra curricular activities: Those organized group activities in which the pupils choose to participate. For the purpose of this study, these activities will be referred to as extra curricular activities, in as much as they have been known as such in traditional schools.

5. Leadership: Defined in this study as a function of interaction between the social situation and the personality. This study purports to elicit and examine leadership in operational terms as those concepts expressed by teachers and students and by their overt performance. As further clarified by Pigors leadership is

a process of mutual stimulation which, by the successful interplay of relevant individual differences, controls human energy in the pursuit of a common cause.¹

Leadership thus defined is a concept applied to the personality-environment relation to describe the situation when one, or at most a very few, personalities are so placed in the environment that his or their

¹Pigors, op. cit., p. 16.

"will, feeling, and insight direct and control others in the pursuit of a cause which he represents".¹

7. Peer and group criteria: Social acceptability and appraisal of certain aspects of children's social behavior. This is not based on a realistic appraisal (obtained through some objective-type test) of intellectual capacity, personality traits, academic achievement but principally determined by group conformity.

Method of investigation

The method of investigation was based on an analysis of data on concepts and behavior patterns and observations of leadership obtained through the following sources of data:

Analysis of elementary school cumulative records for individual pupils; from class and social observations of pupils in a representative sampling from all forms of organized and recess school activity; from two drawings made by each of the thirty-five children on (1) visual concepts of what a leader looks like to them and (2) visual concepts of a leader in action; from teachers' rankings of leadership class rating for each member for those most chosen and least chosen; from concepts of leadership through defining physical, mental, personal/social and occupational characteristics obtained from both the teachers and the children (a comparative analysis of these concepts was made for similarities, variance and cultural influence).

In addition to records, observations, rankings, essays on concepts we drew on information obtained through a projective test using

¹Pigors, op.cit., p. 16

hypothetical situations to measure some of the important social values and self concepts of each child and of each of six teachers. This test may have given us information as to projective goals and values in which leadership played a major role in both the child's and the teacher's orientation or ability to locate himself in his environment with reference to time, place and people. A final source of data was obtained from a sociometric test given to each student as a form of peer evaluation and social preference in determining class structure.

Procedure

For purposes of studying concepts of leadership identified and defined through a controlled situation the Fifth Elementary Grade of the Elementary School of International College was selected.

The primary methods which were employed for the identification of concepts of leadership in verbal and non-verbal situations and in group structure were obtained through the following steps;

STEP I : Elementary school cumulative record analysis for individual pupils

These records indicated the name of the child, his age and birthdate, his nationality, his religion, parental occupation, the grades he has been in attendance at International College together with his cumulative subject grades at both the intermediate and final grading periods during each year. His academic percentile rating within the class and the average total grade of the entire year's academic work were also given.

Note was taken of the three highest and the three lowest subject grades for each of the students during the Fourth Elementary (or Fifth Elementary as may be the case for those boys repeating the grade this year). Finally, notation was made on each sheet of the two test scores obtained from the experimental achievement test given by the Guidance Department of the College during the latter part of last year and the first part of this year. This test was highly experimental in this culture, but we feel it bears some importance to this study as an indication of perceptive and reasoning ability. For those students who held elective offices in extra curricular activities we have so noted on their data sheets.

STEP II: Observation of classwork and recreational activity in organized and informal situations

At least one observation by the writer of each subject being taught in class session and one meeting of extra curricular activity session was obtained. Social activities, clubs, the Student Council and recess periods and athletic periods were observed for individual and group behavior. All offices or positions for which children were chosen by their classmates were considered as positions of leadership. The extra curricular activities were:

Student Council

Ten Students were selected from the Sixth, Fifth, and Fourth Grades (four positions, three positions, and three positions respectively). The four students from the Sixth elected the President, the three students from the Fifth elected the Secretary, and

the other students made up the rest of the Committee. This group meets with an adviser once a week to bring to the attention of the school administration problems which the school student body wishes solved (i.e. the removal of rickety goal posts on the athletic field).

Athletic Teams

The entire Fifth Grade was divided by the teacher into two equal teams. Each team elected by popular vote one President, one Vice President and two Helpers. The teams were called the Eagles and the Lions. There are two organized athletic periods during the week's schedule. In the Spring an annual Field Day competition is held at which participate the best athletes from the various grades. To participate in this event is highly prized by the members of the school.

Arabic Society

One member was elected from the Fifth Grade to serve as Secretary for the school's Arabic Society. This group promotes the study and interest of Arabic at weekly meetings in the school's Assembly Hall. All children participate, but each class's representative is responsible for organizing and presenting his class' contribution.

English Society

Four boys were selected by popular hand vote from the class to serve in the English Society, which also seeks to promote interest and activity in English in the school. One boy was selected from among the four to be the Secretary and representative to the school meetings.

Stamp Club

This club is in the process of formation and general elections are still unscheduled.

Cub Scouts

The school has a token sponsorship of Cub Scouts by providing a club house on the school grounds. The leaders are selected by the supervising head. Private individuals from the community serve as directors of the Scout program.

The observation periods of organized classroom activity were centered around watching behavior in individual and group situations. The initial observations were random samplings of identifying leadership in activity, in verbal response, in academic achievement in group structure and through situational behavior as the elections of officers for the clubs. Observations were narrowed down to isolating the nine leaders and three most rejected leaders chosen (by teacher choice) for the concentrated final periods. Analysis was made on the basis of observed behavior and response correlated with other variables such as superiority in athletic ability, academic achievement, vocal response, peer acceptance and teacher judgment.

STEP III: Obtaining visual concepts of leaders and leadership situations made through the drawings of children

These drawings helped to provide some indices to the nature and organization of the child's mental processes and personality. The basic study which was used as the foundation for this part of the study was the Goodenough Measurement of Intelligence Test - the "Draw-A-Man" Test which is well substantiated as to validity through many applications and with various cultures. This test utilized nothing but the child's single drawing or drawings of a man; it was accordingly non-verbal; it required no more than approximately ten minutes for testing the entire class, plus about three to five minutes for each child to be scored (this was done by an experienced scorer). The test has proved to be useful

chiefly with children from mental age 4 to mental age 10; its reliability for a single unselected age group in this range lies between .80 and .90, and for separate age groups in the same range it yields an average correlation of .76 with the Stanford Revision of the Binet Scale.¹

a. Administration of the test

Uniform paper quality and size and three crayons were distributed to each of the thirty-five students during a regular art class session. Two drawings from each of the children were obtained. These drawings were attempts at visual conceptualizations of (1) what a leader is and (2) what a leader does. The children were asked to label their drawings and to place their names on them. It was necessary to follow-up on six of the unlabeled drawings. The teacher in charge of the period gave very brief remarks on encouraging the children to draw whatever they thought of when someone asked them to describe a leader. The teacher's remarks were limited to identifying a leader as one in any capacity which the children might know or see; however no coercion was made to have the children specifically 'draw someone they know'. The drawings were timed about fifteen minutes each. The teacher collected the papers at the end of the second test drawing and no further discussion took place. No remarks were made as to what purpose the drawings were to be placed.

B. Method of analysis

The drawings were analyzed first as to concept and type of leader identified and to the situation. Were either of these criteria in some way analogous to the child's experience in school, in home, indicative of social values and which showed the relationship to general intellectual and artistic development?

¹Florence L. Goodenough, Measurement of Intelligence by Drawings. (Chicago: World Book Co. 1926), p. x.

The drawings were analyzed from both the point of what factors might have been relevant to school success or failure and as a study of specific mental functions in the study of conceptual thinking during early childhood. They were examined as showing children's interests and personality traits.

c. Scoring

The pictures were scored according to the Goodenough scoring technique for Class B pictures. This class included all drawings which could be recognized as attempts to represent the human figure, no matter how crude they were. Each point was scored plus or minus. A credit of one was allowed for each point scored plus, and no half credits were given. The scoring of the pictures was done by one who was experienced in the process and function and application of this test.

The tentative age norms derived from Goodenough's original research were used to score the I.Q. of the tests. By substituting the age norms as given by Goodenough for the point score earned on the drawing, the approximate mental age of the child was found. The intelligence quotient was then obtained by dividing the mental age by the chronological age (ages were taken to the last birthday plus to the month of October 1962 - the date of the test).

d. Reliability and validity of the scoring

Goodenough test standardized on American school children is recognized to have high reliability and validity.

STEP IV:

Teachers' rankings of leadership rating in class from number one (or highest leader) to thirty-fifth (or most rejected for leadership).

A list of the thirty-five students' names was drawn up in random style. This was done to diminish the possibility of rote response by the teachers. Teachers were asked to rate

each child, assigning in the blank space beside each name a number they think commensurate with the child's "leadership", as viewed by the teacher. These ratings were tabulated graphically to determine pupil status in the classes related to teacher ratings. These ratings determined the nine selected leaders (those first and second choices of the teachers) and the last chose (or most rejected for leadership) three students. The most rejected students were taken from thirty-fourth and thirty-fifth positions. These twelve students provided the special group for expansion in the study. Study was made to find agreement and disagreement and to ascertain teacher-ranked leaders and non-leaders within the group.

STEP V: Essay on concepts of leadership characteristics (physical mental, personal/social, and occupational) to be obtained from six teachers directly involved in teaching study group.

In order to determine the concepts of leadership held by the teachers directly involved in the teaching program of the Fifth Elementary Grade written requests were submitted to the teachers involved. The teachers were asked to mention (a) physical characteristics (b) mental characteristics (c) personal/social characteristics (d) occupational characteristics which might be included in their ideas of leadership. All were given identical sheets of paper for completion of these answers. It was requested of each one that not too much analytical thought be given to the question and that replies be returned at the close of the same day. This request was made

to diminish the possibilities of comparative work with other teachers, reference work to outside sources in the hopes of obtaining more spontaneous replies.

a. Method of analysis

These concepts were tabulated by word count to find specific and general ideas of leadership and characteristics which were emphasized. Comparison was made to find teacher ranked leaders and concepts of leadership which teachers specified, to find the percentage of agreement and disagreement, to find what relationship, if any, was shown. Comparison was also made between teachers to find agreement and disagreement of concepts and characteristics. Comparison was made between teachers' concepts and pupils' concepts which was taken in Step VI.

STEP VI: Essay on concepts of leadership characteristics (physical, mental, personal/social, occupational) as well as defining 'What is a leader' from each of the thirty-five students in study group.

As in Step V we obtained an essay from each of the students defining their concepts of leadership. A controlled situation was obtained during one of the class periods under the supervision of the home room teacher during which each of the thirty-five pupils was asked to answer on a single sheet of paper the following seven questions:

- (a) What is a leader?
- (b) (physical characteristics) If you saw this man what would he look like? Describe him.
- (c) (mental characteristics) Should he be intelligent, educated or what especially?
- (d) (personal/social characteristics) How do people feel towards him? Make it clear.
- (e) (occupational characteristics) What kind of things does he do?

- (f) Do you know of a great man like this and what is his name?
- (g) Would you like to be like this man? Why or why not?

The home room teacher placed these questions on the blackboard and handed out one sheet of paper upon which to answer the questions. The answers were written in Arabic as were the questions on the board. Translations of the answers were done by this same teacher. Advantages to have this teacher do the testing and translating were several (a) she is familiar with this grade level, having taught it several years (b) she has a good knowledge of English as well as Arabic (c) she is experienced in educational research having collaborated on several studies.

a. Method of analysis

These concepts were also tabulated by word count to find specific and general ideas of leadership and characteristics which were emphasized. Comparison was made among pupils to find any general traits or cultural implications which might have been specific to this group. Comparison and analysis was also made to find any interrelationships between family or reference group influences which might have reflected cultural patterns.

STEP VII: Questionnaire submitted to all students and six teachers seeking to identify via a projective technique motivation and social values and self concepts in the assessment of personality

A questionnaire was submitted to the six teachers and to each of the thirty-five students as a projective test (using hypothetical situations) to identify some self concepts and social values. It was hoped to be able to

achieve identification of some variables and correlations which motivate teachers and students to achieve goals. These projective questions were free answer questions which dealt with sensitive aspects and experiences that were expected to reveal motivational elements. They were uniform stimuli given to different individuals to get at idiosyncratic as well as modal tendencies in behavior.¹

a. Administration of the test

Each pupil was handed a mimeographed sheet containing both Arabic and English translations of the following six hypothetical questions:

- 1) If you were told that you could have any three wishes come true, what would you wish?
First wish:
Second wish:
Third wish:
- 2) If you had the power to do anything you liked, what would you like most to do?
- 3) If you were told that you could do only one more thing before you died what would you select to do, disregarding cost, time, effort, etc.?
- 4) If after death you had to return to the world in a different form, what would you choose to be?
- 5) List what you believe to be three deeds which you consider yourself incapable of doing.
- 6) If you had one year to live and two hundred thousand Lebanese pounds to spend, how would you spend it?

¹D. J. Levinson, "Projective Questions in the Study of Personality and Ideology" (in), T.W. Adorno, The Authoritarian Personality (New York: Harper and Brothers, 1950), p. 546.

The children and the teachers were asked to sign their names to the papers. The children completed the answers in Arabic during a forty minute class session. The teachers completed their questionnaires during their free time; however all were collected from the teachers the following day. These answers were written in English.

The translations of the pupil questionnaires were made by the home room teacher.

b. Method of analysis and scoring

The foundational study upon which this test was patterned was from Lehner and Saper¹. This study was an investigation into the types of explicit responses given to a tentative set of hypothetical situations in exploring some group tendencies for normative purposes. The age group examined were American males and females of college age. The data were analyzed largely in terms of percent of the total number of responses found in each of the categories which the authors determined from the answers. The categories were grouped through a process of abstraction. The most frequent entries included achievement, wealth, nonspecific happiness for self, marital fulfillment, travel, benefit others, undoing (an adjustive mechanism), return in a human form, specific behavior, impossible behavior, charity, hedonism, assistance to intimates. This technique has been used in several other studies as Melikian and Prothro's study on "Goals Chosen by Arab Students in Response to Hypothetical Situations"² and a study by Ghassan Rubeiz on "Goals Chosen by Arab adolescents in Response to Hypothetical Situations".³

¹G. F. J. Lehner and B. Saper, "Use of Hypothetical Situation in Personality Assessment", J. Personal., Vol. XXI (1952) pp. 92-102.

²Levon H. Melikian and E. Terry Prothro, "Goals Chosen by Arab Students in Response to Hypothetical Situations", J. Social Psychology. Vol. XXXVI (August 1957), p.309.

³Ghassan Rubeiz, "Goals Chosen by Arab Adolescents in Response to Hypothetical Situations", (unpublished paper for partial requirement fulfillment for Education 520, American University of Beirut, 1962).

The writer grouped the responses into categories through a process of abstraction. Most of the wording was borrowed from Lehner and Saper's work and Rubeiz's work on similar studies. Certain categories as 'marital fulfillment' and 'opposite sex' were disregarded due to lack of relevance to this age group. Responses which refer to the same concept were given equal weight regardless of the number of words that they contained, i.e. a response like "I wish to be promoted to the next class", and "I wish to be successful in my work" were both placed under one entry "Achievement". The scoring was done in terms of percent of respondents selecting each entry in every one of the six hypothetical situations. The categories were rather limited in number due to the similarity in the majority of responses to every question.

STEP VIII: Sociometric test given to each student as peer evaluation and social preference in class structure

A sociometric technique was devised using the criteria of schoolwork choice, athletic choice and movie choice as a way of permitting the analysis of a person's position within the group; it also helped to make possible an analysis of the framework of the group organization - an identification of persons dominant in the group structure, of cliques, of cleavages, and of patterns of social attraction and repulsion. The criteria of movies, athletics and schoolwork were chosen as being more indicative of leadership and social status choice which were understandable at the elementary school age level. Each of these activities was familiar to the members of the group and all members were equally free to participate in the activity and situation.

a. Administration of the test

A regular class period was used. Slips of paper were handed to each member of the class. The teacher wrote the following three questions on the board in Arabic. The children were told to name "one child only to each of the three following questions". They were to write the names in English.

