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CHARACTERISTICS DESIRED IN PEER LEADERS

BY SEVENTH AND EIGHTH GRADE STUDENTS

(TITLE)

BY

Marvin Wayne Allison

**PLAN B PAPER**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
AND PREPARED IN COURSE

Education 570

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
CHARLESTON, ILLINOIS

1967

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

*July 31, 1967*  
DATE  
*July 31, 1967*  
DATE

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DEPARTMENT HEAD

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## CHAPTER I

### Introduction

Today as the world becomes a closer knit community and people are forced to interact with their neighbors on numerous occasions, conflicts, problems, and situations arise to which solutions have to be found. These problems are not to be met by a few people in a high position as was once thought. Nor will conflicts merely work themselves out if given time. It is true that people are appointed to certain positions that have the function of making decisions and being leaders. However, with today's increasing number of problems a few people can no longer accomplish this task. More and more people are taking a greater part in making the decisions that will affect their own lives. Along with this comes a clamor for more and better leadership. As Alvin W. Gouldner states it: "that... the forms, the problems, the techniques and goals of leadership are a matter of public interest in our society is a proposition few will challenge."<sup>1</sup> But just why are the people in our society interested in leadership? Gouldner gives our modern democratic values as a basic reason. The American society no longer believes that people

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<sup>1</sup>Gouldner, Alvin W., Studies in Leadership, (New York, 1950), p. 3.

are born leaders and will be found in a few ruling families. The society's values state that leaders can be trained.

### Definition of "Leader"

The term "leader" has in the past had many different connotations. Even today there are many explanations and definitions of the term. Morris and Seeman<sup>2</sup> classified the one hundred thirty definitions of leadership that V.J. Bentz had accumulated up to 1941. Other people who have studied leadership and proposed definitions for this term are Gurnee,<sup>3</sup> Lapiere and Farnsworth,<sup>4</sup> Smith,<sup>5</sup> and Hemphil.<sup>6</sup> A work by Stogdill, a leading man in the field of leadership research, and Coons<sup>7</sup> classifies the existing definitions according to type.

Mapheus Smith stated that there are three categories into which all types of leaders will fall. One of these,

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<sup>2</sup>Morris, N.C., and Seeman, M., "The problem of Leadership," American Journal of Sociology, 1950, V.56, pp. 149-155.

<sup>3</sup>Gurnee, H., Elements of Social Psychology, (Farrar and Rinehart, New York), 1936.

<sup>4</sup>Lapiere, R.T., and Farnsworth, P.R., Social Psychology, (Mcgraw-Hill, New York), 1936.

<sup>5</sup>Smith, M., "Control Interaction," Journal of Social Psychology, 1948, V.28, pp. 264-273.

<sup>6</sup>Hemphil, J.K., Pepinsky, P.M., Shevitz, R.N., Jaynes, W.E., and Christner, C.A., "Leadership Acts," Personnel Research Board, Ohio State University, 1954.

<sup>7</sup>Stogdill, R. and Coons, A.E., "Leader Behavior," Bureau of Business Research Monograph, Ohio State University, 1957.

which overlaps the other is: "... Those who emit stimuli that are 'responded to integratively by other people.'"<sup>8</sup> After reading many definitions and explanations the writer of this paper has accepted as a working definition: "A leader will, then, here be considered as any individual whose behavior stimulates patterning of the behavior in some group."<sup>9</sup> A group will consist of one or more people.

### Related Research

Many studies have been done on the subject of leadership. The writer reviews a few to give an idea of what has been done in this area.

One area that is closely related is the question of whether a leader in one situation is a leader in other situations. This, as shown by such studies by Finch and Carroll,<sup>10</sup> at the University of Minnesota on University High School students, Hollingworth<sup>11</sup> on University of Ohio freshmen, and Caldwell and Wellman<sup>12</sup> is not necessarily true.

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<sup>8</sup>Smith, Mapheus, "Leadership," Journal of Abnormal and Social Psychology, 1935-1936, p. 348.

<sup>9</sup>Gouldner, Op. Cit., p. 17

<sup>10</sup>Finch, F.H., and Carroll, H.A., "Gifted Children as High School Leaders," Journal of Genetic Psychology, 1932, V.41, pp. 476-482.

