Educational Context and Value-Based Leadership Model of the Adolescent

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Purpose of the Research:

To study the influence of 2 educational contexts,
School and Scouting,
on the value-based leadership model
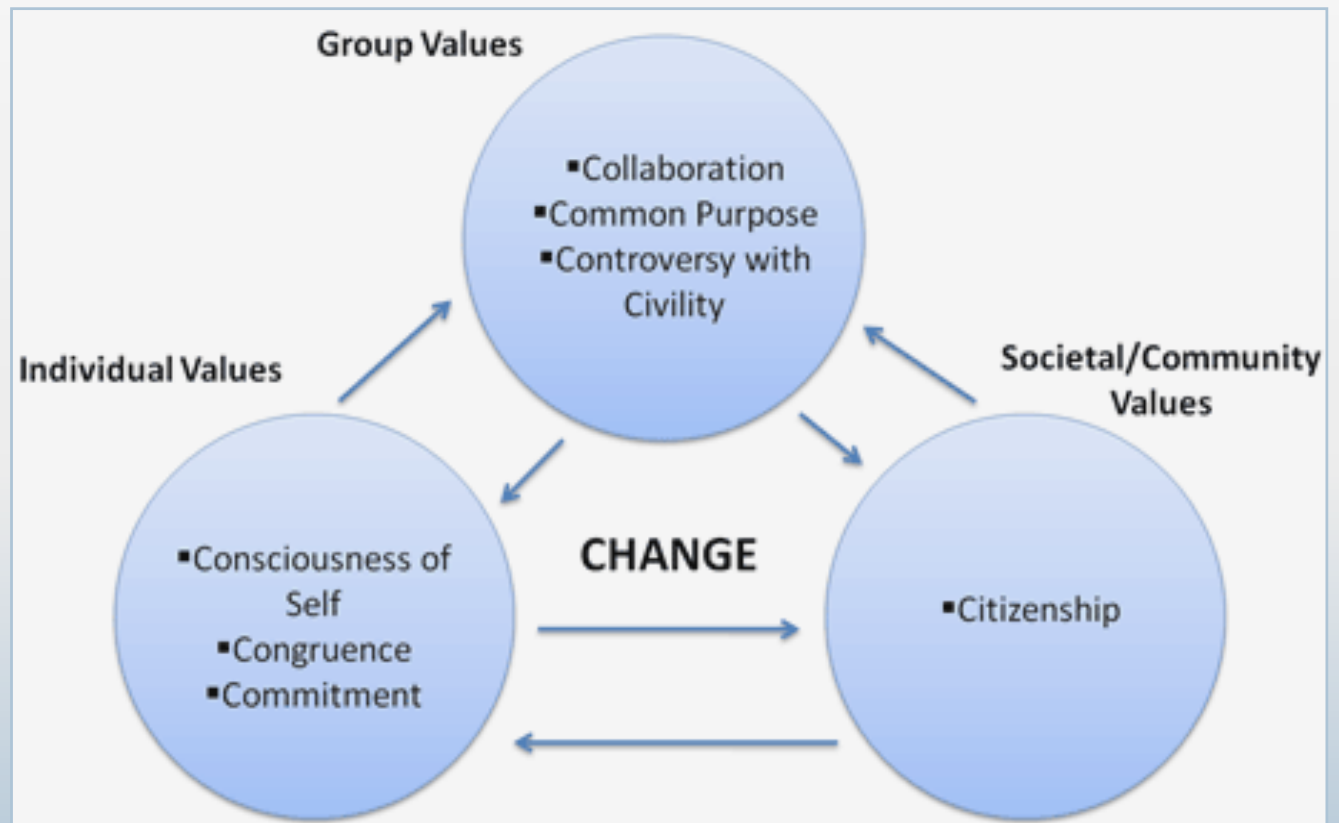of upper-secondary school students.

The subject of leadership is much discussed in educational literature, but concerns mainly the training of school leaders.
However, youth leadership receives little attention (Dempster , 2011).

The formation of values, attitudes and leadership skills occurs early, through the experiences that mark the early stages of adolescence (Erickson, 1950; Marcia, 1980; Palmonari, 1991).

Definition of leadership

In the **Social Change Model of Leadership,** leadership is considered to be an inclusive process, not dependent on the assumption of a formal role, based on values, which "facilitate positive social change at the institution or in the community" (HERI, 1996).