- 1) If I had a choice I would like best to study with.....
- 2) If I had a choice I would like best to go to the movies with.....
- 3) If I had a choice I would like best to have on my athletic team.....

Each paper was signed by the pupil.

b. Method of analysis and scoring

Analysis was made and presented in the form of a sociogram which illustrated the sociometric structure of the class. This sociogram illustrates quickly the status of any member of the group, it identifies the leaders and the rejectees and shows some combinations, cliques and cleavages into which the social unit was divided.

We have used the Northway "target technique" which is described as follows:

Four concentric circles whose radii increase are drawn by equal steps. The acceptability scores (based on the total number of choices received by each person) are divided into quartiles.... The lowest quartile is on the outside of the target and the highest in the middle. Each subject is placed on the target in the quartile to which his acceptability score belongs. The nearer he is to the center, the higher his score is.¹

¹Mary L. Northway, "A Method for Depicting Social Relationships by Sociometric Testing", Sociometry, Vol. III, No. 2 (April 1940).

c. Validity and reliability of the test

The quartile-target device was developed by Northway and is quite satisfactory for the sociometric study of a single social group the membership of which remains reasonably constant. Cleavage groups and subdivisions can be shown by differentiating the symbols of triangles, circles or squares within the four quartile divisions. Solid and broken lines can differentiate first and second choices or if several criteria are utilized simultaneously indication of the constellations of mutual choices can be shown.

Persons shown in the central and peripheral areas of the target are those most markedly affected by the social forces of preference and avoidance (rejection) operative in the group. Moreno clarifies this point by stating:

the fact that in sociometric tests persons are chosen so few or so many times as to yield statistically significant results points to the conclusion that factors other than chance must account for extreme positive and negative deviations in sociometric status. It appears both convenient and reasonable to proceed on the assumption that these factors are in the nature of components of social forces the resultant of which determines the subjects position in the group.¹

Since this study was restricted to only one class in one school only a limited attempt was made to apply the results obtained to the general population of the school and of the area. The conclusions that were reached and the implications drawn were applied to the school and the group studied and to curriculum formation and

¹J. L. Moreno, Who Shall Survive? (Beacon House, Inc. 1953).

direction with specific reference to the school's goals. The author realized that generalizing from this data would have been inadvisable, since the opportunities for leadership experience and concept vary from class to class and from school to school, as does the amount of emphasis given to the development of leadership qualities in schools in the Middle East.

Selection of the subjects

The group chosen for the purposes of this study was the Fifth Elementary Grade of the International College in Beirut, Lebanon. The selection of this particular group was based on several factors.

A total of eight teachers were in contact with this class, but two were excluded from the study because of (a) unfamiliarity with the culture - one teacher was a Westerner and was unfamiliar with not only the children but also with the Arabic names and (b) one teacher was teaching at the school for the first time this year and was unfamiliar with the group.

All thirty-five students and their six teachers were from the Middle Eastern countries and have lived the major portion or all of their lives in the Arab culture.

All the students were boys, which narrowed the variables to be studied to those relevant to the male sex.

The mean chronological age of the group was ten years and six months. According to Moreno¹ and Pigors² the ages of seven to nine to

¹Moreno, op. cit.

²Pigors, op. cit.

thirteen and fourteen years is the period of the child's life when he is first able to form groups which are independent of adults and which show cooperative action and the pursuit of a common goal. Concepts of thinking are not yet crystalized into stereotyped responses as a result of social conditioning. The organization of children's groups during this time indicates that interrelationships of the different members are "sufficiently differentiated to understand certain codes and to pursue a common aim".¹ Moreno stresses also that from the fourth and fifth grades on "sexual cleavage", "racial cleavage", "social cleavage" and "Socio-economic" cleavage begin to appear as the group structure begins to become evident. We believe the fifth grade is the appropriate one to study because it may show some indications of these oncoming cleavages, and yet not lose a certain amount of group cohesion.

Another factor which was of importance in selecting the group was the inter-familiarity within the group structure. All thirty-five students have been in consecutive attendance together through three up to seven grade levels at International College Elementary School. This was thought to have an important influence on group structure and group cohesion which was most relevant to this study.

The group was organized around a semi-self-contained classroom type of program. A form teacher assumed home room responsibilities., which included three class subjects plus certain activity responsibilities. Classroom teaching was shared with seven other teachers - each teacher was responsible for teaching one subject. The number of class

¹Moreno, Op. cit.

sessions varied from one period per week to three periods. This particular class group, and especially the teacher, were thought to be the most desirable for the purposes of this study because the homeroom teacher was familiar with working with experimental situations for educational research. The children have had a certain familiarity and ease with researchers being present in the classroom and on the playground, and no unusual or abnormal teaching-learning situation seemed to be evident as a result of the researcher's presence in the group.

The selection of students and teachers was an example of a homogeneous culture group in the Arab society. The members were sufficiently familiar with each other to evaluate and choose among themselves with some rather definite patterns of interaction and group structure emerging. This particular group was within the age range when the phenomena of leadership and isolation should emerge with cultural implications.

CHAPTER IV

THE ANALYSIS OF THE DATA

It will be recalled that this study hoped to answer the following questions:

1. To what extent do children's concepts of leadership and teachers' concepts of leadership agree and disagree?
2. Do children elect to positions of leadership those possessing leadership characteristics?
3. Do teachers judge leaders according to their own standards; do they judge primarily on abilities and skills, or do they look for children and define the qualities from these observations?

The following presents an analysis of the data in answer to these questions.

Description of the sample

The investigation was based on the study of thirty-five students and six teachers who were in a face-to-face group relationship at the Fifth Elementary grade level of International College in Beirut, Lebanon. The students were all boys whose ages range from nine to twelve years. The mean age of the group was ten years, seven and one-half months.

The nationalities of the group are represented in Table 1.

TABLE 1

NATIONALITIES OF STUDY GROUP

<u>Nationality</u>	<u>Number</u>
Lebanese	29
Syrian	3
Jordanian	1
Iraqi	1
Venezuelean	1*

* parents are Lebanese, child was born in Venezuela but has lived most of his life in Lebanon.

Among the teachers one was female and five were male. All were Lebanese. All represent the Middle Eastern culture by birth and have received their education in the Middle East. All were at least bi-lingual (Arabic & English) and all six have been teaching at their present positions for at least a minimum of three years.

Religions represented among the students are shown in Table 2.

TABLE 2

RELIGIONS OF STUDY GROUP

<u>Religion</u>	<u>Number</u>
Muslim (Sunni & Shi'i	17
Druze	6
Orthodox (Greek & Syrian)	6
Protestant	4
Roman Catholic	1
Bahiai	1

The socio-economic status of the parents is rather vaguely defined by the cumulative school records. Parental occupations are very general as is information on parental educational background. There seems to be a general emphasis upon the 'merchant' classification of parental occupation, this occupying the largest number of places. Exact classifications given by the records are shown in Table 3.

TABLE 3

PARENTAL OCCUPATIONS OF STUDY GROUP

<u>Occupation</u>	<u>Number</u>
Merchants	15
Professions (includes teachers, dentists, professors, engineer) . .	6
Civil employees	5
Property owners	4
Finance employment. . . .	3
Skilled labor	1
Unskilled labor	1

The material available on parental educational background was very scanty. Those records which indicated parental occupation as the professions showed one or both of the parents to have had some university training. Information was not available on the educational background of the other parents.

The general socio-economic pattern of the school can be said to be upper middle class (compared with American standards) as there is rather a high fee (from 475 to 625 Lebanese pounds) charged for enrollment. Children of International College personnel are entitled

to a large discount in enrollment fees and this accounts for several instances of semi-skilled and unskilled parental occupations listed among those of the parents (e.g. children of janitors and gatemen).

Due to the rather restricted number of public schools in the Lebanon, private schools provide for a large segment of the population's educational facilities. The private schools tend to be selective in admitting new students and the general trend is that once a child is enrolled in a school, unless he fails scholastically or is expelled, he follows a grade sequential course in the same school. The Fifth Elementary was representative of this fact. Among the thirty-five students there were five children beginning their seventh consecutive year at I.C. (This fact was accounted for through repetition of grades and through the sub-division of the kindergarten into two grades. There were thirteen children entering the sixth consecutive year; thirteen entering the fifth year; four entering the fourth; and none who had less than this count. Among the group five boys were repeaters in previous grades and three boys were repeaters from last year's Fifth Elementary. One boy skipped from the Third grade to this year's Fifth grade. There was one boarding student who was repeating the Fifth this year - all of the other students were day students.

Description of class schedule and room arrangement

The class program was divided into seven daily class periods of forty minutes in length each, with three recess periods (two in the morning and one in the afternoon each day. Wednesdays and Saturdays have half day schedules with classes ending at mid-day.

The curriculum covered Arabic grammar, penmanship and literature; English grammar, penmanship and literature; Arithmetic; History and Civics; Singing; French; Athletics; Science: Geography; and Drawing-Handwork. Concentration was on the three principal subjects of Arabic, English and Arithmetic as these subjects comprise the main parts of the examination for the Lebanese Elementary Certificate taken at the end of the Sixth Elementary Grade. The class teacher was responsible for Arabic, Geography and English. Each of the other subjects was taught by a different teacher.

The seating arrangement of the class was originally based on the physically smaller boys in the front and the taller boys in the rear seats. Some rearrangement has been done because of behavior problems. The boys sit in pairs at individual desks.

Intelligence scores

An 'intelligence test' is in the process of being standardized by the school guidance office; therefore no intelligence quotients available at present, but only total raw scores. This test is hoped to be applicable to this culture. Last year and projected for this year all levels of the elementary section of International College will be or have been given various developmental stages of the test. The test was broken down into seven sub-tests:

- I. Relationships: (verbal analogies) choice of one of four possibilities as "food is to the hungry person as water is to _____"
- II. Classifications: relationships of three words against three words as "gold, aluminum, iron/wood, lead, stone".

- III. Arithmetic reasoning: completion problems
- IV. Proverbs: meanings
- V. Picture analogies: two columns to match
- VI. Number series to find relationships
- VII. Relationships between pictures: pictorial classifications.

The purpose of the testing procedure was to draw up a battery of tests that was likely to discriminate among schoolchildren of this culture with respect to their mental ability. The criteria against which the tests' validity were checked were:

- a. tasks which deal with abstract and general concepts
- b. examinee must deal with relationships among concepts and symbols
- c. experience must be used in new patterns
- d. power in working with abstract materials is emphasized rather than speed

In order to get a general picture of the quality of the work done by the students with respect to the intelligence tests administered to them the total scores were tabulated in the form of frequency distribution by separate divisions, classes, sections and all combined. Range, mean and median scores for every class were computed.

For the tests given to the then Fourth Elementary grade the highest possible score was 120. The class distribution is shown in table 4.

TABLE 4

RAW SCORES FOR INTELLIGENCE TEST
FOURTH ELEMENTARY RESULTS

<u>Scores</u>	<u>No. of Students</u>
99	1
98	1
97	1
94	2
93	3
92	2
90	2
89	2
88	2
87	1
86	1
85	1
84	1
83	2
82	1
81	1
78	1
77	2
70	1
55	1
54	2
51	1
40	1
37	1*

* N = 34 one student did not take the test

The test was given on March 27, 1962 to the Fourth Elementary (now Fifth Elementary) grade level. The average Median score was 86. A revised test using the same general construction of seven sub-tests, but with a possible total score of 70 points was given in November 1962 to the Fifth Elementary. The test was given in two versions. The scores were combined and divided by two to find the Median score - hence the half points. The class distribution is shown in Table 5.

TABLE 5

RAW SCORES FOR INTELLIGENCE TEST
FIFTH ELEMENTARY RESULTS

<u>Scores</u>	<u>No. of Students</u>
61.5	1
58.5	1
57.5	1
57	1
56	1
55.5	1
55	1
54.5	2
53	3
51.5	2
51	1
50.5	1
48	1
47.5	1
47	1
45	2
43.5	1
42.5	1
41	1
39	1
38.5	1
38	1
37	1
36	1
35.5	1
35	1
34.5	1
33	1
31.5	1

The average Median score was 47.5

As can be seen from an examination of the scores there was a wide spread of scores in both series of tests. The principal validity of the tests would seem to be in differentiating the child's functioning

in the isolated variables, i.e., arithmetic reasoning, pictorial analogies etc., rather than as an indice of intelligence per se. Validity and reliability studies of this particular test and of this type of test for the Arab culture are needed.

Those students receiving the highest scores in the first test were not necessarily the same ones who received the highest scores in the second test. Six pupils of the total thirty-five were among the first ten highest scores in both Test I and Test II.

TABLE 6
COMPARITIVE SCORES
ON TEN HIGHEST SCORES ON TEST I AND TEST II

Pupils*	Test I	Test II
1	85	55
4	99	53
5	94	56
8	98	61.5
9	94	54.5
11	88	55.5
13	93	57
18	92	54.5
19	92	53
21	89	57.5
24	84	58.5
25	97	53
26	93	47
30	93	48

* numbers substituted for names

It can be seen from Table 6 that pupils 5, 8, 9, 13, 18, and 25 scored among the first ten in both tests.

TABLE 7

COMPARATIVE RANKINGS
ON TEN HIGHEST SCORES OF TEST I AND TEST II

<u>Pupil*</u>	<u>Test I</u>	<u>Test II</u>
1	19	7
4	1	9
5	4	5
8	2	1
9	4	8
11	15	6
13	5	4
18	6	8
19	6	11
21	13	3
24	20	2
25	3	9
26	5	19
30	5	17

Data obtained through pupils' drawings

It will be recalled that pupils were asked to submit two drawings - one depicting their concepts of what a leader was, and the second showing a leader in a particular situation, the leader doing something. The analysis of the drawings was not much concerned with the artistic merit of the drawings. The drawings were examined first to find the relationship between concept development as shown in the drawing and general intelligence; and secondly, with specific definition of leader or leadership situations depicted by the individual pupil. Attention was paid to twelve of the drawings in particular. These particular twelve were from students nine of whom were teacher-ranked 'leaders' in the class and three of whom were most rejected for

leadership roles in the class structure. The nine teacher ranked leaders fell into first and second positions on the teacher ratings and the three rejected leaders fell into thirty-fourth and thirty-fifth places by the six teachers.

The scores in terms of M.A. and I.Q. were determined from the Goodenough norms. These norms have been used also in relevant studies in this cultural area by Dennis¹. A comparison will be shown between a similar age, socio-economic and academic group studied at International College by Dennis in 1955-56. This group was part of a five-group sample of students ranging from age five years through ten in schools in Port Said, Egypt; in Sidon, Lebanon, in two Armenian schools in Beirut and at the International College Elementary School also in Beirut. Dennis' purpose was to report further data relative to cultural influences using the Goodenough 'Draw-a-Man' test. Our purpose was also to see if cultural influences were evident at the Fifth Elementary grade using the same test as one variable in this present study.

The scores were determined from the Goodenough norms. These norms have been used in analyzing our data here. Local norms have not been used principally because we are concerned with a study of relationship within one group and not in a comparative study with another culture. The "I.Q." thus obtained on the drawings was not an I.Q. as compared with United States ratings. We were interested not so much that one child may have a score of 50 on our drawings (a point which

¹Wayne Dennis, "Performance of Near Eastern Children on 'Draw-a-Man' Test", Child Develop. (1957), XXVIII, December, pp. 427-430.

assuredly almost qualify the child as being 'defective' if thought in terms of United States I.Q.). We were interested in seeing the range and structure, of one particular group and in determining the scores as an in-group study.

The results of the Goodenough test have shown that when used with children of reasonably similar cultural backgrounds who are equally motivated to do well, the test was usable as a crude measure of general intelligence. The data for Table 8 was obtained through two drawings obtained from each pupil of the Fifth Elementary grade. It will be remembered these drawings were done during a regular Drawing class period. The class period was supervised by one of the art teachers who gave general directions on what was desired by the drawings. As has been noted in the foregoing section listing raw scores achieved on the 'Intelligence' tests, we shall hereafter identify the pupils by numbers rather than by name. Pupil Number 1 or Number 6 will always be listed as pupil Number 1 or Number 6, and so forth. This method has been used for anonymity of personnel and for facilitating tabulation of the scoring.