<sup>11</sup>Hollingworth, L.S., Gifted Children, (Macmillan, New York), 1926.

<sup>12</sup>Caldwell, O.W., and Wellman, B., "Characteristics of School Leaders," Journal of Educational Research, 1926, V.14, pp. 1-13.



Hollingworth's study along with the one by Finch and Carroll support the fact that a gifted child may be a leader in a group of students with above average intelligence, as measured by IQ tests, but usually will not be a leader in a group of students with average or slightly below average intelligence. Caldwell and Wellman supported the contention that a person with good physical development may be a leader in athletics but his physical prowess will be "relatively less important in the selection of leaders for nonathletic school activities."<sup>13</sup>

Other research relating to characteristics of adolescent leaders would include; Terman,<sup>14</sup> Reaney,<sup>15</sup> Bird,<sup>16</sup> Partridge,<sup>17</sup> Miller,<sup>18</sup> and Munsen.<sup>19</sup> Stogdill has made a survey

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<sup>13</sup>Ibid. p.7.

<sup>14</sup>Terman, L.M. "A preliminary study in the Psychology of Leadership," Ped. Sem. , 1904, V.2, pp. 413-451.

<sup>15</sup>Reaney, M.J., "The correlation Between General Intelligence and Play Ability," Brit. Journal of Psychology, V.7.

<sup>16</sup>Bird, Charles, Social Psychology, New York, 1940.

<sup>17</sup>Partridge, E.D., Leadership Among Adolescent Boys, (Teachers College, No. 608, Columbia University), 1934.

<sup>18</sup>Miller, A.H., Leadership, (New York, 1920)

<sup>19</sup>Munsen, E.L. The Management of Men, New York, 1921

<sup>20</sup>Stogdill, R.M., "Personal Factors Associated with Leadership: A survey of Literature," Journal of Psychology. 1948, V.25, pp. 35-71.

of the literature regarding leadership up to 1948. Although this summary was made then it has not been outdated. Later research tends to duplicate facts summarized in his report.

#### Purpose of Study

The purposes of this study are as follows:

1. to find the characteristics that seventh and eighth grade students look for in choosing their peer leaders
2. to rank these characteristics in order of importance
3. to determine if a difference exists between seventh grade students and eighth grade students as to what characteristics they desire
4. to determine if a difference exists between boys in the seventh and eighth grade and girls in the seventh and eighth grade.

#### Limitations of the Study

1. The term seventh grade student will refer to any student enrolled in the seventh grade at Mayo School in Paris, Illinois in the spring of the 1967 school year.
2. The term eighth grade student will refer to any student enrolled in the eighth grade at Mayo School in Paris, Illinois in the spring of the 1967 school year.

3. Since the questionnaire was administered on two separate days, one day to the eighth grade and the second day to the seventh grade, the groups do not include those students who were absent from school on their respective days.

#### Hypotheses

There is no significant difference between seventh and eighth grade students in importance placed on characteristics that they desire in peer leaders.

There is no significant difference between the girls in the seventh and eighth grades combined and the boys in the seventh and eighth grades combined in importance placed on characteristics that they desire in peer leaders.

The measure used to test each hypothesis will be the critical ratio between the arithmetic means. The one per cent level of confidence and the five per cent level of confidence will be used. Therefore, if a critical ratio of 2.58 or above exists the difference will be considered significant at the one per cent level of confidence and the hypothesis will be discarded. If a critical ratio of from 1.96 to 2.58 exists, the difference will be considered significant at the five per cent level of confidence and the hypothesis will be discarded.

### Procedure

In the spring of 1967 the Adolescent Psychology Classes of Dr. Henry Stackhouse went to the seventh, eighth, and ninth grade classes in Buzzard Laboratory School at Eastern Illinois University and asked each student to list five characteristics they desired in leaders of their own age. This was done on an anonymous basis. A questionnaire was developed from this list of statements with an attempt to avoid duplications. The characteristics were reduced to forty nine. This procedure is unique in relationship to all of the other previous studies that were surveyed.

The questionnaire was then taken to Mayo School in Paris, Illinois. The seventh and eighth grade students were asked to rate each of the statements on an IBM answer sheet with a rating of from 1 through 5. The rating of 1 denoting the statement as very important, a rating of 2 as important, a rating of 3 as neutral, a rating of 4 as unimportant, and a rating of 5 as very unimportant.