The letter "L" identifies the nine students ranked in first and second choices by the six teachers as leaders in the class. The letters "RL" (Rejected leaders) identify the three students who ranked in thirty-fourth and thirty-fifth places as selected by the same six teachers.

An examination of the scores shows a wide discrepancy between the Mental Age and the Chronological Ages as determined by using the Goodenough norms. This would tend to support the suggestion that factors other than a criterion of general intelligence were working here. Goodenough's revised determination, "that the search for a culture

free test, whether of intelligence, artistic ability, personal-social characteristics or any other measurable trait is illusory and that the naive assumption that the mere freedom from verbal requirements renders a test equally suitable for all groups is no longer tenable",¹ was strongly supported by analysis of cultural factors in the drawings of these Middle Eastern children.

¹Florence Goodenough & Dale B. Harris, "Studies in the Psychology of Children's Drawings", II (1928-49), Psychol. Bulletin, (Vd. XXXVII No.5), pp. 369-437, Sept.(1950)

TABLE 8
 SCORES FOR GENERAL INTELLIGENCE
 OF FIFTH ELEMENTARY USING GOODENOUGH 'Draw-a-Man' TEST

Pupil	Raw Score (Goodenough) Norms	Chronological Age (Year & Months)	Mental Age (Year & Months)	"I.Q." on Drawing
1	20	11-1	7-6	68
2	29	10-6	10-0	95
3	27	10-5	9-0	86
4	14	9-8	6-0	62
5 (L)*	21	9-6	8-0	84
6 (L)	15	11-0	6-0	54
7	20	10-9	7-6	70
8	6	10-6	4-0	38
9	21	10-0	8-0	80
10	5	10-11	4-0	37
11	12	12-3	5-6	45
12	23	10-0	8-0	80
13	26	10-6	9-0	86
14	11	9-11	5-0	50
15	28	10-6	9-6	90
16 (L)	21	10-0	8-0	80
17 (L)	8	10-9	4-6	42
18	36	10-6	11-6	109
19	13	11-3	6-0	58
20	26	10-7	9-0	85
21	20	10-3	7-6	73
22 (L)	15	10-9	6-0	55
23	16	11-6	6-6	56
24	29	9-8	10-0	103
25 (L)	28	11-3	9-6	84
26	34	10-0	11-0	110
27 (RL)	37	11-0	12-0	107
28 (L)	34	11-9	11-0	94
29 (L)	31	10-2	10-0	98
30	30	10-2	10-0	98
31	37	10-5	12-0	115
32 (L)	12	11-9	5-6	47
33 (RL)	16	11-9	6-6	55
34 (RL)	30	10-4	10-0	97
35	15	10-2	6-0	59

* (L) accepted for leadership-
 teacher rankings
 (RL) rejected for leadership-
 teacher rankings

We see from the above Table that the Mean Raw score was 21.9.

The Mean Chronological Age was ten years seven and one/half months; the

Mean Mental Age was seven years and three months; and the mean I.Q. on the Drawing was 75.71. The Median I.Q. score was 80. The Standard Deviation of the I.Q. scores for the entire group was 22.35.

Those pupils scoring among the first ten in highest scores and highest I.Q.'s on the drawing included:

Pupils 2, 18, 24, 26, 27, 28, 29, 30, 31, 34.

Among those pupils scoring among the first ten in both I.Q. drawing and in achievement test scores were pupils 18, 24, 26, and 30.

Only pupil 18 scored among the first ten in both achievement test scores and in the I.Q. drawing test.

TABLE 9

I.Q. SCORES ON GOODENOUGH TEST
FOR (L) GROUP AND (RL) GROUP

(L) Group		(RL) Group	
<u>Pupil</u>	<u>Score</u>	<u>Pupil</u>	<u>Score</u>
5	84	27	107
6	54	33	55
16	80	34	97
17	42		
22	55		
25	84		
28	94		
29	98		
32	47		

From Table 9 it can be seen that only five of the nine students ranked highest as leaders by their teachers received Goodenough scores which were in the upper half class Median score. Whereas two of the

three lowest ranked students received fourth and eighth highest scores of the total class.

TABLE 10

SCORES ON GOODENOUGH TEST COMPARING L GROUP AND RL GROUP

Group	N	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
L Group		129.11	8.56	91.33	26.19	70.89	20.10
RL Group		132.33	6.93	114.00	27.27	86.33	22.52
		d = 3.22		32.67		15.44	
		t* = .544		1.723		1.020	

t* in each case with 10 df is not significant

Table shows there is no significant difference between the means of Chronological age, Mental Age and I.Q. between the L and the RL groups. The two groups did not differ significantly beyond the expectation of chance. Even as compared against American norms the scores seem very low, there is no significance in difference between the two groups. This fact in itself is significant because it would tend to indicate that general intelligence is not different between the two groups, and that some other variable rather than general intelligence might be effective in the selection and rankings by the teachers.

One can deduce that the test was better for ranking individuals within the group rather than for ranking estimated intelligence. The Dennis study¹ has shown that other factors such as cultural differences and influences, low artistic ability or facility, can be affected strongly by the Islamic influences.

Dennis found that downward trends in the Goodenough scores were related to deficiencies in the child's experience relative to representation of the human figures as by dolls, masks, wood carvings, sculpture, paintings, etc., Dennis found in general that the Near Eastern child's visual experience with human representations was limited. In the past the Islamic world, which approved geometric art, enforced a taboo against representation of the human figure. It would seem that at the present time this taboo does not exist outside the Arabian peninsula, but perhaps as a consequence of the former taboo, there is somewhat limited positive appreciation of representative art.

While about half of this class are Moslems, the general curriculum of the school more nearly resembles that of an American type school in which art activity and artistic representations are a part of each grade level's program. There is a wide degree of variance between the amount of emphasis upon pupil-done art as represented in room decorations, bulletin boards, projects, etc. between this school and a typical American type school. Lack of practice may

¹Wayne Dennis, "Performance of Near Eastern Children on 'Draw-a-Man' Test", Child Develop., Vol. XXVIII, (1957), pp. 427-430

account for a large part of the crudity of the drawings. It is highly disregarded by the researcher that Islamic taboos were responsible in large for this group's lack of facility in artistic representation and conception. We believe it is lack of practice and lack of community and perhaps environmental (parental) facilities to develop appreciative experiences in artistic expression.

The Dennis study made in 1955-56 using also an identical group at the International College as this study reported the following findings:¹

TABLE 11

GENERAL INTELLIGENCE SCORES REPORTED BY DENNIS
USING GOODENOUGH 'Draw-a-Man' TEST ON UNIVERSITY SCHOOL

Age of Students	Number of Students	Mean	Standard Deviation
5	14	96	16
6	15	93	13
7	14	97	18
8	15	101	16
9	11	84	16
10	17	97	17

Comparative figures found in our study widely differed. Our group had an average age of ten years seven and one/half months for the thirty-five students. The mean average was eighty as

¹Dennis, op. cit., p.429.

compared to Dennis' higher figure of ninety-seven; and our standard Deviation was a higher 22.75 as compared to Dennis' 17.

A comparative analysis of the Dennis study and the present study would seem to show that while the artistic merit of the drawings is lower than that shown for American children or children whose experiences have included more familiarity with realistic and representative art either in their cultural milieu or in their family environment or heritage, there is a certain similarity in stability of trends between these trends and those of Western children. Dennis' study was able to show that his group at the University School (International College) (which covered ages five through ten) embraced several grade levels. The children's results did not show a decline in the Good-enough IQ with age perhaps because their education was most similar to that of Western children; and secondly, perhaps because the parents of these children have been more affected by Western culture than have the parents of other groups of Middle Eastern children studied.

Our particular group showed lower median score and a higher Standard Deviation than the Dennis study, which might possibly be caused by the absence of art in the school program during 1959-60, by the variability in general intelligence in the classes, or by variations in scoring the drawings, and by increased median age of our study group.

Our second analysis of the drawings was to determine the concepts of leaders as depicted in the drawings. Our results are in Table 12.

TABLE 12
CONCEPTS OF LEADERS AS DEPICTED IN THE DRAWINGS
OF THE FIFTH ELEMENTARY AT INTERNATIONAL COLLEGE

<u>Types of Leaders</u>	<u>No. of Students</u>
Army	2
Political	9
Peers *	8
Athletics	5
Thieves, bandits	4
Miscellaneous	6
Immediate family	1

* - all in Scout on athletic uniforms

In analyzing the drawings no importance was given to color emphasis as each child was arbitrarily given three crayons by the teacher. Technique, as well as color factors were excluded. We were interested in content and general form only.

The drawings were examined for concepts of leaders and leadership which they depicted. An analysis of the drawings revealed that thirty-four of the students drew leaders and situations of leadership using the same concept, i.e., a football leader was shown in drawing number one and a game of football with the leader was shown in drawing number two. Only one boy used two concepts - drawing one was an army leader and drawing two was a tennis game.

Thirty-four of the leaders were male characters and one drawing was not clear whether it was a female or a male in Arabic dress. Inquiry of the artist failed to elucidate the concept.

The largest number of the drawings depicted political characters

(two showed the Minister of Defense, two the President of the Republic, one each a police inspector, an Indian Leader, a former Prime Minister, a judge and the Minister of Public Works).

Eight boys drew two of their peers as Cub and Scout Leaders and as athletic heroes. It is interesting to note that all were drawn in uniform. Leadership is one of the virtues extolled in Scout participation and all boys who used this concept are members of the Scouts. The Athletic concept also reflects the strong emphasis which the athletic teacher places upon 'leadership' and the team.

Other drawings using sports included baseball, football (four pictures) and a tennis as the form of athletic activity. Uniforms were also drawn for these figures.

The miscellaneous category with nine drawings included leaders of the Laborers, wrestlers, the Red Cross, the strongest man in the world, bandits, thieves, and one charity leader. Two of the boys depicted their relatives as leaders - one his father, and another a political figure who is a cousin.

Among four of the boys drawing athletic leaders all were among the most successful in the class in athletics. No significant comparison could be found between the boys' religion and the religions of the figures drawn. One boy alone named a member of his class as a leader. This pupil is named number 28.

The drawings seem to show the strong authoritarian figure in the largest number of categories. This would tend to emphasize the fact that Middle Eastern children, even when exposed to the American type of program which this school offers, are heavily influenced by

the strong authoritarian nature of their culture. Strength, physical and political power and symbols of authority are in the majority of concepts by which leadership is represented to these students. These factors are interrelated in the students' thinking.

Among cultural influences shown in the drawings were forms of special local dress as the tarboosh hat, Turkish dress and the Lebanese flag.

No fantasy or figures showing abstract thinking were depicted in the drawings.

TABLE 13

TEACHERS RANKED L GROUP AND RL GROUP DRAWING CONCEPTS

L GROUP		RL GROUP	
<u>Pupil No.</u>	<u>Drawing Concept</u>	<u>Pupil No.</u>	<u>Drawing Concept</u>
5	Cub Scout	27	Minister Public Works
6	Minister Defense	33	father
16	Indian leader	34	Deputy (relative)
17	Scout		
22	Scout		
25	Scout		
28	Football leader		
29	Football leader		
32	Athletic leader		

The wide variance in intelligence scores of the class and the wide differences in conceptual development would seem to indicate strongly that the mental development of the class was widely spread. Some of the drawings were almost indecipherable as to content and to context. These drawings tended to support the Goodenough's proposition

that drawing to the child is primarily a language, a form of expression rather than a means of creating beauty and that the child draws in the beginning what he knows; progressing from here to drawing what he sees.¹ This group showed the wide discrepancy which these children bridge between these two points.

Pupils Concepts of Leaders
Through Verbal Analysis and Questioning

Data was obtained of verbalized concepts of leadership through answering the following questions:

1. What is a leader?
2. If you saw this man what would he look like?
3. Should he be intelligent, educated or specifically what?
4. How do people feel towards him?
5. What kind of things does he do?
6. Do you know of a great man like this and what is his name?
7. Would you like to be like this man? Why or why not?

It will be recalled that students were asked to complete these questions in Arabic and in brevity. All questioning was done in one session and translations were made from Arabic to English by the class teacher.

The main purpose of the researcher was to obtain some criteria concerning the physical, mental, personal/social and occupational characteristics which the students consider exemplify leaders or leadership.

In answer to Question 1. What is a leader?

¹Goodenough, op. cit.

The responses covered a wide range of categories and characteristics. The majority of students named personages in reply to this question.

The following responses were obtained:

Army leader - 6 answers
Peers - 2 answers
Sports or
sports figures - 2 answers
Historical figures - 2 answers
Miscellaneous persons - 9 answers
Characteristics named - 14 answers

Among the various characteristics mentioned were those that a leader should be strong, help the poor, be popular, be respectable, one who has good morals, is vigilant over the welfare of the government and is against the enemy even if he were his brother, one who has studied his job and become efficient in it and will fulfill his responsibilities, one who is not lenient with criminals, and one who knows judgments well and is impartial.

As can be seen the emphasis was upon the personal-social characteristics which were named.

Pupils Number 28 was named as a leader because of his sports prowess. This factor was emphasized several times in the analysis of the data for this pupil. Those naming him were also members of his team.

Historical figures named were Arabic generals who fought against the Persian army. This factor can be directly correlated with the history subject being taught at the time the questions were submitted to the pupils.

Among the miscellaneous persons named were responses which ranged from a father to Hitler. Political figures as the President of the Republic, the Prime Minister, and a member of House of Deputies were also mentioned several times. One pupil mentioned the teacher. This student's parents are both teachers.

In response to Question 2. (physical characteristics)

If you saw this man what would he look like? the following responses were obtained:

The majority of descriptions expressed characteristics which obviously were fitted into an overall pattern of someone, the student had in mind. This would seem to support the view of Goodenough again that these children are for the most part in the stage of drawing objects and describing them as they see them. The characteristics were named to describe a realistic picture of someone close to the student's educational or environmental experience. There seems little or no abstraction of thought in the data as the students presented it.

Emphasis was placed upon describing a tall, muscular body in good health. Large hands, large ears, a big mouth, a strong voice all were emphasized. The eyes (color and size) were mentioned seven times - this was more than any other part of the body of characteristics. The leaders' bravery was mentioned three times and his sports ability was named by four students. Neatness of dress and description of clothing (emphasis upon wearing uniforms, with iron helmets, rubber boots and carrying weapons) were prominently mentioned. One student completely described the uniform of the President of the Republic (in two stages of dress; formerly as a general and presently as a civilian).

There were descriptions of two of the boys in the class with the clothing (color and kind) which they wore on the day of the questioning. There was only one historical figure described.

In response to question 3. (Mental characteristics) Should he be intelligent, educated or specifically what? It was overwhelmingly agreed by thirty-four of the students that the leader should be both educated and intelligent. One student specifically replied 'no' to the question. He stated the leader must be courageous, a swift runner and have strong muscles. Again pupil 28 was specifically mentioned in this description.

Reasons given for the necessity of being intelligent to be a leader included:

- not able to work if he is not intelligent
- if his friend sends a letter, he wouldn't be able to read it
- if not intelligent he will not be accepted as head
- intelligence necessary to know how to manage himself
- he should know how to read and write
- he should carry high diplomas

Among answers given to the other mental specifications were:

- lively and follow rules and laws and defend his country
- strong
- one who can manage people
- sincere to his group
- courageous

- if a teacher, he should be intelligent to understand his pupils, their feelings and their talents
- must be obedient
- must have successful war plans
- one who likes sports

One student specified that intelligence and education were necessary if one is the leader of an orchestra or of a dancing group, but if the leader is one in the army or one in sports, it is not necessary for him to be either intelligent or educated. A definite relationship is seen in this remark between the concepts expressed and the talents of the student. He is excellent in music and only fair in sports.

A second definite relationship between a student's interests and concepts was seen in the case of the student who emphasized that if the leader is among poets he should be educated and a philosopher and should be able to manage his affairs and love his work. This student is the acknowledged and actual head of the group in the Arabic Society.

In summarizing these answers it was overwhelmingly evident that the leader should be educated and intelligent. The other factors mentioned by several students were representative of their particular interests. We might hypotheticate that much wishful thinking and projection of roles were used in concept formation by the students in these questions.

In response to question 4. (Personal/social characteristics)
How do people feel towards him? the majority of answers gave the feelings toward the leader as being primarily respectful, obedient,

cooperative and dependent. Love was mentioned only twice. Strength was mentioned eight times as the leaders were variously - an officer defending his country, one who saved them from evil, saved lives in battle and came out victorious, carried the load of responsibility and defended homes.

Again students mentioned that intelligence was necessary; also that the leader must not be tyrannical, he must be self confident and that he must have a grand position.

The emphasis upon the answers again indicated that various interpretations of strength (particularly with military connotations) is the principal underlying concept throughout this question.

In response to question 5. (occupational characteristics) What kind of things does he do? twelve answers named the army, defense of the country, fighting battles. In addition two students named historical generals who fought for the Arab cause centuries ago.

Again strength and power were emphasized in the naming of political leaders (the President, a dictator, member of the House of Deputies, a party worker, and a Minister) were in the next largest categories. Among the miscellaneous occupations listed were:

- a charity worker
- three naming sports
- one had the job of taking care of his family
- one each for: giving team orders, ordering a group, class leader, one who guides pupils, robber, defender of womenhood and one who catches criminals. Also mentioned were one who does great work, one who teaches physical training, one who goes to school and studies and one student giving no answer.

Again in summarizing the data we see that occupations of strength and power with special mention of those associated with the army and with politics were in the majority of answers for this category.

In response to question 6. Do you know of a great man like this and what is his name? political leaders were named in sixteen instances. Among those named were the President of the Republic (four times), the former president (twice), the former prime minister (once). Also named were Hitler, Winston Churchill, members of the House of Deputies and Ministers. Historical figures accounted for six of the answers among which were Napoleon, Khaled ibn al Wahd, Alexander of Macedon and "the King who was called 'Lord' by his people".

In this question the army accounted for the naming of two relatives. Peers were named twice (again both times pupil 28), as were Scout leaders. One answer gave a teacher's name, one named another boy's father and one answer gave a sports figure.

Again the strong authoritarian figure and concept seems to exemplify to the student the connotation of a 'leader'.

In response to question 7. Would you like to be like this man? Why or why not? the answers showed that twenty-three students would like to be like their described leader because he was strong, defended his country, was loved by his people, was respected, saved his country from colonizers and was famous. They would also like to resemble this man because he feels responsible for his people, he rules with justice, and the people would put their faith in him.

Less altruistic responses included: to be a big personality in the city, 'liking to fight with swords, spears and arrows and to have a

large army to raid the whole world and send the enemies out and rule sovereignly over tyrant rulers.'

Eight students replied 'no' they would not like to be like the named leader. Reasons given included:

- because he was a dictator and had ended badly
- because of too great responsibilities
- because the student has chosen some other occupational goal such as an engineer, doctor, or musician.

A resume of the data obtained through the questioning of verbalized concepts of the students shows an overwhelming emphasis on concepts concerned with strength in various manifestations. We have physical strength, muscular power and force. We have strength emphasized in role playing such as the army, political power and symbols of authority. Almost all the students emphasized the importance of intelligence and education for the leader to possess. Again the army and political leaders were named the most times for the occupations of leaders. The names of leaders the students were familiar with were preponderately political and military. The characteristics of strength, especially with relation to defense of the country, seems to show a greater emphasis than the mere hero worship of young boys (which is often a characteristic of this particular age group). We have had mentioned preparedness in the country, driving the enemy out of the country, protecting the country from colonizers, and putting down tyrants. These concepts would seem to substantiate reports and studies made on the Middle Eastern culture which emphasized the authoritarian aspects

of the culture.¹

Sports figures and concepts of leadership were analyzed as forms of hero-worship in the class of boys with athletic ability. We also believe these concepts express much wishful thinking on the part of several of the boys who wish to achieve status in the class through their athletic ability.

A comparison was made between the drawings and the verbalized concepts with the following results:

Six students verbalized concepts of leaders which in some way resembled their drawings.

Pupil 3 - pictured Minister of Defense - verbalized
Minister of Interior

Pupil 4 - pictured President of the Republic -
verbalized Member of Deputies

Pupil 8 - pictured gang leader being arrested by
army leader - verbalized army and gang
leaders

Pupil 13 - pictured sports leader - verbalized pupil
28 as sports leader

Pupil 15 - pictured bandit leader - verbalized about
robbers

Pupil 21 - pictured government figure - verbalized
President of the Republic

¹Wayne Dennis, "Uses of Common Objects as Indicators of Cultural Orientations," J. of Abnormal and Soc. Psych (1957) LV pp.21-28

- Zahira Begum, "Types of Leadership Attitudes Prevalent amongs A.U.B. Student Leaders". Unpublished Master's thesis, Department of Education, American University of Beirut,

- Levon H. Melikian and E. Terry Prothro, "Goals Chosen by Arab Students in Response to Hypothetical Situations", J. Social Psychology XXXVI, (August 1957),

- Pergrouhi Najarian, "Adjustment in The Family and Patters of Family Living", J. of Social Issues, XV no.3 (1959)

Verbalized concepts were not clearly separated and isolated as to one or two characteristics and personages per question. There was much overlapping between answers. The interrelationships were often complex. (See appendix for an outline of the respective answers given by the nine teacher-ranked leaders and the three most rejected leaders).

Teachers' Ratings of Leadership in Fifth Elementary

The teachers of the Fifth Elementary were asked to complete a rating list of the thirty-five students as to leadership structure within the class. Six of the eight lists were completed and were used in our study. Teachers have been identified by the Roman letters of "A" through "F". Students have been classified as "Ratees" with number designations. A Kendall Coefficient of Concordance (W) has been determined as to agreement among the teachers concerning leadership among the class structure.

The Kendall Coefficient of Concordance which was determined was $W : .34$. It is significant at the .01 level of confidence.

The low level of agreement which is significant indicates that there is essentially much disagreement among the teachers. The low level of agreement could not be due to chance and therefore the amount of disagreement seems to be based upon a "real" disagreement on what connotes leadership to the teachers. This is significant to our study as another variable which reveals that there is little uniformity as to criteria among teachers for leadership of the pupils. We agree with Kendall's estimate that the best "estimate" of the true ranking of the N object is provided with such a low level of significance, by

the order of the various sums of ranks, R_j. Kendall states,

"If one accepts the criterion which the various judges have agreed upon in ranking the N entities, then the best estimate of the 'true' ranking of those entities according to that criterion is provided by the order of the sums of ranks".¹

According to this deduction those highest in leadership as ranked by the teachers should be pupils 5, 6, 10, 17, 21, 22, 25, 29 and 30. Those with the highest R_j (the rejected leaders in the class as judged by the teachers), were pupils 3, 27, and 34.

A general observation of the Teacher Rating results (see Appendix) showed wide disagreement among the six teachers as to the exact leadership structure of the class showing teacher agreement comparisons. From the point of actual numerical agreement there was no instance of more than two teachers agreeing on any one pupil in the same numerical rating. Of the thirty-five students only seventeen have been marked by two or more teachers in some number of agreement. Four teachers have marked four pupils in two ratings. No pupil has received more than four markings by the teachers.

One instance showed a pupil marked in first position by two teachers and marked in thirty-fourth (or next to the highest rejected for leadership) by a third teacher.

It is clear from both an analysis of the ratings by the Kendall Concordance Coefficient and from general observation of the ratings that

¹M. G. Kendall, Rank Correlation Methods, (London: Griffin 1948), p. 87

agreement of the six teachers as to leadership structure of the Fifth Elementary is significantly different.

TABLE 14

TEACHER AGREEMENT IN EXACT NUMERICAL RATINGS ON LEADER RANKINGS

Between Teachers	No. of Agreements	Pupil Nos.	Ratings Nos.
A - B	1	17	26
A - D	1	34	35
A - F	1	12	25
B - D	3	16	25
		18	4
		22	6
B - F	1	31	8
C - E	5	9	30
		17	2
		22	4
		28	1
		34	34
C - F	1	30	10
D - F	4	11	14
		21	3
		25	1
		27	31
E - F	3	3	33
		4	20
		16	16

We have used the consensus rankings of the teachers for the selection of pupils for observation upon which to base this study. Pupils ranked by the teachers in first and second positions have resulted in the choice of nine different students. These we have called L group. We have used the same bases for selection of pupils for observation at the other end of the continuum - those pupils least likely to be leaders

in the class. These positions at thirty-fourth and thirty-fifth place resulted in three pupils selected by the six teachers.

TABLE 15
TEACHER RANKINGS ON
LEADERS (L) AND REJECTED LEADERS (RL)

(L) Group	(RL) Group
<u>Pupils</u>	<u>Pupils</u>
5	27
6	33
16	34
17	
22	
25	
28	
29	
32	

A comparative analysis of teachers' concepts of leadership will be made in the next section of this study between Teachers C and E and between Teachers D and F to determine if some significant findings in concepts might justify the mutual agreement in rating selections. Through this analysis we also hope to find some indication whether the concepts might have been written with some pupil in mind, whether the pupils were rated on general concepts of overall leadership, or whether they were rated primarily with relevancy to academic achievement in this particular teacher's class.

Teachers Verbalized Concepts of Leadership

Short written essays on concepts of leadership covering some mention of (a) physical (b) mental (c) personal/social and (d) occupational characteristics were completed by six teachers. The answers were general in character and tended toward abstraction. Brevity of answer was notable in all examples.

- (a) physical characteristics - emphasized general statement of advantageous physical stature, of athletic endurance and superiority and a strong appealing voice. (This would coincide with students' concepts that good physique and athletic prowess are major physical characteristics of the leader.

- (b) mental characteristics - four teachers mentioned that scholarship superiority, educational purposes and intelligence to understand issues, evaluate situations and followers were requisites for the leader. This would tend to agree with students concepts that intelligence and education are necessary. One teacher abstained from any mention of mental characteristics and one teacher specifically stated it was not necessary to excel in scholarship.

- (c) Personal/social characteristics - the emphasis in the essays were concerned with defining the personal/social characteristics requisite to be a leader. Words used included: sportsman spirit, ready to serve and help, kindness to students and teachers, taking active social part, strong and attractive personality, unselfish, informality, common touch, individual respect and courage. While students tended to enumerate these characteristics as role playing words, teachers tended to describe them as characteristics of personality conceived as a whole. One notable difference between the concepts is that to children strength is depicted as physical force; whereas to teachers the more abstract interpretation of force of personality and sociability are emphasized.
- (d) occupational characteristics - occupational characteristics were mentioned by only two of the teachers. One stated that leaders were found in all kinds of occupations (whether purpose was educational, social, physical, political, musical etc.). One teacher was most specific emphasizing strongly that money was a strong determinant and endorser of leadership. Social, political and economic standing (i.e., political leader must have money, religious leader must have ardour and money, social leader time, energy and money) were all determined and governed to a great extent by money. Occupational characteristics

were stressed by children responding to the questions, while to the teachers only two responded.

Other concepts stated - An important difference between children's and teachers' concepts was the mention by three of the teachers of the innate or inherited or hereditary forces which govern leadership. This was attributed to maturity of thought and verbalization. It was significant that four of the six teachers mentioned words such as 'innate', 'felt need', 'social heritage', 'hereditary', 'born with certain aspects' - as controlling characteristics of leadership.

It is also of interest that two of the teachers reported negative concepts of leadership, i.e., one teacher stressed some were destined to be led - that shyness, weakness, mediocrity, aloofness, selfishness do not make leaders. Another teacher noted that there was also leadership in gangs which was based on negative or crooked behavior, on respect by fear.

A comparison was made between the teachers' ratings for the two highest and two lowest positions on the rating scale, between these pupils' verbalized concepts and the cumulative records - with special attention to last year's academic subject standing and with observations of this year's classes. It was surmised that generally teachers tend to rank highest those who have done and are doing well both academically and behaviorally in their classes.

Verbalized concepts between teachers and pupils showed degrees of abstraction of thought. Pupils tended to objectify their concepts into various types of people and into role definition; while teachers

tended to generalize about characteristics which leaders should possess. The strongest current of thought in pupils' concepts concerned 'strength' and symbols of authority and power figures, with athletic figures a low second. Teachers stressed the characteristics of athletic leadership, cooperation and social acceptability among the predominant characteristics of the leader. Power figures and symbols of authority were not mentioned.

The evidence would tend to support the proposition that teachers define the qualities which call for leadership and then sought the pupil who best filled these qualifications by definition. Athletic ability and class achievement in scholarship were very strong criteria by which the teachers judged the leaders which they have ranked.

Verbalized concepts of the teachers and pupils more or less were in general agreement on the characteristics needed for leadership. Intelligence, education, social acceptability, cooperative effort between teachers and pupils, good health and endurance are a few of the mutually acceptable qualifying characteristics for leaders at both the adult and child level. Differences in the concepts were found in interpretations and degree of abstraction on the definitions.

One significant and obvious factor was that all the teachers ^{low} rated those pupils who were low in academic achievement.

Teachers who agreed on pupil rankings expressed some similarities on verbalized concepts of leadership. Examples are given in Table 16 which follows.

TABLE 16

COMPARISON OF TEACHER CONCEPTS BETWEEN
TEACHERS WHO AGREED ON EXACT NUMERICAL RATINGS

Teachers C and E - exact agreement five times

Teacher C	Teacher E
<u>Characteristics of Leaders</u>	
- born with some aspects, hereditary favorable factors	- innate tendency for leader- ship
- physical condition of child especially in group play athletics good	- those who indulge in extra- curricular activities as athletics, scouting, games
- social conditions at home favorable	- social activities favorable
- mental condition has a lot to do with proper ground to show up	- strong personality, other characteristics are necessary

A review of the above two essays shows several correlative concepts between the two teachers. It is thought in selection of the rateses these similarities of concepts played a significant part in the choices.

TABLE 17

COMPARISON OF TEACHER CONCEPTS BETWEEN
TEACHERS WHO AGREED ON EXACT NUMERICAL RATINGS

Teachers D and F - agreement four times

Teacher D	Teacher F
- he must be able to make them believe in much he believes in, feel what he feels, must appeal to their intellect and emotions	- highly talented student ranging always first in first group in his class, is looked at with esteem by his classmates - a student who is always ready to help, vigilant to show kindness to his classmates and to his teachers and who takes active part in social activities

Again we have seen some basic similarities of concepts which we believe might have been significant in the selection of choices.

It is difficult to state precisely how much influence exactly was in the similarity in concepts in the selection of the rates. We believe the primary factor was academic achievement in each teacher's class, followed by similarity of traditional concepts of leadership criteria, such as good health, intelligence, moral virtues such as honesty and kindness and generosity.

We attempted to determine some of the social values and self concepts of the teachers and of the pupils by a test using hypothetical situations as an assessment of personality. We hoped to show some indications of relevant factors which may have influenced not only the

verbalized concepts but also rankings and sociometric choice. An analysis of the data of this test follows.

Goals Chosen By Arab teachers and Pre-adolescent students
In response to Hypothetical Situations*

Lehner and Saper have developed and used on a group of college students a projective technique using hypothetical questions to sample motivation and goal choice as an assessment of personality. This technique, using hypothetical questions, appears to have value as a rapid method of probing some of the covert aspects of personality. Such questions have been employed to determine group tendencies against which the individual response might be interpreted.

The content analysis of the responses to the hypothetical situations revealed modal tendencies. These modal tendencies appear to reflect needs, values, feelings, and goals which were predominantly based on stereotypes held by the group which the sample represented.