The directions were read to the students and the procedure explained. The students were then given as much time as they required to rate the forty nine statements. The students were tested in groups of approximately thirty and the author was present during the procedure to answer any questions that were asked.

The 330 answer sheets were then coded for sex and grade. Since the author was present during the rating there was a return of 94.7% of the seventh and eighth grade students at Mayo School. The missing 5.3% included students who were absent, incomplete answer sheets, and those incorrectly marked.

The answer sheets were then scored by machine, taken to the computer and the results computed to find the standard deviation and the arithmetic mean for: (1) the total group; (2) seventh and eighth grade girls; (3) seventh and eighth grade boys; (4) seventh grade boys and girls; and (5) eighth grade boys and girls. The critical ratio was also computed between boys and girls and between seventh and eighth grade students.

Tables were then compiled and interpreted. The leadership characteristics were then ranked in order according to the arithmetic means. The tables include the following as explained in Chapter II.

## CHAPTER II

### Results

The data were compiled into the five following tables which include the following information.

Table I; The table includes the rank of the statement according to mean, the number of the statement on the questionnaire, the statement, the arithmetic mean, and the standard deviation. These statistics were derived from the total group. The five most important characteristics as chosen by the total group were honesty, being responsible, setting a good example, being fair, and respecting his superiors.

Table II; These statistics were derived from the seventh and eighth grade girls and include the rank of the statement according to the mean, the number of the statement, the statement, the arithmetic mean, the standard deviation, and the critical ratio between the girls and boys. The five most important characteristics as chosen by the seventh and eighth grade girls were honesty, setting a good example, being responsible, being fair, and respecting his superiors.

Table III: These statistics were derived from the seventh and eighth grade boys and include the rank of the statement according to the mean, the number of the statement, the statement, the arithmetic mean, the standard deviation, and the critical ratio between the girls and boys. The five most important characteristics as chosen by seventh and eighth grade boys were honesty, being responsible, setting a good

example, being fair, and respecting his superiors.

Table IV: These statistics were derived from the seventh grade boys and girls and include the rank of the statement according to the mean, the number of the statement, the statement, the arithmetic mean, the standard deviation, and the critical ratio between the seventh grade boys and girls and the eighth grade boys and girls. The five most important characteristics as chosen by seventh grade boys and girls were honesty, being responsible, being fair, setting a good example, and respecting his superiors.

Table V: These statistics were derived from the eighth grade boys and girls and include the rank of the statement according to the mean, the number of the statement, the statement, the arithmetic mean, the standard deviation, and the critical ratio between the seventh grade boys and girls and the eighth grade boys and girls. The five most important characteristics as chosen by the eighth grade boys and girls were being honest, being responsible, setting a good example, being fair, and respecting his superiors.

TABLE I  
 CHARACTERISTICS DESIRED IN PEER LEADERS  
 By 330 Seventh and Eighth Grade Students

Rank	No.	Statement	Mean	Standard Deviation
1	3	be honest	1.188	.512
2	1	be responsible	1.360	.562
3	32	set a good example	1.369	.677
4	10	be fair	1.390	.574
5	49	respect his superiors	1.429	.728
6	39	be good at what he is leading	1.479	.675
7	4	have good judgement	1.524	.633
8	5	fulfill his job	1.529	.660
9	22	be friendly	1.546	.701
10	14	be loyal	1.599	.700
11	30	be understanding	1.655	.693
12	12	be able to take charge	1.664	.774
13	43	be a good sport	1.675	.858
14	38	keep his temper	1.677	.788
15	15	be sensible	1.678	.697



Rank	No.	Statement	Mean	Standard Deviation
16	48	like his job	1.709	.856
17	42	be organized (efficient)	1.723	.802
18	37	be helpful	1.761	.697
19	28	not be a bully	1.826	1.011
20	16	be respected	1.836	.835
21	20	act his own age	1.894	.870
22	47	satisfy his group	1.936	.888
23	35	be encouraging	1.936	.917
24	21	not cuss	1.939	1.095
25	29	distribute responsibility	1.942	.910
26.5	7	be considerate	1.951	.696
	9	not act stupid	1.951	1.000
28	33	be cheerful	2.018	.805
29	34	be strong willed (courageous)	2.070	.975
30	8	not be bossy	2.100	1.049
31	45	have wide interests	2.145	.936
32	40	be well groomed	2.155	1.043