The authors of this type of test (Lehner and Saper) caution that since the stimulus questions lack complete ambiguity and since they serve to remove the subject from reality only partially that

* A hypothetical situation is a relation of assumption or pre-suppositional circumstances introduced explicitly or implicitly by the word 'if', which when formulated as a question may be used as a stimulus for eliciting responses. It seems to function to remove the subject from the realm of actuality or reality sufficiently to permit the expression of his interests, goals, values and needs relative to his cultural background without his experiencing the usual social or personal restrictions.¹

¹George F. J. Lehner and Bernard Saper, "Use of Hypothetical Situation in Personality Assessment", J. of Personality, Vol. (1952), p.91

it might be assumed that responses within these modal categories are anchored to some extent in the awareness of what is expected. Hence, these responses express motives and feelings which are not solely unconscious and personal.¹

We believe this statement was especially true of all the teachers answering our questionnaire.

The testing instrument which was used was made through a questionnaire which had the following six items:

1. If you were told that you could have any three wishes come true, what would you wish?
2. If you had the power to do anything you liked, what would you like most to do?
3. If you were told that you could do only one more thing before you died what would you select to do, disregarding cost, time, effort, etc.?
4. If after death you had to return to the world in a different form, what would you choose to be?
5. List what you believe to be three deeds which you consider yourself incapable of doing.
6. If you had one year to live and two hundred thousand Lebanese pounds to spend, how would you spend it?

The items on the questionnaire were devised by Lehner and Saper.² The writer adapted the form from Lehner and Saper and questions from a study which was done on Arab adolescents (using this same test).³

¹Lehner and Saper, op. cit., p.95.

²Lehner and Saper, op. cit., p.95.

³Ghassan Rubeiz, "Goals Chosen by Arab Adolescents in Response to Hypothetical Situations", (1962) unpublished paper.

The questions were presented to the six teachers and the thirty-five students in the original English form as well as in the Arabic. The test was given first to the six teachers and then to the class group (the study group). The teachers were asked to answer their questions in English and the Arabic answers of the study group were translated by the class teacher. Each translation was written below the Arabic original. Translations were to be as literal as possible.

All answerees were asked to sign their questionnaires, but all were assured their responses would be kept anonymous.

Scoring

The responses for the two tests were kept separate. Separate scoring and tabulations were maintained for the teachers and for the students. The responses were grouped into categories through a process of abstraction. Most of the wording in the sets of categories was adapted from Lehner and Saper's work. Comparison of data with Arab adults (using the same test) was made with results from a study done in 1956, by Melikian and Prothro.¹

Comparison with results on Arab adolescents was made with a study done in 1962 by a psychology student of the American University of Beirut.²

Where the writer found that the nature of the data and the age

¹Levon H. Melikian and E. Terry Prothro, "Goals Chosen by Arab Students in Response to Hypothetical Situations", J. Social Psychology, Vol. XXXVI, (1957 August), pp. 3-9.

²Ghassan Rubeiz, "Goals Chosen by Arab Adolescents in Response to Hypothetical Situations", (1962) unpublished paper.

TABLE 18

PER CENT OF RESPONDENTS (SIX ARAB TEACHERS)
USING THE MORE COMMON CATEGORIES

Category	Teachers f N= 6	Teachers %	Lebanese College Students. ¹ %
THREE WISHES	(N= 6)		(N=176)
Achievement	1	17	72
Wealth	2	33	31
Non spec. happiness for self	2	33	22
Travel	0	-	10
Benefit others	5	83	26 *
LIKE MOST TO DO	(N=6)		(N=163)
Achievement	1	17	40
Benefit others	3	50	16
Travel	2	33	17
ONE THING BEFORE DYING	(N=6)		(N=152)
Undoing	0	-	12 **
Union	0	-	17
Benefit others	1	17	19
Travel	1	17	11
Achievement	4	67	10
RETURN IN DIFFERENT FORM	(N=6)		(Classified sepa- rately and not published in re- port for a sizable proportion of answers did not want to change form)
Same	3	50	
Miscellaneous animals and things	3	50	
THREE DEEDS INCAPABLE OF	(N=6)		(N=176)
Specific behavior	2	33	16 ***
Impossible behavior	3	50	48 ****
Achievement	2	33	24
Immoral behavior	3	50	40

¹Study made in 1956 by Melikian and Prothro on 250 Lebanese college students - male and female. Only male results are used here.

- * social welfare and family welfare combined
- ** classified as 'prayer'
- *** classified as 'changing self'
- **** classified as 'manipulating environment'

TABLE 18 (continued)

Category	Teachers f	Teachers %	Lebanese College students %
ONE YEAR AND 200,000 LEBANESE POUNDS	(N=6)		N=162)
Charity	2	33	50
Hedonism	1	17	27
Assistance to Intimates	1	17	12
Travel	2	33	31

revealed influence of the age factor. College students are greatly concerned with the immediate future and their careers; hence achievement is desirable in wishes and need fulfillment for successful pursuit of their lives. Whereas in the adult teachers the greater emphasis upon achievement before dying was a reflection of doing the thing which they were presently engaged in (i.e. completing set of textbooks, going on living as usual, carrying on with normal activities). Achievement for the teachers in this particular category we have interpreted as achievement tempered to realistic appraisal of the continuum of their lives as they presently see them.

The responses of the teachers indicated a general majority altruistic responses with heavy emphasis upon benefiting others, charity. The general analysis of the answers would seem to indicate a very definite awareness of expected or socially acceptable responses. We believed the teachers were influenced in their responses by the fact they had been asked to sign their names to the questionnaires and they were participating in an educational research and so were 'being judged', either consciously or unconsciously.

influences of the Middle East and particularly Moslem concepts may be operating. Traditionally the bird is used in this part of the world as an object of beauty and happiness and is socially acceptable in myth and story for human symbolism. Animals, especially the dog, are used in evil, unclean or undesirable connotations and are avoided wherever possible in literary and physical references.¹ We believe the realistic appraisal that half of the respondents would not change form (in the teachers) and also the sizable proportion of answers given by the Lebanese college students) is a direct reflection of cultural and traditional influences of this area.

The categories for respondents in question six were varied. Immoral behavior was 'impossible' for a sizable proportion of both teachers and college students. Incapability of doing specific behavior included being unfaithful to ideals, inability to love one's enemies and impossible behavior included incapability to regain lost time, to prevent hair from falling out. One instance was noted where the respondent stated there was no deed that he could not do if he really wanted to. College students' responses tended to be more realistic; they could not do specific acts or impossible acts of manipulating the environment.

The last category found respondents about equally divided on 'charity' and 'travel' for the teachers and with emphasis upon charity for the college students. We noted that both the respondent indicating 'hedonism' and the two indicating 'travel' specified after their initial answer (i.e. "I would spend them on all the things that I wished and

¹Melikian, Prothro, op.cit., Rubeiz, op.cit.,

could not have in my life, and I would share spending them with those I love", "Travel to visit historical and geographic places all over the world-give grants to I. C. Alumni fund, scholarships to poor but intelligent students-gifts to orphanages" and "Going forth to see the world and being generous with the needy and destitute", all reflected the emphasis upon benevolence. This hypothetical situation in this question again reflected that conditioned answers were perhaps in operation. The universal response that it is virtuous and universally acceptable for one to be charitable in helping the poor, building hospitals for the poor, helping the destitute, etc. shows also that a heavy emphasis is placed in religious ideals in the Arab as well as almost any other culture upon benevolence and the giving of alms and charity to those in need. Teachers are directly involved with transmitting culturally acceptable traditions and beliefs and certainly when consciously examined about their beliefs they would be heavily oriented to giving more stereotyped answers where there is any possibility they might be professionally criticized or examined.

In summary, teachers' responses were heavily oriented towards benefits to others, charity, and assistance to intimates. The respondents generally tend to be less realistic than either the American students¹ or the Lebanese college students. The adult Arab teachers were almost unanimous in expressing wishes for world peace and other altruistic desires, socially-acceptable aims, but not in conformity to the realm of individual attainment. The Lebanese college students were more realistic and concerned with future individual achievement, personal success, and fulfillment.

¹Lehner and Saper, op. cit.

The majority of respondents in the categories of the teachers were more interested (as verbally expressed) in benefits to others, charity and assistance to intimates rather than in hedonism or travel. College students were more interested in achievement.

Results and Analysis - pupils (Study group)

Results and analysis of the data of the study group answers to hypothetical situation questions revealed a heavy emphasis upon achievement and benefit to others categories. It was interesting to note that the teachers also showed emphasis upon benefit to others and benevolence. With this group of thirty-five students the answers tended to be much more realistic than the teachers. Children of this age (average ten years seven and one-half months) are relatively unsophisticated and would express realistic answers to these projective type questions. They lack to a great extent the subtlety of manipulation of intent and desire in verbal expression. We believed the parallel found between the teachers' responses and the pupils' in emphasis upon benevolence is significant of the Middle Eastern culture in which charity and alms-giving are a traditional social value which is strongly emphasized through both Islamic and Christian religious teachings.¹ This particular category was heavily influenced in both studies by what the teachers and the students thought would be the most acceptable answer and benevolence and charity are universal values which are specially desirable in any culture.

¹Melikian & Prothero, op.cit., Rubeiz, op.cit.,

TABLE 19

PER CENT OF RESPONDENTS (FIFTH ELEMENTARY - STUDY GROUP)
USING THE MORE COMMON CATEGORIES

Category	S. G. boys f	S. G. boys %	Rubeiz ¹ adolescents %
THREE WISHES	(N=35)		(N=63)
Achievement	28	80	65
Wealth	8	23	36
Nonspec. Happiness for self	23	66	33
Travel	2	6	21
Benefit others	12	34	no category
LIKE MOST TO DO	(N=35)		(N=62)
Achievement	13	37	31
Benefit others	7	20	19
Travel	4	11	11
Nonspec. Happiness for self	9	26	no category
ONE THING BEFORE DYING	(N=35)		(N=59)
Undoing(prayer)	7	20	24
Union	7	20	15
Benefit others	12	34	15
Travel	2	6	15
Achievement	6	17	no category
RETURN IN DIFFERENT FORM	(N=35)		(N=63)
Same form	17	49	32
Miscellaneous animals & things	16	46	21
Opposite sex	0	-	19
THREE DEEDS INCAPABLE OF	(N=35)		(N=59)
Specific behavior	6	17	66
Impossible behavior	18	51	47
Achievement	7	20	19
Immoral behavior	13	37	22
ONE YEAR & 200,000 LL.	(N=35)		(N=63)
Charity	18	51	57
Hedonism	21	60	44
Assistance to intimates	10	29	28
Travel	2	6	17

¹Ghassan Rubeiz, "Goals Chosen by Arab Adolescents in Response to Hypothetical Situation" (1962)

Travel and wealth are more important to adolescents than to pre-adolescents according to our findings. Achievement for both groups is higher than for teachers. This is reflective of the age factor. The boys seemed more interested in schoolwork and career, in providing for their families' supply and happiness and in hedonistic behavior than the adolescents. Travel was considerably higher in categories one, three and five for the adolescents than the boys. Adolescents are attaining an age when there is more possibility of individual decision to travel, while pre-adolescents are still largely family oriented and bound in parental decision for all their actions and immediate desires. For the pre-adolescents, interest in providing for the welfare of their country was mentioned on several occasions, which would tend to underscore the emphases which is made in this culture on authoritarian and nationalistic aspects. This group placed greatest emphasis upon achieving success in their school work and successful endeavor for their futures. It was highly oriented to academic success. This compared with the findings of the majority of Arab adolescents (Rubeiz study) who wished for academic and vocational achievement in contrast to the American findings (Lehner and Saper - college students) where 'world peace' was the most frequent category chosen.

The results of the data on these pre-adolescents compared with the Melikian and Prothro¹ adult studies showed that the most striking feature of the respondents was the extent to which some specific act of personal achievement was one of the professed goals. To pre-adolescents

¹Melikian and Prothro, op. cit., p.5

it was academic achievement; to adults it was career and vocational achievement. Arabs wish for 'achievement' more than Americans.

The heavy response of benefits to intimates and others was indicative to us that the pre-adolescent age is the age of family indoctrination on family responsibilities. It begins here and continues on throughout the academic life span of students studies. The Arab college students in the Melikian and Prothro study mentioned above made infrequent mention of family welfare. The loyalty to the family group at this age is so general that personal achievement is inevitably reflected in benefits to the family; whereas in the pre-adolescent age students are in the formulating stage of concept development concerning family ties, status, and responsibilities, and role playing.

Wealth was relatively weak in response; children prefer to express their desires and wishes for TV sets, cars and especially food. This response was indicated on several questionnaires. This would seem to confirm the findings of Dennis¹ on the Lebanese child. The responses obtained through this experiment on the uses of common objects as cultural orientations indicated a considerable concern for food. The answers did not show why food was so important, but Dennis observations other than those presented in the responses indicated that food preparation and eating have for the Lebanese a pleasure function that is comparable to the positive valuation given by some societies to other activities such as music, conversation or visual esthetic experience.

¹Wayne Dennis, "Uses of Common Objects as Indicators of Cultural Orientations", J. of Abnormal and Social Psych. LV, (January 1957), pp. 21-28.

Wishes expressed scholastic achievement, careers desired and moral virtues such as living happily, helping the poor. Long life and good health and benefits to intimates (as happiness and health to intimate members of the family) were strongly emphasized. Four boys expressed the wish to become doctors and two to have hospitals in which they would treat the poor. Travel was desired to the moon and to the 'Red Indian district'.

The 'One Thing Before Dying' question (question three) showed that benefits to others, to the needy and to intimates of the family were mentioned most often. The 'undoing' (an adjustive mechanism) and prayer were less noted. Of the nineteen responses for the combined categories of benefits to others and prayer/undoing nine of the respondents were Moslem children, two were Druze children, and four were Protestant and Orthodox children. We believe this has a significant meaning and agrees with the Rubeiz findings¹ wherein Moslems were seen to express interest in social welfare more than Christians. In his findings the female Moslems seemed to be the most eager for benevolence and the Christian males the least.

Also benevolence and the giving of alms to their intimates is a strong precept of the Koran and is often traditionally interpreted as being one of the direct means of achieving paradise.

In reply to the question 4, (Return in a Different Form), seventeen of the boys would not change their form in 'returning after death'; although they were explicitly required to choose a different form.

¹Rubeiz, op. cit., p. 17.

We believe this agrees strongly with the Rubeiz study¹ in which one-third of the total sample wanted to return in the same form; and to the Melikian and Prothro study² in which the majority of college students did not want to change form. Unlike the Rubeiz (adolescents) and American samples (on college students) however, the pre-adolescents expressed a sizable proportion of responses to come back in supernatural forms (five angels, four ghosts). Animals named included a monkey and an eagle. Two students would come back as men from Mars and Venus and one student preferred to remain dead. Eleven of the students giving 'again in human form' responses were Moslems, three were Druze and three were Orthodox/Protestant. No Moslem would return in the form of an animal, only one would return in the form of an angel and three would return in the form of ghosts. We believe this is reflective of cultural and traditional Islamic thought; especially with regard to no animal selections.

There was strong emphasis in question five, (Three Deeds Incapable of), on responses in 'immoral behavior' such as lying, stealing, murdering; and in 'impossible behavior'. We believe this was indicative of strong indoctrinational teaching for immature children in the first case; and expressive of the imaginative expansiveness of the immature age in the second case. Half of the students mentioned at least one response of impossible behavior in which it was obvious that youthful imaginations were put to work.

¹Rubeiz, op. cit.

²Melikian and Prothro, op. cit.,

From our analysis of the data we believe the thread of continuity which runs through the answers to questions one (Three Wishes), two (Like Most to Do), three (One Thing Before Dying), and five (Three Deeds Incapable of) stress achievement. Most of the subjects of our sample were highly eager for academic and vocational achievement as were also the findings in the Rubeiz study of Arab adolescents.

In Summary, answers to hypothetical situation questions as given by thirty-five pre-adolescent students revealed a heavy response to achievement, benefit to others and charity. The Lebanese (or Middle Eastern) child seemed to reveal a preoccupation with academic achievement in present experience and in goal setting. The Lebanese child seemed to show much concern for food - responses indicated this holds sizable influence in their answers. In addition to the Dennis interpretation that this might be a substitute for aesthetic-visual experience we believe it might also be oral gratification of the immature age group. Also we would hypothecate that this possibly might have religious implications - certain foods in this part of the world have certain religious or sacred connotations. The traditional ideas of hospitality in which food serves as an important function may also have relevance in cultural values which are being transmitted to the children through their families, religious groups and other reference groups.

A further interpretation may also be given as stated by Prothro¹ regarding the severity of weaning done by mothers in the Lebanon.

¹Edwin T. Prothro, Child Rearing In the Lebanon, Cambridge Harvard University Press, 1961.

This may account for the emphasis upon oral pleasure desires and expression among these children.¹

There was strong indication that the students reflected strong moralistic and familial loyalty in their various responses. Family attachment and responsibility were presented in benefits to intimates expressed through questions one, two, three, four (expressed as specific behavior 'I cannot hurt my brother', 'cannot be ignorant for I cannot teach my children', etc.) and question six (One Year and 200,000 L.L.). There was a significant number of responses which indicated that religious experience was a strong influence in questions three (One Thing Before Dying) and four (Return in Another Form).

We thus see some close association with teachers' answers to the same hypothetical situation questions as for instance in emphasis upon benefits to intimates and charity. Both teachers' and pupils' answers showed little emphasis upon travel. Differentiation in concepts were most strongly shown where achievement was high for boys and lower for teachers. We believe this was indicative of an age factor whereby youth is thinking in terms of the future and the adult is thinking in terms of the present.

Data obtained through sociometric choice by students

Sociometry provides a psychological situation which shows the network of personal attractions and repulsions. The researcher is helped to see the leaders and the leadership process in the light of the needs

¹Robert R. Sears, Eleonor E. Maccoby, Harry Levin, Patterns of Child Rearing, 1957: Evanston, Row, Peterson & Company.

of the group. The sociogram obtained from the Fifth Elementary study group showed the centers of influence, the persons who occupied positions of influence because they satisfied some of the emotional and aspirational values of the group.

We used the sociometric technique to determine from the pupil choice indications of their selected peers for three situational criteria:

- 1 - schoolwork choice
- 2 - movie choice
- 3 - athletic team choice.

We hoped to determine class structure, to show acceptance and rejection through pupil choice. We believed that every group was characterized by a set of interests shared by its members and with regard to those common interests every group had a set of standard which were important determiners of their members' attitudes and choices. The sociogram obtained from pupil choice in the Fifth Elementary indicated how members of this group reflected their attitudes towards each other in peer acceptance and rejection. We hypothesized that those over-chosen should be classified as leaders in social leadership roles within the study group.

Scoring

We have used the quartile-target device as developed by Northway¹ for a sociometric study of a single social group (the study group), the membership of which has remained reasonably constant.

¹Urie Bronfenbrenner, The Measurement of Sociometric Status, Structure and Development, (1945 Beacon House, New York), pp. 3-78.

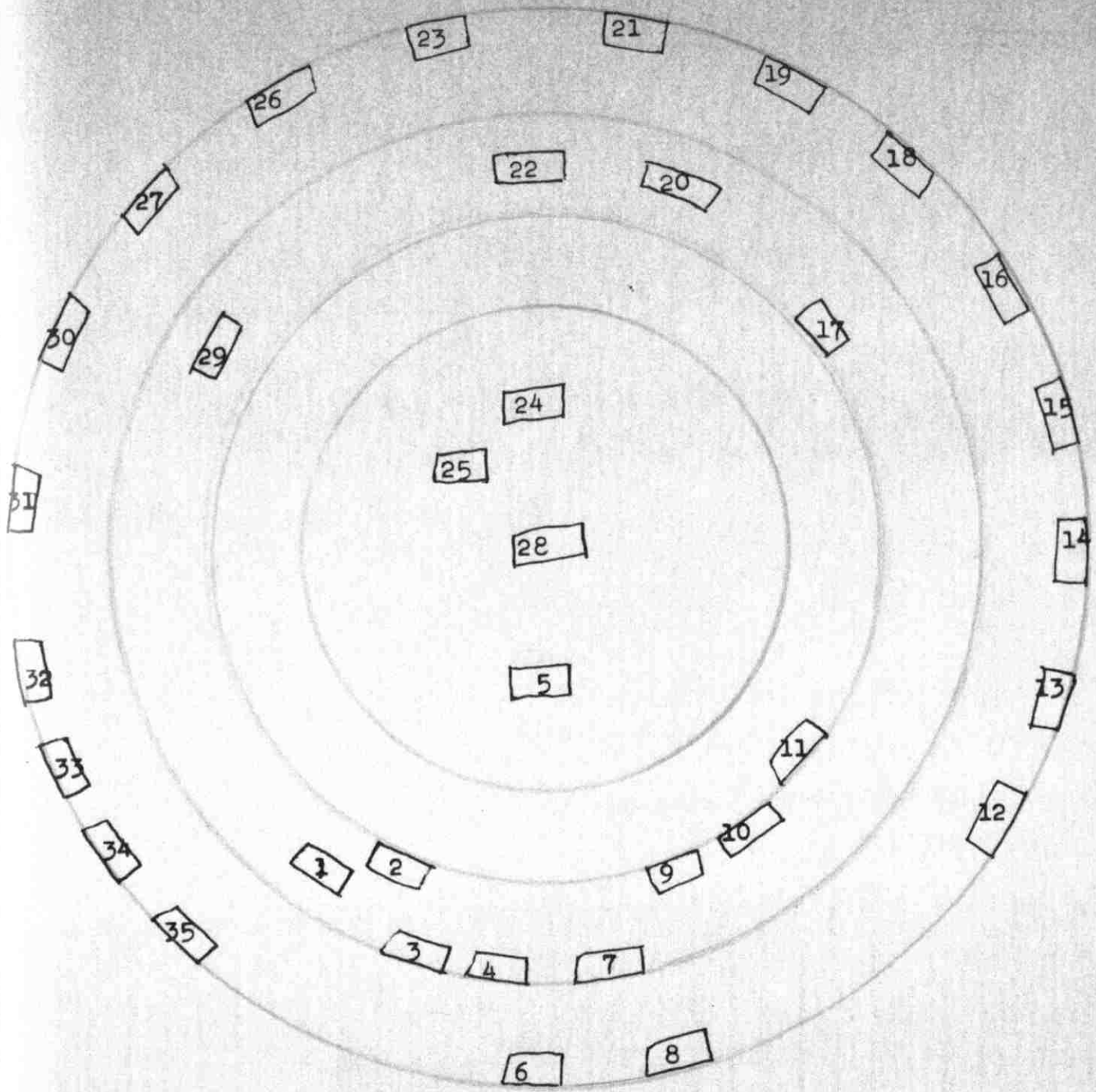


FIGURE B- SOCIOGRAM

Boys = 35

Fifth Elementary

Criteria:
schoolwork choice
movie choice
athletic team choice

Chance likelihood of falling -	
within innermost circle	.02 or less
within second circle	.50
outside second circle	.50
outside third circle	.02 or less

The sociogram is based on data from a sociometric test involving one choice with respect to each of three criteria - a total of three selections by each person in the group. It can be seen from the sociogram the divisions of the target delineate differential levels of chance selection. Thus students receiving a number of choices so great as to be statistically significant (i.e. occurring by chance only two or fewer times out of a hundred) are shown in the innermost circle, those nearest the center being the most frequently chosen. These persons are termed "stars" and the limit of statistical significance (.02) may be used for making the definition of stardom more rigorous and precise. Children receiving a number of choices so small as to be statistically significant (probably .02 or less) appear in the outermost ring of the target, with isolates shown on the extreme periphery. The second circle designates the 50 per cent or expected value, about which the majority of the subjects are clustered.

For the most common type of sociometric situations tables have been prepared giving the approximate raw score values corresponding to the 50 per cent level and to the positive and negative limits of statistical significance.¹ Through the use of these tables it is possible to read directly the raw score values to be assigned to each circular division on the target.

For Figure B we had as criteria: three questions, each for one choice by each of the thirty-five students. The Critical Raw Status Score Values for Diverse Sociometric Situations were:

¹Bronfenbrenner, op.cit., p. 71.

Expected value	-	3
Lower Limit	-	0
Upper Limit	-	8

That is, the most likely score is 3, raw score of 0 is statistically significant and a score of 8 or more is significant in excess of chance expectancy. Thus a person with a score of 8 or more was placed in the innermost circle and classified as a star and those who scored 0 were placed in the outermost ring and classified as rejectees. The remainder were distributed in the two intermediate rings - persons scoring above three in the inner and those below three in the outer ring.

There are a total of four "stars" (or over-chosen students) as designated by peer choice within the class structure. Question one, (schoolwork choice), showed heavy selection of those students who were high scholastically (in the upper quarter of the class standing (of the four pupils chosen for the most places by the students all four were in the upper quarter of academic class standing for the Fourth Elementary). Two of the three highest choices for Question One (total of twenty student choices) were also pupils selected by the teachers for leadership ratings in the class.

Question three, (athletic choice), showed heavy selection by the students of boys with athletic prowess. Pupil 28 (twenty-six choices from class) was overwhelmingly selected by his peers. This student excels in athletic ability and in addition is the president of one of the two class athletic teams.

The leaders chosen in questions one and three especially seem to have been chosen because of their abilities which have been developed

in particular directions. These abilities (and potentialities possibly) are those which were called for by the specific nucleus of (specific) interests which the questions differentiated, i.e. for test one, academic proficiency; and for test three, athletic skills. Question two, (movie choice), showed selection of pupils 28, 25, and 5 in the highest choice selections (twenty choices). These three pupils were among the first three chosen in questions one and three.

Of the four "stars" selected by peers three were also teacher-ranked leaders. Of the nineteen "rejectees" by peers, three, (pupils 6, 16, 32), were teacher-ranked leaders. All three teacher-ranked rejected leaders were also peer rejectees.

* The evidence tends to support the theory that effective leaders, or leaders selected by their peers in free choice, are those persons who are most familiar with the standards, or who personify the values and skills which were required by particular situational factors. Sociometric choice was heavily influenced by particular criteria under which the choice was made. The four "stars" were classified as social leaders because they obviously met certain social needs which they could potentially and presently release into the social situation of which he (the leader or star) is a part. These abilities or ideas demonstrate to the group solutions of needs (academic ability, athletic ability and social ability). Those students in the central and in the peripheral areas of the target are those most markedly affected by the social forces of preference and avoidance operative in the group.

It is thought to be significant that three of the nine teacher-ranked leaders were completely rejected by student free choice in this sociogram.

TABLE 20

EXTRA CURRICULAR ACTIVITY
ELECTIVE OFFICES OF FIFTH ELEMENTARY PUPIL CHOICES

Activity	Office	Pupil Chosen	
Student Council	Secretary	11	
	Member	25	
	Member	17	
Athletics (two teams, I & II)	I - President	28	
	I - V. Pres.	23	
	I - Helper	17	
	I - Helper	6	
	II - President	2	
	II - V. Pres.	7	
	II - Helper	35	
	II - Helper	11	
	Arabic Society	Secretary	5
		Helper	12
Helper		24	
Helper		3	

Of those students selected from and by themselves in free choice for the elective offices of extra curricular activities all four "stars" as shown in the sociogram have been elected to at least one position, and in some instances to two positions (pupils 17 and 25), each. Pupil no. 11, not a "star" but in second circle of sociogram, has been elected to two positions in activity choice by his peers.

Three pupil-rejectees (pupils 6, 23, and 35) shown in the sociogram have been here elected to activity offices. One teacher-ranked rejectee holds an elective office. Of the sixteen elective

offices eight are held by teacher-ranked leaders (six students).

From observations made by the researcher it was evident that situational factors were highly relevant in pupil choice of peers for the various activities. That is, for the Arabic Society the boy chosen for the Secretary's position is high academically in Arabic; for the athletic teams, both Presidents are very strong athletically (also the Vice Presidents and Helpers were among those observed in class demonstration to be athletically superior within the class); the English Society was filled by electees strong in English. We believe it is significant that from observations made by the researcher that before free choice elections are held, there is some teacher orientation on the specific qualifications necessary to best fill the positions. Therefore the pupils are mentally oriented to guide their selections not purely on social choice, but primarily on ability selection and qualification.

Special note was taken of the Cub Scout activity. Here the various positions of responsibility are filled with supervisor selected choices. There was no free pupil choice involved, hence we have not included the nominees on Table 20. The supervisor selected 'head' choices included pupils 7, 14, 17, 24, 18, and 25. Of these pupils 17 and 25 were teacher-ranked leaders and pupils 24, 25 were pupils-ranked sociometric choice leaders. We noted that while pupil 28 was a member of the Cub Scouts he was not selected as a choice by the supervisor in this activity.

It is thus determined from an analysis of the data that concepts of leadership take many forms and expressions and have resulted in a general overall pattern that leadership is reflected in and affected by situational factors, by cultural influences and there is great variety in just what is the definition of leadership and a leader to both the adult teacher and to the pre-adolescent child.

The findings are discussed further in the following chapter.

CHAPTER V

DISCUSSION OF THE FINDINGS

The analysis of the data has revealed that the concepts of 'leaders' and 'leadership' fall into many categories. Some have equated leadership with status, the importance of position. Others have equated leadership with the value of persons regardless of their positions. Others have equated leadership and leaders with certain behaviors and abilities and have called these behaviors and abilities 'leadership'.

The overall result or consensus of the findings has been that concepts of leadership are highly diffused. There is no definite form or pattern of interaction wherein those whom teachers rank as leaders, and those whom children define as leaders, and those whom they actually choose as their leaders, are clearly outlined. Cultural influences and traditions are strongly effective and operative at the Fifth Elementary Grade level. However, the interpersonal influence (leader/pupil relation) as exercised in the situation and directed through the communication process (the teaching/learning situation) is toward the attainment of a specified goal or goals. Leadership is defined in the context of goal setting, or situational factors. Both teachers and students take into account the different characteristics needed in the situation. They seem to perceive the action and definitions which are necessary for that particular situation in connection with the appropriate behavior or ability which they outline as the most effective in choosing or defining leadership.

Leadership is thus both defined and conceived as grouping and selection by abilities and in role-playing. It is the product of interaction that takes place among the individuals in a group, and of the status or position which the individual brings to the group.

According to some viewpoints¹ leadership is present in every group member in one area of behavior or another (and the goal of education is to find and develop this potential). The data of this study show that this is not the case so far as teacher and pupil concepts of leadership are concerned. Leadership in this study group, is centered largely around a relatively small number of persons within the large group setting, and in some instances, is thus confined to a specific individual, chosen for his specific use. Pupil no. 28 has exhibited strong athletic ability and physical prowess. He was the strongest sociometric choice of his peers for athletic team member; he holds one elective office, that of athletic team president; and he was teacher-rated a leader by two teachers (one of which is athletic director).

Leader identification is strongly related to goal setting or situational context. Behavior or abilities that help a child to be a leader or to be selected as a leader in one situation may not apply equally well to another situation. Leadership, both in definition and in action shifts from one situation to another.

When criteria for leadership ratings within the class are general, teachers disagree significantly among themselves as to leadership.

¹Ross & Henlay, op.cit.,

structure in the class. There is strong indication in the data that leadership ability rating by teachers is determined by academic performance and classroom behavior.

The data indicate that cultural influences strongly affect concepts of leadership in both the adult teachers' and the students' concepts. Findings clearly indicate that the "authoritarian" aspects of this Middle Eastern culture are the most predominant factors which influence the concepts expressed by both groups in the study, teachers and pupils. There is evidence of this in evaluating the data as to three criteria:

- (a) What the leader must be.
- (b) What the leader must do.
- (c) The group factors and variables which affect leadership concepts.