Rank	No.	Statement	Mean	Standard Deviation
33	13	be intelligent	2.167	.974
34.5	24	have endurance	2.283	.866
	46	be diplomatic	2.283	.924
36	25	be a good talker	2.287	.977
37	17	have a sense of humor	2.315	.980
38	11	represent the majority	2.333	1.069
39	31	be active (energetic)	2.356	1.013
40	36	not have to be popular	2.623	1.071
41	41	kind to animals	2.694	1.056
42	19	be impartial	2.694	.970
43	23	be physically fit	2.779	1.137
44	2	be imaginative	2.878	.941
45	6	be popular	3.183	1.042
46	27	be good at sports	3.322	1.140
47	26	be nice looking	3.504	1.188
48	18	be a good actor	3.720	1.071
49	44	have money	4.006	1.020

TABLE II

## CHARACTERISTICS DESIRED IN PEER LEADERS

By 154 Seventh and Eighth Grade Girls

Rank	No.	Statement	Mean	Standard Deviation	Crit. Rat. Boys & Girls
1	3	be honest	1.156	.413	1.090
2	32	set a good example	1.320	.673	1.220
3	1	be responsible	1.351	.416	.304
4	10	be fair	1.353	.577	1.102
5	49	respect his superiors	1.379	.667	1.163
6	39	be good at what he is leading	1.422	.622	1.445
7	22	be friendly	1.455	.604	2.265
8	4	have good judgement	1.519	.572	.129
9	43	be a good sport	1.562	.831	2.245
10	5	fulfill his job	1.565	.711	-.926
11	30	be understanding	1.584	.652	1.738
12	14	be loyal	1.591	.651	.193
13	38	keep his temper	1.595	.754	1.780
14	48	like his job	1.604	.776	2.123
15	15	be sensible	1.682	.681	-.098

Rank	No.	Statement	Mean	Standard Deviation	Crit. Rat. Boys & Girls
16	42	be organized (efficient)	1.712	.814	.231
17	37	be helpful	1.740	.701	.496
18	28	not be a bully	1.753	.956	1.240
19	12	be able to take charge	1.773	.849	-2.383
20	47	satisfy his group	1.830	.839	2.046
21	16	be respected	1.831	.804	.096
22	21	not cuss	1.837	1.057	1.594
23	33	be cheerful	1.864	.694	3.365
24	7	be considerate	1.889	.662	1.533
25	20	act his own age	1.908	.945	-.285
26	35	be encouraging	1.909	.832	.511
27	29	distribute responsibility	1.928	.856	.262
28	8	not be bossy	1.948	.941	2.514
29	40	be well groomed	1.948	.931	3.461
30	9	not act stupid	1.993	.932	-.718
31	34	be strong willed (courageous)	2.156	.961	-1.509
32	17	have a sense of humor	2.162	.922	2.693
33	45	have wide interests	2.208	.971	-1.128

Rank	No.	Statement	Mean	Standard Deviation	Crit. Rat. Boys & girls
34	25	be a good talker	2.248	.873	.671
35	13	be intelligent	2.279	.977	-1.968
36	46	be diplomatic	2.299	.876	-.297
37	11	represent the majority	2.318	.985	.243
38	31	be active (energetic)	2.383	.948	-.466
39	24	have endurance	2.396	.833	-2.254
40	36	not have to be popular	2.429	.979	3.163
41	41	kind to animals	2.571	1.037	1.986
42	19	be impartial	2.677	.886	.291
43	23	be physically fit	2.792	1.017	-.203
44	2	be imaginative	2.857	.922	.386
45	6	be popular	3.355	.963	-2.835
46	27	be good at sports	3.370	1.087	-.720
47	26	be nice looking	3.565	1.200	-.865
48	18	be a good actor	3.706	1.009	.217
49	44	have money	4.118	.907	-1.885

TABLE III

## CHARACTERISTICS DESIRED IN PEER LEADERS

By 176 Seventh &amp; Eighth Grade Boys

Rank	No.	Statement	Mean	Standard Deviation	Crit. Rat. Boys & Girls
1	3	be honest	1.216	.583	1.090
2	1	be responsible	1.369	.598	.304
3	32	set a good example	1.411	.678	1.220
4	10	be fair	1.423	.569	1.102
5	49	respect his superiors	1.471	.776	1.163
6	5	fulfill his job	1.497	.604	-.926
7.5	4	have good judgement	1.528	.682	.129
	39	be good at what he is doing	1.528	.716	1.445
9	12	be able to take charge	1.568	.687	-2.383
10	14	be loyal	1.606	.740	.193
11	22	be friendly	1.626	.768	2.265
12	15	be sensible	1.674	.711	-.098
13	30	be understanding	1.716	.722	1.738
14	42	be organized (efficient)	1.733	.792	.231
15	38	keep his temper	1.748	.810	1.780

Rank	No.	Statement	Mean	Standard Deviation	Crit. Rat. Boys & Girls
16	43	be a good sport	1.772	.869	2.245
17	37	be helpful	1.778	.692	.496
18	48	like his job	1.801	.910	2.123
19	16	be respected	1.840	.860	.096
20	20	act his own age	1.880	.799	-.286
21	28	not be a bully	1.891	1.053	1.240
22	9	not act stupid	1.915	1.055	-.718
23	29	distribute responsibility	1.954	.955	.262
24	35	be encouraging	1.960	.985	.511
25	34	be strong willed (courageous)	1.994	.980	-1.509
26	7	be considerate	2.006	.719	1.533
27	47	satisfy his group	2.028	.920	2.046
28	21	not cuss	2.029	1.120	1.595
29	13	be intelligent	2.069	.960	-1.968
30	45	have wide interests	2.091	.900	-1.128
31	33	be cheerful	2.153	.869	3.365
32	24	have endurance	2.183	.882	-2.254
33	8	not be bossy	2.233	1.117	2.514

Rank	No.	Statement	Mean	Standard Deviation	Crit. Rat Boys & Girls
34	46	be diplomatic	2.269	.963	-.297
35	25	be a good talker	2.320	1.059	.671
36	31	be active (energetic)	2.331	1.066	-.466
37	40	be well groomed	2.335	1.101	.496
38	11	represent the majority	2.347	1.138	.243
39	17	have a sense of humor	2.449	1.010	2.693
40	19	be impartial	2.709	1.037	.291
41	23	be physically fit	2.767	1.233	-.203
42	36	not have to be popular	2.794	1.118	3.163
43	41	kind to animals	2.801	1.061	1.986
44	2	be imaginative	2.897	.957	.386
45	6	be popular	3.034	1.084	-2.835
46	27	be good at sports	3.280	1.184	-.720
47	26	be nice looking	3.451	1.174	-.865
48	18	be a good actor	3.731	1.122	.217
49	44	have money	3.909	1.098	-1.885



TABLE IV  
 CHARACTERISTICS DESIRED IN PEER LEADERS  
 By 151 Seventh Grade Boys and Girls

Rank	No.	Statement	Mean	Standard Deviation	Crit. Rat. 7th & 8th
1	3	be honest	1.238	.572	1.622
2	1	be responsible	1.377	.606	.495
3	10	be fair	1.430	.593	1.169
4	32	set a good example	1.450	.743	1.992
5	49	respect his superiors	1.453	.754	.561
6	39	be good at what he is leading	1.483	.670	.115
7	5	fulfill his job	1.523	.669	-.144
8	22	be friendly	1.563	.696	.410
9	4	have good judgement	1.583	.675	1.531
10	38	keep his temper	1.591	.751	-1.830
11	14	be loyal	1.596	.692	-.066
12	43	be a good sport	1.653	.887	-.413
13	48	like his job	1.656	.884	-1.038
14	12	be able to take charge	1.669	.752	.113
15	30	be understanding	1.682	.740	.657