(a) What the leader must be - concepts

It was evident from much of the data obtained from the Study group (i.e. drawings, verbal concepts and sociometric choice) that the type of person the leader will be is dependent upon a variety of factors. The characteristics of the person emerging as leader or depicted as a leader at any particular point in time, will be directly related to such factors as the goals of the group at the time choice is to be made, the kind of persons within the group and how the members relate to one another. In other words, concepts of the requirements for leadership will depend upon group structure based upon cultural values.

To the Middle Eastern child in our study, leadership is synonymous with strength, with power figures and with status positions.

Characteristics such as physical strength, political strength or position, nationalistic figures, Army officialdom were most prominent among children's drawings and depictions of leaders. The strong authoritarian figures predominated as the established and functioning leader which the child could visualize. No religious, philosophical or intellectual leaders were depicted. No historical figures were drawn for the pictures; however, historical figures were mentioned in a few instances in the verbalized concepts. We believed this was significant in this tradition-oriented society in which nationalistic and religious schisms are so much a part of daily living.

We believe that since the school fosters athletic skill with some emphasis upon competition in this area, the still pliable concepts of the ten year-old child, are led in the direction of athletic figures, Scout figures, and peers in terms of 'leadership'. Children at this age tend to be very realistic - they verbalize what they see, hear, know, etc.. They are very much in the world of reality. There is little abstraction of thought (for example showing leadership concepts in the process and function of justice - a court in session or legislature being enacted. Here acts of punishments being meted are the degrees of reality of this age student.

The characteristics which the study group mentioned as belonging to leaders were traits which are being emphasized in their present experiences (academic achievement, physical strength, mental alertness, diligence, honesty, obedience, respectfulness, cooperation, loyalty and patriotism) both in the school and, we assume, at home.

Teachers tended to abstraction when defining concepts of leadership behavior. There was similarity between teachers' and pupils' concepts in that certain characteristics (intelligence, physical strength and ability, personal/social positive traits such as cooperation, responsibility, and occupational positions of wealth, prestige and power) were somewhat analogous.

It is possible that responses given by teachers and pupils were inclined to be socially acceptable ones, because of the fact that names were signed to the papers, even though the subjects were assured that the papers were of no more than research significance. A system of coding might eliminate this problem. Because the sample was a single elementary class, the sample of teachers was small and one with which the author had necessarily many close and frequent contacts. It is the researcher's judgment that the teacher responses may have been influenced by the interpretations of these contacts in relation to their position and the school.

There was evidenced a pattern of direct transmission between teachers' and pupils' verbalized concepts of leadership as revealed through Steps III (Obtaining visual concepts of leaders and leadership situations made through the drawings of children), and Step V (essay on concepts of leadership characteristics obtained from six teachers), Step VI (essay on concepts of leadership characteristics obtained from thirty-five students). The amount of disagreement between the two groups was probably due to degree of verbal level at which the concepts were expressed, and not basically a disagreement in concepts themselves.

What the leader must be - in action

It is quite probable that the leaders chosen or ranked have certain distinctive personal qualities; however it would be difficult, if not impossible, to ascertain exactly which of these particular qualities would make them leaders in a general sense. Leadership, according to these data, is largely defined by the immediate situation or its goal. Pupils chose their leaders on the basis of what they believed would insure success in the experience. For an athletic team it was obvious to choose the best athlete in the group. For help in schoolwork, it was strongly indicated to choose a pupil strong in academic achievement. For social company it was desirable to choose someone who had achieved present recognition and status through some other successful activity (usually athletics where 'leadership' is strongly emphasized as a desirable quality to develop).

Observation of those pupils who had achieved leadership positions, either by means of election or free choice determination, showed that these boys had been able to relate to others in their group primarily through ability achievement. They had apparently identified with the members of the group by being capable of meeting the needs of the group when their particular skills were needed. They were aware of the group needs were purposeful and expedient in carrying them out. These results would tend to support theories extended by Stogdill¹, Greer, Galanter,

¹Stogdill, op. cit.

and Nordlie¹ and Sanford² that the leader in a situation has been able to satisfy the needs and behaviors of other people. By satisfying the needs of others, an individual becomes in a sense a 'problem solver' for the other person. Research by these authorities has indicated that such problem-solvers are often chosen as leaders; the more a leader is perceived as a problem-solver, the more the followers appear to be motivated to help the leader.

It is interesting to note the absence in the verbalized responses, especially by the students, of the mention of warmth and sociability by the leader. Love was mentioned in two instances only, and was mentioned as "love of country".

It is believed this study helps to support the findings of Sanford on 'authoritarians' and their orientation to leaders.

Sanford states:

Authoritarians do not appear to perceive nor to care for the leader's warmth and responsiveness to people. They appear to judge the leader in terms of down-to-earth pay off. "If he looks out for me and if he is powerful enough, I will follow him." The equalitarian, on the other hand, in answer to 'ideological' questions, talks in terms of the leader's responsiveness to his followers.³

Teachers' rating of leadership structure within the class was significant in its disagreement. Teachers varied according to their

¹F. Loyal Greer, Eugene H. Galanter, and Peter G. Nordlie, "Interpersonal Knowledge and Individual and Group Effectiveness". J. of Abnormal and Social Psychology, XXXIX, No. 3 (July 1954), pp. 411-414.

²Sanford, op. cit.

³Sanford, op. cit., p.166.

concepts of leaders and according to their actual selection of leaders. We believe an analysis of the data plus observations made of the class reveal a tendency of teachers in this study to correlate leadership strongly with academic achievement. Instances were shown that a teacher would select for first or second position a pupil who was strong academically in his particular class subject. Another teacher would rank this same pupil very low on the ratings. Instances shown were with Pupil 16, who was ranked first, twenty-fifth, twenty-seventh, twenty-fifth, sixteenth and sixteenth by the six teachers. Also shown was Pupil 28 who was ranked respectively by the six teachers in the following arrangement: twenty-seventh, thirty-fourth, first, thirtieth, first, and sixth.

We thus might conclude that for our study evidence was shown that what the leader must be to both teachers and to pupils is determined and characterized by skills and abilities and the demands of the situation in which he is to function as a leader. This would agree with conclusions of Ross and Hendry¹, with Gibb², with Gouldner³, Pigors⁴, Hemphill⁵ and Jennings⁶, that there is no consistent pattern of traits which characterize leaders. There is not an attribute of the personality that is specific to the selection of leaders in our study, but rather it is a

¹Ross and Hendry, op. cit.

²Gibb, op. cit.

³Gouldner, op. cit.

⁴Pigors, op. cit.

⁵Hemphill, op. cit.

⁶Jennings, op. cit.

quality of his role within a particular and specified situation. The leader is in a social role, the successful adoption of which depends upon a complex of specific abilities and skills and emerges in a specific act.

(b) What the leader must do - concepts and action

Leadership is also highly determined not only by specific abilities, but the capacity to put these into action for attaining the group goal. He must accomplish a specific situation successfully. Pupils' responses were very definite about what the leader must do. He must be successful in feats of accomplishment - physical acts, or he must be in a position of power and prestige in which he can physically exert strength and authority. Leaders are typed. They are, as Gibb¹ has stated, individuals in given offices, the central person of a group whose personality is incorporated in the age ideals of the followers, or the person considered most influential by the group and who can best advance the group or the individual towards his goals. While teachers were abstract about what leaders do occupationally and concentrated their remarks to generalizing on more or less positive universal values and criteria (i.e. honesty, cooperation, intelligence, courage, etc.) pupils stated in definite terms that leaders do definite acts, have specific jobs, represent prestige and power roles and the majority of students would like to be like this particular leader. The fact that so many figures of strength, power and prestige were named by the students

¹Gibb, idem

and that the majority of students would like to be like these figures strongly indicates that more than simple hero-worship was operative in concept formation.

(c) Group factors and variables which affect leadership concepts.

Our findings support those of Melikian and Prothro¹, of Begum², and Dennis³ that in the Near Eastern culture loyalty to family groups and pride in the family name are so general, that personal achievement is inevitably reflected in benefits to the family. In verbalized concepts of leaders and their characteristics, both groups reported many references to family in loyalty, responsibility, benevolence; in answer to the hypothetical situation questions showed the dominance of family in the groups' thinking concepts. Especially in the projective tests using the hypothetical situations was there a heavy emphasis upon values, needs, and achievement which was family oriented or which was integrally mixed up in family dominance and guidance.

Students are highly eager for academic achievement and success and for adult praise and reward. Our study agreed with Dennis findings^{4&5} that the values of the Lebanese child are indicated in emphasis upon food, objects of substance and family loyalty. Dennis found that food preparation and eating have for the Lebanese a pleasure function which might substitute for the esthetic visual experiences (such as music,

¹Melikian & Prothero, op. cit.,

²Begum, op. cit.,

³Dennis. op.cit.,

⁴Dennis, "Uses of Common Objects As Indicators of Cultural Orientation", op.cit.

⁵Dennis, "Reinforcement of Childrens Behavior Lebanese and American Children Rewarded behavior ih Children by Parents", op.cit.

conversation, etc.) which is emphasized in other societies. It possibly might also be related to the harsh methods of weaning which are found in the Lebanese society (Prothro¹) and that possibly now food might serve for possible oral gratification (Sears²). Also food has certain religious significance or connotations of being 'sacred', especially in the Muslim thought.

The researcher found that much of the student's thinking is oriented toward utilitarian ends (for example, academic achievement is directly connected with success in future goals, with family loyalty and with industriousness). Family attachment and responsibility were presented in benefits to others, in charity, in benefits to intimates, in strong emphasis upon provision before dying for family - by both teachers and students. It is thought that this data supports our original hypothesis that the cultural values are transmitted through teachers and family in both horizontal and vertical fashion to the students. The data strongly indicate that it is the family which is the primary or dominant group in transmitting cultural values.

In general the pupils were more realistic and, the researcher felt, more free in their responses. Teachers responses indicated more awareness of expected or socially acceptable answers. Differences in values were shown in teachers emphasis upon academic achievement. The researcher believes this was directly influenced through cultural and traditional training. Through academic achievement primarily, students can hope to

¹Prothro, Child Rearing in the Lebanon, op. cit.

²Sears, op. cit.

obtain prestige or power positions in an authoritarian society. It is a modus vivendi - the attainment or possession of academic degrees - with a direct commercial or substantive value. In the Middle Eastern society it is one of the principal and most socially acceptable manners or methods to surmount class barriers and economic ones. Emphasis is made starting with the young child upon motivating him to academic achievement and to family or tribal loyalty. Achievement is related to benefiting family, to enhancing the 'family' pride and prestige and position rather than to individual accomplishment per se or to community accomplishment and social welfare in general. An example of this was found in our study with the responses from four boys who wanted to become doctors. They all specifically mentioned they wanted also to own the hospitals and schools'. Three of the four are low academic achievers and only one of the four comes from a medical background. A commercial interpretation could be derived from this example in that in the Lebanon the ownership of property and especially of hospitals and schools is a widespread commercial practice.

Wealth and charity were primarily related to family benefits, but showed a higher incidence by teachers than by their pupils.

From observations made in classroom settings it was difficult for the researcher to determine which values and loyalties were being emphasized by the teachers in their actual teaching. For further or future study we would suggest that research be done by one who is familiar with both languages of instruction (Arabic and English in this case) so that a more accurate analysis might be made of actual classroom teaching emphasis (i.e. in History and Civics classes where citizenship and loyalty are promulgated).

From data obtained and from observations made by the researcher, sociometric choice by students as to leadership positions, and children who fill these roles, showed that selection was heavily oriented towards ability and goal-setting criteria. The remainder compared the present findings with those of Pigors¹ and Moreno², and found that a major factor in social development was chronological age and physical development. Of the four most over-chosen sociometric choices made by the students, three were ten years of age, or older, i.e. one was eleven and one almost twelve years old. The fourth boy selected will be ten years old in February. He is large for his age and physically and mentally well coordinated.

It will be recalled the average age of the students was ten years seven and one-half months.

It is thought the child chosen has acquired a fairly specific place, according to his general mental and physical capacities and his practical significance for the group as a whole. The differences in sociometric choice, and in extra-curricular activity choice, might indicate that these children are somewhat immature in level of socialization for their chronological age levels. Moreno³, in studying the periods of pre-adolescent socialization, found that a child up to 7-9 years is in the pre-socialization period. From 7-9 to 13-14 years, begins the first socialized period. In the present study, the lack of mutual pairs in selection, the rather indifferent pattern, and lack of formation of independent social groups by the boys, themselves, would

¹Pigors, op.cit.,

²Moreno, op. cit.

³Moreno, idem

indicate that this group is sufficiently differentiated to understand leadership choice only when common goals or common aims are teacher defined or plainly outlined.

It would seem that the verbalized and visualized concepts of leadership obtained from the pupils in our study reflect substantially the 'authoritarian' culture of the Middle East. The students have expressed preference for status-laden leadership and accept strongly directive leadership. The data tend to support the fact that reference groups, such as the family, religious sect, and fairly nationalistic identifications, are highly influential at this age level. Cleavages have already begun to be well-defined in these children's concepts as a result of these influences. Children talk in terms of power figures as admired great persons. They have named and emphasized power-flavored attributes - education, strength, titles.

It is also believed that the analysis of the data would indicate that the child is more influenced by reference groups, than by the teachers' concepts, which in any case are diffuse and ambiguous. The teacher's role appears to be one of academic guidance, rather than one which carries any defined leadership responsibility.

CHAPTER VI

SUMMARY, CONCLUSIONS AND IMPLICATIONS

SUMMARY AND CONCLUSIONS

This study set out to determine some of the concepts of leadership which elementary school children and their teachers possess. The term 'leadership' itself was difficult to define, as a review of the literature revealed. Leadership is sometimes a trait or a cluster of traits within the individual leader. In other cases it is a function of the group; and often it is a function of the situation. It was not the wish of the researcher to isolate any one of these three distinctions in preference to the other two definitions; but rather the hope to determine some of the patterns of interaction which might be revealed through a concentrated study of one elementary class in which many of the variables could be controlled.

It was hoped to study leadership as defined by students and some of their teachers by diverse measures using both projective and verbal tests. The researcher wished to examine certain self estimates of social acceptability, rejection and performance within a relatively immature group. It was also a desire to see if some of the student and teacher social values could be determined, in addition to seeing which cultural influences were operative. It was also desired to determine class structure (social leadership hierarchy) and to see to what degree concepts and definitions of leadership behavior and actual leadership overt performance and selection are compatible.

The questions with which the data were analyzed were:

- 1- To what extent do children's concepts of leadership and teachers' concepts of leadership agree and disagree?
- 2- Do children elect to positions of leadership those possessing leadership characteristics?
- 3- Do teachers judge leaders according to their own standards; do they judge primarily on abilities and skills, or do they look for children and define the qualities from this observation?

This study group was selected on the basis of age similarity and level of maturity, of homogeneity of sex, relatively small size of group, relative uniformity of socio-economic background, and inter-familiarity within the group structure. All the students were well known to each other before the study took place; they had been together in the Elementary School for at least three years.

The plan of the study was to study the cultural values of the society as reflected through six teachers by means of curriculum, methods, and goals to their students. The data concerning teachers were obtained through leader rankings, and status in class structure, verbalized concepts, and projective tests, to elicit social values. Data from the students by means of observations, verbal and projective tests, and by sociometric choice in elections and dominance were also to be obtained.

The purpose of this study was to see more clearly how leadership forms at the pre-adolescent education level in the Middle Eastern culture, and to see what educational action might be considered on the basis of this information to improve or provide for leadership development.

The procedures and methods used in the study were specifically used in the context of thought that this particular type of study could be used in any culture. It's particular design could readily be applied to any other society. It was not a comparative study, but rather a concentrated in-group study seeking to determine some patterns by which cultural values are transmitted.