Rank	No.	Statement	Mean	Standard Deviation	Crit. Rat. 7th & 8th
16	15	be sensible	1.715	.713	.895
17	37	be helpful	1.748	.730	-.292
18	42	be organized (efficient)	1.781	.876	1.194
19	20	act his own age	1.854	.833	-.760
20	7	be considerate	1.920	.688	-.750
21.5	29	distribute responsibility	1.921	.910	-.396
	47	satisfy his group	1.921	.810	-.298
23	28	not be a bully	1.927	1.090	1.637
24	33	be cheerful	1.947	.779	-1.486
25.5	16	be respected	1.954	.825	2.379
	21	not cuss	1.954	1.135	.228
27	35	be encouraging	2.040	.969	1.872
28	9	not act stupid	2.046	1.044	1.581
29	40	be well groomed	2.139	1.055	-.247
30	45	have wide interests	2.159	.950	.240
31	8	not be bossy	2.207	1.115	1.673
32	25	be a good talker	2.227	.146	-1.026
33	13	be intelligent	2.252	1.005	1.447

Rank	No.	Statement	Mean	Standard Deviation	Crit. Rat. 7th & 8th
34	34	be strong willed (courageous)	2.265	1.014	3.368
35	17	have a sense of humor	2.285	.993	-.516
36	11	represent the majority	2.358	1.006	.382
37	24	have endurance	2.364	.818	1.592
38	46	be diplomatic	2.380	.957	1.746
39	31	be active (energetic)	2.437	1.007	1.348
40	36	not have to be popular	2.633	1.116	.158
41	41	kind to animals	2.642	1.044	-.817
42	19	be impartial	2.660	1.057	-.579
43	23	be physically fit	2.695	1.110	-1.231
44	2	be imaginative	2.927	.924	.855
45	6	be popular	3.193	1.056	.157
46	27	be good at sports	3.240	1.100	-1.206
47	26	be nice looking	3.460	1.164	-.625
48	18	be a good actor	3.673	1.042	-.720
49	44	have money	3.893	1.021	-1.844

TABLE V

## CHARACTERISTICS DESIRED IN PEER LEADERS

By 179 Eighth Grade Boys and Girls

Rank	No.	Statement	Mean	Standard Deviation	Crit. Rat. 7th & 8th
1	3	be honest	1.145	.450	1.622
2	32	set a good example	1.299	.607	1.992
3	1	be responsible	1.346	.521	.495
4	10	be fair	1.356	.555	1.169
5	49	respect his superiors	1.408	.706	.561
6.5	4	have good judgement	1.475	.592	1.531
	39	be good at what he is leading	1.475	.679	.115
8	22	be friendly	1.531	.705	.410
9	5	fulfill his job	1.534	.646	-.144
10	14	be loyal	1.601	.706	-.066
11	30	be understanding	1.631	.650	.657
12	15	be sensible	1.646	.682	.895
13	12	be able to take charge	1.659	.792	.113
14	42	be organized (efficient)	1.674	.731	1.194
15	43	be a good sport	1.693	.833	-.413

Rank	No.	Statement	Mean	Standard Deviation	Crit. Rat. 7th & 8th
16	16	be respected	1.736	.830	2.379
17	28	not be a bully	1.742	.930	1.637
18	38	keep his temper	1.749	.811	-1.830
19	48	like his job	1.754	.830	-1.038
20	37	be helpful	1.771	.667	.158
21	35	be encouraging	1.849	.862	1.872
22	9	not act stupid	1.871	.954	1.581
23	34	be strongwilled (courageous)	1.905	.907	3.368
24	21	not cuss	1.926	1.058	.228
25	20	act his own age	1.927	.900	-.760
26	47	like his job	1.950	.950	-.298
27	29	distribute responsibility	1.960	.910	-.396
28	7	be considerate	1.978	.701	-.751
29	8	not be bossy	2.011	.980	1.673
30	33	be cheerful	2.078	.822	-1.486
31	13	be intelligent	2.096	.940	1.447
32	45	set a good example	2.134	.924	.240
33	40	be well groomed	2.168	1.033	-.247

Rank	No.	Statement	Mean	Standard Deviation	Crit. Rat. 7th & 8th
34	46	like his job	2.201	.887	1.746
35	24	have endurance	2.213	.899	1.592
36	31	be active (energetic)	2.287	1.012	1.348
37	11	represent the majority	2.313	1.120	.382
38	25	be a good talker	2.337	.999	-1.026
39	17	have a sense of humor	2.341	.969	-.516
40	36	not have to be popular	2.615	1.031	.158
41	19	be impartial	2.723	.888	-.579
42	41	kind to animals	2.737	1.064	-.817
43	2	be imaginative	2.838	.952	.855
44	23	be physically fit	2.849	1.155	-1.231
45	6	be popular	3.175	1.029	1.029
46	27	be good at sports	3.391	1.169	-1.206
47	26	be nice looking	3.542	1.206	-.625
48	18	be a good actor	3.758	1.093	-.720
49	44	have money	4.101	1.009	-1.844

The first hypothesis was that there is no significant difference between seventh and eighth grade students in importance placed on characteristics that they desire in peer leaders.

The second hypothesis was that there is no significant difference between the girls in the seventh and eighth grades combined and the boys in the seventh and eighth grades combined in importance placed on characteristics that they desire in peer leaders.

A significant difference will be determined by the critical ratio between the arithmetic means. The one per cent level of confidence and the five per cent level of confidence will be used. Therefore, if a critical ratio of 2.58 or above exists the difference will be considered significant at the one per cent level of confidence and the hypothesis will be discarded. If a critical ratio of from 1.96 to 2.58 exists, the difference will be considered significant at the five per cent level of confidence and the hypothesis will be discarded.

#### Test of First Hypothesis

A survey of Tables IV and V confirms the first hypothesis at the one per cent level of confidence for all

characteristics with an exception of characteristic number 34. The data are as follows:

No.	Critical Ratio	Mean		Rank	
		8th	7th	8th	7th
34	3.368	1.905	2.265	23	34

Therefore, we can discard the first hypothesis for characteristic number 34, be strong willed (courageous), at the one per cent level of confidence.

A survey of Tables IV and V confirms the first hypothesis at the five per cent level of confidence for all characteristics with an exception of characteristics number 32 and 16, excluding number 34 discussed above. The data are as follows:

No.	Critical Ratio	Mean		Rank	
		8th	7th	8th	7th
16	2.379	1.736	1.954	16	25.5
32	1.992	1.299	1.450	2	4

Therefore, we can discard the first hypothesis for characteristics number 16 and 32, be respected and set a good example, respectively, at the five per cent level of confidence.

#### Test of Second Hypothesis

A survey of Tables II and III confirms the second



hypothesis at the one per cent level of confidence for all characteristics with an exception of characteristics number 6, 33, 36, and 17. The data are as follows:

No.	Critical Ratio	Mean		Rank	
		Boys	Girls	Boys	Girls
33	3.365	2.153	1.864	31	23
36	3.163	2.794	2.429	42	40
6	2.835	3.034	3.355	45	45
17	2.693	2.449	2.162	39	32

Therefore, we can discard the second hypothesis for characteristics number 33, be cheerful, 36, not have to be popular, 6, be popular, and 17, have a sense of humor, at the one per cent level of confidence.

A survey of Tables II and III confirms the second hypothesis at the five per cent level of confidence for all characteristics with an exception of those mentioned above and the characteristics numbered 8, 12, 22, 24, 43, 48, 47, 41, and 13. The data are as follows:

No.	Critical Ratio	Mean		Rank	
		Boys	Girls	Boys	Girls
8	2.514	2.233	1.948	33	28
12	2.383	1.568	1.772	9	19
22	2.265	1.121	1.455	11	7

No.	Critical Ratio	Mean		Rank	
		Boys	Girls	Boys	Girls
24	2.254	2.182	2.396	32	39
43	2.245	1.772	1.562	16	9
48	2.123	1.801	1.604	18	14
47	2.046	2.028	1.830	27	20
41	1.986	2.801	2.571	43	41
13	1.968	2.068	2.279	29	35

Therefore, we can discard the second hypothesis for characteristics 8, not be bossy, 12, be able to take charge, 22, be friendly, 24, have endurance, 43, be a good sport, 48, like his job, 47, satisfy his group, 41, kind to animals, 13, be intelligent, at the five per cent level of confidence.