It was evident from the findings of this study that the leadership phenomenon both as defined and performed in the Middle Eastern culture is a variable of many complex parts. Findings showed that leadership patterns were most often set by the function of the situations which called for a particular type of leadership. It was found that our data substantially supported previous research in this area of the world, that the general tone of the society is authoritarian, and this is reflected in the school. Traditional aspects of cultural influences were found in heavy emphasis upon references to "the family", both as a source of financial/emotional security and interdependence. It is felt by the researcher that the family's role in the education of the child is the most dominant and that the role of the teacher would seem primarily to be that of technician of academic skills.

With reference to the questions which the study sought to answer, it was found that

1. Middle Eastern children's concepts of leadership and Middle Eastern teachers' concepts of leadership differ primarily in degree of abstraction and maturity of verbalizations due probably to differences in age between the two groups. Characteristics needed for leaders given by both groups were intelligence, physical strength, education, social acceptability. Teachers were brief, general and abstract in their answers; students were more realistic naming names, types of persons which were leaders to them, and stating whether they would like to be like this type of leader, or not. Strength, power and prestige figures predominated in students' answers and choices. Teachers concentrated on more abstract generalization of characteristics. No intellectual, philosophical, or religious leaders were named by the students. Only one teacher mentioned a religious leader. There was much variety among the teachers and among the students as to concepts of leadership and to a leader. The degree of similarity between the students' concepts and the teachers' concepts was limited.

For future study we would suggest a more anonymous method of questioning be used, especially with respect to adult answers, so that they might feel less constrained to be abstract, or to give socially acceptable answers.

2. Those children who were elected to positions of leadership were usually selected because of specific ability called for by the particular situation. Those children elected for positions requiring academic ability (e.g. Arabic and English societies) were selected primarily for proven ability in these subjects. Choice selection was somewhat guided by requisites for the position as stated by teachers. It was strongly evident that athletic prowess and ability was the strongest of the criteria by which these boys select by characteristics their leaders. Pupil no. 28 received more votes than any other member of the class in sociometric choice by students; he also holds one elective office (athletic team president); he was also teacher-ranked as a leader (and as a rejectee); and he was selected as a leader by several pupils in stating their verbalized concepts of leaders. It is thought the evidence and observations tend to support the fact that athletic ability (combined with physical maturation) was the overwhelming factor in his selection. This agrees with findings of Stogdill¹ that among boys' groups and gangs athletic ability and physical prowess have been found to be the main characteristics of the leader.

¹Stogdill, op. cit.

3. The evidence strongly supports the fact that teachers judge primarily on abilities and skills - on athletic and academic achievement, as the particular case may be. Teachers were specifically asked to rank leadership structure within the class before they were asked to define their concepts of leadership. In all cases it was shown those pupils ranked highest were also the highest achievers in their particular classes.

In the study it was shown that education was one of the requisites named by the majority of teachers and almost unanimously by the students as being a necessary quality for a leader to have. Education, however, was seen as instrumental in gaining social status and goal fulfillment, as interpreted by the students and not as a valuable end in itself. Only one student mentioned the teacher as being a leader or as possessing leadership characteristics, and no student mentioned the teaching profession as a future goal.

It would seem to the researcher that the data strongly indicate that it is the family which is the most dominant force in the transmission of cultural and social values, both with children and with adults. It is the main source for the setting and guidance of goals. Cultural values are strongly oriented in an authoritarian concept of centralized leadership, which is manifested in power-figures, prestige and titled or official persons. Purpose and goals are generally polarized with a single dominant purpose. The 'family' is usually the ultimate of all purposes.

IMPLICATIONS

In the researcher's judgment it would be of value for a research study to be made on this same group in a few years' time to see what changes, if any, have occurred in their concepts of leadership with increasing age and experience. A similar study, using the same methods and procedures, would be most helpful for comparative studies, if done in another culture or another society. For example, if the same study were done in the United States it would be interesting to see a comparative analysis made on the data with this study.

Studies made on adolescents and college students in the Middle East have shown similarities and agreement with some of the findings of this study. Emphasis upon the family is still strong in adolescence but is weakening in the college student. The teachers of this study were of a prior generation, and it would be interesting to investigate, using the same techniques employed here, an adult group which is now emerging into the teaching profession in this area.

Leadership, as a subject, cannot be taught. An individual must himself learn to be a leader. Leadership requires certain qualities of character and personality, certain skills and technical competence. It is developed from within to without. It is not domination or emulation of power figures and authority. The researcher believes that in such a critical period of world affairs in which nationalistic interests are playing a high part for power, in which populations are swelling at frightening rates, and in which newly emerging nations are striving for individual identity and purpose, it is of primary social importance that foresight be used to provide for some leading of group movement and organizational development.

It can and should begin at the elementary school level. There is no uniform or standard path or pace for the development of leaders. At the elementary level the curriculum can help to develop the understandings and practices of leadership by providing for more opportunities for individual and small group interaction. Any tentative leadership guidance and development 'program' must be highly concerned not only with character education and individual differences, but also with re-interpretation of sociological and cultural values which are rapidly changing in the Middle Eastern and in almost every other society.

At the fifth elementary level children are beginning to formulate their own concepts; they are in a transitional stage of socialization. If the curriculum and classes can provide for smaller, more intimate, proximate and communicative groups, possibly more opportunity for individual initiative and character development might emerge. This possibly could be the start of an 'indirect' type of leadership training in this area of the world. It is believed the main problem is a re-interpretation of some of the cultural values in the light of present-day actual working experience. Since there is more opportunity for 'democratic' type of curriculum experiences in a school like that of this study, it is thought a greater emphasis should be made in as many curriculum situations as feasible, and by as many different teachers as are available, upon the character aspects of education, rather than solely upon academic achievement or the attainment of grades.

Primarily leadership experiences for the many will be adult-directed group planning (the teacher in this case), until the group has developed some skills and techniques in group planning and action.

Ideally the ultimate technique will be through self-management, through group planning wherein the group is able to develop goals, plan the attainment of goals, cooperate in achieving them, and evaluate the progress in what the group has learned and developed.

In conclusion, the researcher agrees that the cardinal objectives in elementary education as set down by the New York State Education Department¹ should be directed toward understanding and practicing desirable social relationships, and developing in children leadership abilities, and an understanding of the meaning of leadership.

¹J. Murray, Lee, The Child and His Curriculum. New York: D. Appleton Century., 1940

There must be careful planning and regulation by some centralized authority which is capable of enforcing its decisions. But there must also be individual initiative and opportunity for self-development. Each country, each group, and each individual must strike a balance between control and freedom.

- Pigors
(LEADERSHIP OR DOMINATION)
p.325.

APPENDIX I

INTERNATIONAL COLLEGE

International College was begun as a vocational high school in Izmir, Turkey in 1891 under the auspices of the American Board of Commissioners for Foreign Missions.

In 1903 it was chartered by the Commonwealth of Massachusetts and became a recognized college. In 1936 the College was moved to its present site on the edge of the American University of Beirut campus.

The present International College is a result of combining the Preparatory Section of the American University of Beirut and the International College which was originally located in Izmir, Turkey. The school enrollment is primarily male.

International College is made up of three schools: the Elementary School (with an enrollment in 1962-63 of 235 male students), and two secondary schools.

The Elementary School consists of six grades plus two years of kindergarten. Children are admitted to kindergarten as early as four and one-half years. Once enrolled either in kindergarten or the First Grade most parents have tended to continue to let the child progress through the six grade levels of the school.

Classes are divided in seven periods of approximately forty minutes each plus three recess periods daily. Wednesdays and Saturdays are half-day schedules. The language of instruction is Arabic, English and some French are taught.

Students are prepared for the government examination (Certificate d'etude), which is taken at the end of the Sixth Grade level. The

general curriculum of the Elementary School comprises Arabic, English, French, History and Civics, Mathematics, Geography, Science, Athletics, Music and Art (which consists of both Drawing and Handwork).

The student body is primarily Lebanese with a sprinkling of students coming from various parts of the Arab and Western world. The student body represents a cross section of social and economic life of the Middle East, but is primarily considered to be in the upper middle of the socio-economic strata. Children of the personnel of International College are entitled to enrollment of greatly reduced fees. Parental occupations are approximately 33 percent merchants and factory owners, 30 per cent professionals and the remainder fall into various classifications as junior employees, landowners, senior officials, craftsmen, small shop keepers and workmen. School figures (October 13, 1962) show that religious denominations represented in the Elementary School are 89 Muslims, 125 Christians, 19 Druze and 2 Baha'i.

A basic nucleus of the curriculum (Arabic, English and Mathematics, history-civics, geography, athletics and handwork) is set by the Lebanese government. The rest of the curriculum is set by the administration of the College.

Goals of the Elementary School as stated by the Administration include:

- Preparation academically for passing the government examination, and for further education at higher levels.
- Development of the all-round student. Physical, mental and moral development for the student to take his place as a

- good citizen in his society, and as an understanding citizen of students from other nationalities and cultures.
- Cooperation with the American University of Beirut's Department of Education in helping to further educational research and develop teachers for work in the Middle East. Students who are preparing to become teachers use the College classes for observation, and for educational research. The Elementary School serves as a pilot school to other schools in the area to improve their own educational work by showing what can be done.

APPENDIX II

DATA SHEET FOR INDIVIDUAL PUPIL *- FIFTH ELEMENTARY GRADE
INTERNATIONAL COLLEGE

CODE NUMBER _____

NAME _____ DAY/BOARDING STUDENT _____

AGE _____ BIRTHDATE _____

NATIONALITY _____ RELIGION _____

PARENTAL OCCUPATION _____

GRADE SEQUENCE AT I.C. _____

GRADE STATUS (average) FOR ONE CUMULATIVE YEAR

IB IA II III IV V Repeated grades

RANK IN CLASS

LAST YEAR'S FINAL GRADES

Three highest subjects

Three lowest subjects

ACHIEVEMENT TEST SCORES

March 27, 1962 _____ (out of 120 possible correct answ

Nov. 3, and 10, 1962 _____ (out of 70 corect scores)

SOCIAL ACTIVITIES (Offices) _____

APPENDIX III

N=(35)

RATEES	TEACHER RATINGS						total
	A	B	C	D	E	F	
1.	12	23	21	22	24	35	137
2.	32	28	5	20	13	26	124
3.	20	9	29	34	33	33	158
4.	29	7	33	23	20	20	132
5.	3	29	16	2	23	5	78
6.	23	1	3	7	5	9	48
7.	30	24	11	8	29	19	121
8.	9	22	7	19	26	21	114
9.	8	21	30	18	30	24	131
10.	21	13	14	11	3	18	80
11.	15	35	12	14	22	14	112
12.	25	11	18	13	21	25	113
13.	18	30	25	24	15	17	129
14.	19	5	26	21	18	13	102
15.	10	27	22	17	28	23	127
16.	1	25	27	25	16	16	110
17.	16	3	2	9	2	15	47
18.	24	4	23	4	12	22	89
19.	28	18	32	26	25	7	136
20.	31	16	8	33	9	32	129
21.	13	14	9	3	8	3	50
22.	2	6	4	6	4	28	50
23.	4	31	6	32	17	29	119
24.	6	32	28	27	27	4	124

APPENDIX III (continued)

RATEES	TEACHER RATINGS						total
	A	B	C	D	E	F	
25.	14	12	15	1	7	1	50
26.	17	17	31	15	10	12	102
27.	34	33	24	31	35	31	188
28.	27	34	1	30	1	6	99
29.	7	20	20	28	6	2	83
30.	11	19	10	12	19	10	81
31.	22	8	17	5	32	8	92
32.	26	2	19	10	11	30	98
33.	5	15	35	29	31	34	149
34.	35	26	34	35	34	27	191
35.	35	10	13	16	14	11	97
Totl.	630	630	630	630	630	630	3790

$$W = \frac{S}{\frac{1}{12}k^2(N^3 - N)}$$

R_j
108.3 mean

$$W = \frac{43755.15}{\frac{1}{12} \cdot 6^2 (35^3 - 35)} \quad \text{or}$$

$$W = \frac{43755.15}{128520} \quad \text{or } W = .34$$

S=43755.15

Sig. at .01 level

The scoring of agreement of teachers used the Kendall Coefficient of Concordance (W) as a measure of determining the relations among several rankings of N objects or individuals. Determination of the (W) will express the degree of association among the 'k' variables. This measure is particularly useful in studies of interjudge or intertest reliability and in the study of clusters of variables.

Our formula was
$$W = \frac{s}{\frac{1}{12}k^2(N^3 - N)}$$

where s = sum of squares of the observed deviations from the Mean of R_j , that is,

$$s = \sum (R_j - \frac{\sum R_j}{N})^2$$

k = number of sets of rankings, e.g. number of teachers (6)

N = number of entities or individuals, pupils, ranked (35)

$\frac{1}{12}k^2(N^3 - N)$ = maximum possible sum of the squared deviations, i.e. the sum s which would occur with perfect agreement among "k" rankings

The computations record the value of "s" as 43755.15 and by using the above formula we determine that:

$$W = \frac{43755.15}{128520} = .34$$

W = .34 expresses the degree of agreement among the six teachers in ranking the thirty-five students in leadership.

Thus with six sets of teacher rankings on thirty-five pupils, $W=.34$, significant at .01 per cent level of confidence, and indicating it is more than chance involved in the selection of the rankings.

APPENDIX IV

RL GROUP AND L GROUP
VERBALIZED CONCEPTS OF LEADERSHIP

RL GROUP

Pupil

27

Concepts

- peer connotes 'leader' because he gets angry quickly; (full description of what peer wore on day of this question's writing); leader must be polite, neat, and obedient; people feel leader cooperates with others, he likes his friends; his occupation is to study; ratee does not know of a great man like leader despite his naming of boy; would like to be a leader because he is loved by the people.

- 33 - named physical training teacher; general description naming hair, eyes, mouth, nose, arms legs and medium size; is intelligent and educated; leader has a grand position he teaches physical training; named person; ratee would like to be this leader and to train others to become great.

- 34 - leader is a sportsman and strong; is thin, healthy, intelligent, educated and people want to be like him. Ratee named wrestler and boxer and would like to be like him.

L GROUP

5

- leader led Greek Army against the Persian Army; he had large head, eyes, mouth, ears, nose and was tall with large hands; was intelligent and educated and highest in rank among all leaders. He worked for Sparta and his name was Napoleon. Ratee would like to be like him because he was honest.

- 6 - named Khaled ibn al Walid who wore a turban was strong, good looking, had few wrinkles on his face and had white and black hair. He was intelligent and educated and people liked him because he was not tyrannical. He led an army. A man like him today is Chamoun and ratee would like to be like him because he rules with justice and has the faith of the people.
- 16 - Leader leads group; is tall with black hair, eyes and large ears; is intelligent, sincere, and educated; he can bear responsibility for group; he gives group instructions and training. Ratee named pupil no. 28 and would like to be like him.
- 17 - Leader is courageous, heroic and diligent. Is tall with long legs; is intelligent and educated and fights in the war to become a martyr. Ratee named Hitler and said he would like to be like him and become historically immortal.
- 22 - Leader is courageous and famous in his country; is neat with strong body; is intelligent and educated and respectful; he trains soldiers and his name is Adel Chehab. Ratee would like to be like him and become a great personality in the city.
- 25 - Leader is one who has studied his job and is experienced in it; has strong muscles and good build; if a poet, he is educated and if a philosopher, he loves his work; everyone loves him; he is a class leader and supports the class; Ratee named Khalid ibn al Walid and would like to be like him because he saved his country from colonizers.
- 28 - Leader leads soldiers, is polite, well trained in tactics of war and strongly built; wears army uniform and is intelligent and educated. He will defend his country and not allow robbers to steal people's homes. Ratee named another student's father and said he would like to be like him because he fights for the defense of his country.

29

- Leader is teacher; is neat and lively; is educated with high degrees and is intelligent in understanding pupils' feelings and talents. He is respected and given high posts, he guides pupils toward the right, he ripens their intellect. The ratee would like to be a teacher.

32

- The leader is liked by people; he carries a sword and commands an army; is intelligent and educated and proud of his victories. Leader is the 'King who was called Lord by his people. Ratee would like to fight and have a large army and raid the whole world.

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