## CHAPTER III

### Conclusions

The conclusions that can be derived from the basic purpose of this study are:

1. There is a significant difference between seventh and eighth grade students in characteristics that they desire in leaders of their own age in that:
  - a. eighth grade students rate being strong willed (courageous) more important than do seventh grade students.
  - b. eighth grade students rate being respected more important than do seventh grade students
  - c. eighth grade students rate setting a good example more important than do seventh grade students.
2. There is no significant difference between seventh and eighth grade students in characteristics that they rate as the most important and least important in that:
  - a. the five most important characteristics listed by both groups were: be honest, set a good example, be responsible, be fair, and respect his superiors
  - b. the five least important characteristics listed by both groups were: be popular, be good at sports, be nice looking, be a good actor, and have money.
3. There is a significant difference between boys in

the seventh and eighth grades and girls in the seventh and eighth grades in characteristics that they desire in leaders in that:

a. girls rated the following more important than boys:

1. be cheerful
2. not have to be popular
3. have a sense of humor
4. not be bossy
5. be friendly
6. be a good sport
7. like his job
8. satisfy his group
9. be kind to animals

b. boys rated the following more important than did girls:

1. be popular
2. be able to take charge
3. have endurance
4. be intelligent.

4. There is no significant difference between boys in the seventh and eighth grade and girls in the seventh and eighth grade in that:

a. the five most important characteristics listed by both groups were be honest, be responsible, be fair, and set a good example

b. the five least important characteristics listed by both groups were be popular, be good at sports, be nice looking, be a good actor, and have money.

5. There is a more significant difference between boys of the seventh and eighth grade and girls of the seventh and eighth grade than there is between seventh grade boys and girls and eighth grade boys and girls on the rating of the total forty nine characteristics.

As has been indicated in the tables and stated in the conclusions, the writer has shown that there is a significant difference between boys and girls in the seventh and eighth grades and between seventh and eighth grade students in certain characteristics which they desire in peer leaders.

#### Recommendations

The writer realizes that there have been numerous studies in the field of leadership characteristics. However, more can be done using this particular questionnaire that would be of interest and importance. The writer recommends the following related studies which might be done.

There seems to be a prevalent attitude among Elementary and Junior High majors at Eastern that the personality of Laboratory School students is different from public school students. Therefore, a test, using the critical ratio, to find if there is a significant difference between the Buzzard

Laboratory students in the seventh and eighth grades and the seventh and eighth grade students of Mayo School in Paris, Illinois would be of interest to this particular group of people.

By examining the data presented in the tables of this paper it is impossible to determine if seventh grade boys differ significantly from eighth grade boys. By using a mean of the seventh grade boys and eighth grade boys combined, any significant difference between the seventh grade boys and the total group of girls may be decreased to a point of not being significant. This is true also for any of the other sub-groups. Therefore, a test, using the critical ratio, to find if there is a significant difference between each of the groups measured (i.e. seventh grade boys, eighth grade boys, seventh grade girls, eighth grade girls, girls in both grades, boys in both grades, seventh grade, and eighth grade) and the total group to determine which group tends to be the most significantly different.

APPENDIX A

CHARACTERISTICS DESIRED IN LEADERS OF MY AGE

Instructions:

We are trying to determine the characteristics you desire in leaders of your own age. You can help us by indicating the importance of each of the statements in the following manner: mark on the answer sheet if it is very important the value of 1; if it is important mark 2; if it is neutral mark 3; if it is unimportant mark 4; and if it is very unimportant mark 5; Here is an example:

I want more school vacations.

---

very important    important    neutral    unimportant    very unimportant

==                    ■                    ==                    ==                    ==

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The leader should:

1. be responsible
2. be imaginative
3. be honest
4. have good judgement
5. fulfill his job
6. be popular
7. be considerate
8. not be bossy
9. not act stupid
10. be fair
11. represent the majority

12. be able to take charge
13. be intelligent
14. be loyal
15. be sensible
16. be respected
17. have a sense of humor
18. be a good actor
19. be impartial
20. act his own age
21. not cuss
22. be friendly
23. be physically fit
24. have endurance
25. be a good talker
26. be nice looking
27. be good at sports
28. not be a bully
29. distribute responsibility
30. be understanding
31. be active
32. set a good example
33. be cheerful
34. be strong willed (courageous)
35. be encouraging
36. not have to be popular



37. be helpful
38. keep his temper
39. be good at what he is leading
40. be well groomed
41. kind to animals
42. be organized (efficient)
43. be a good sport
44. have money
45. have wide interests
46. be diplomatic
47. satisfy his group
48. like his job
49. respect his superiors

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