Socially responsible Leadership Scale (SRLS) (Tyree, 1998; Appel-Silbaugh, 2005; Dugan,2006) used by the Multi-Institutional Study of Leadership (MSL).

Group Values

- Collaboration
- Common Purpose
- Controversy with Civility

Individual Values

Societal/Community Values

- Consciousness of Self
- Congruence
- Commitment

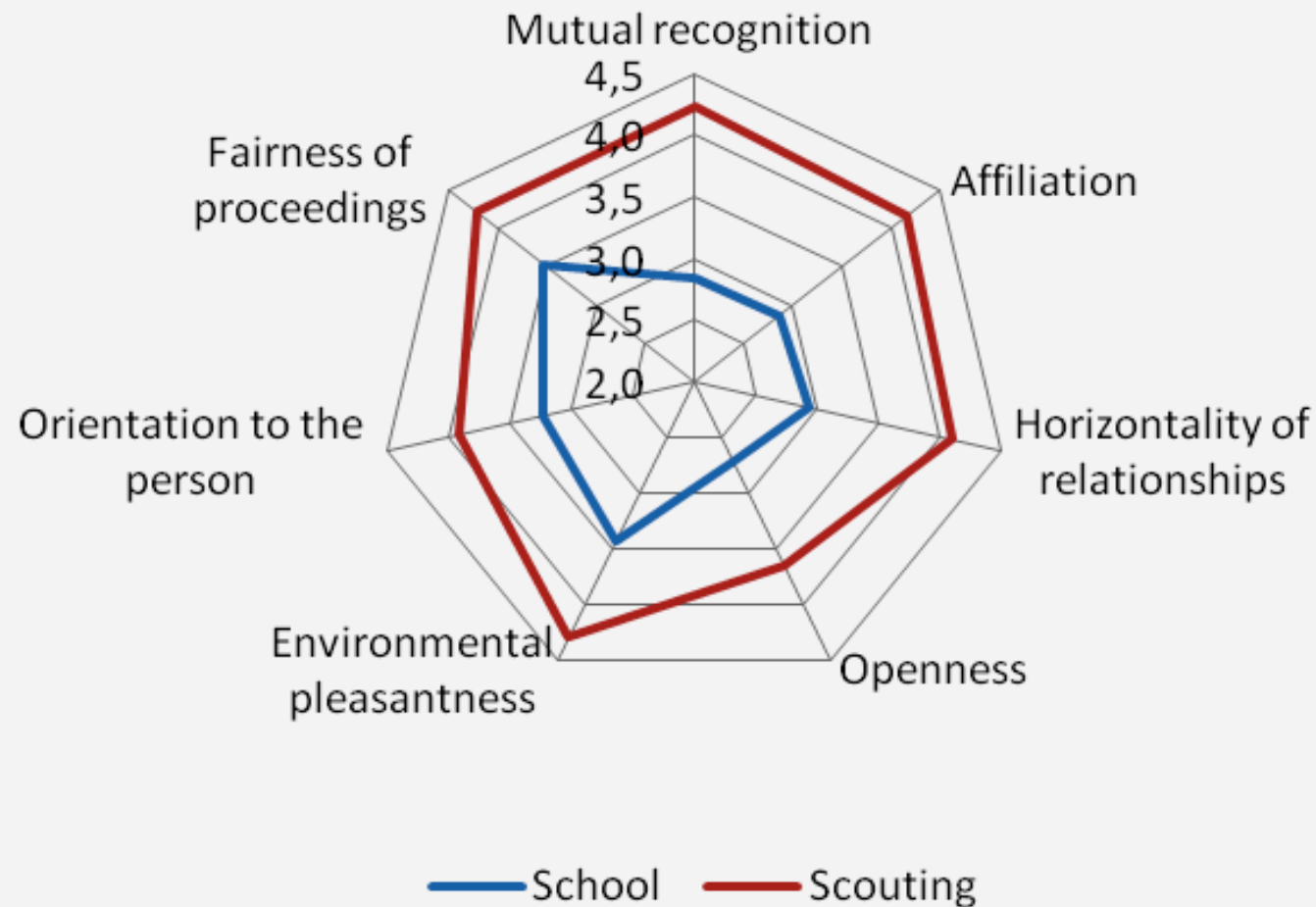**CHANGE**

- Citizenship

Sample

600 Students

Upper secondary schools (9th and 10th grades) in Rome. Adolescents aged 15-16
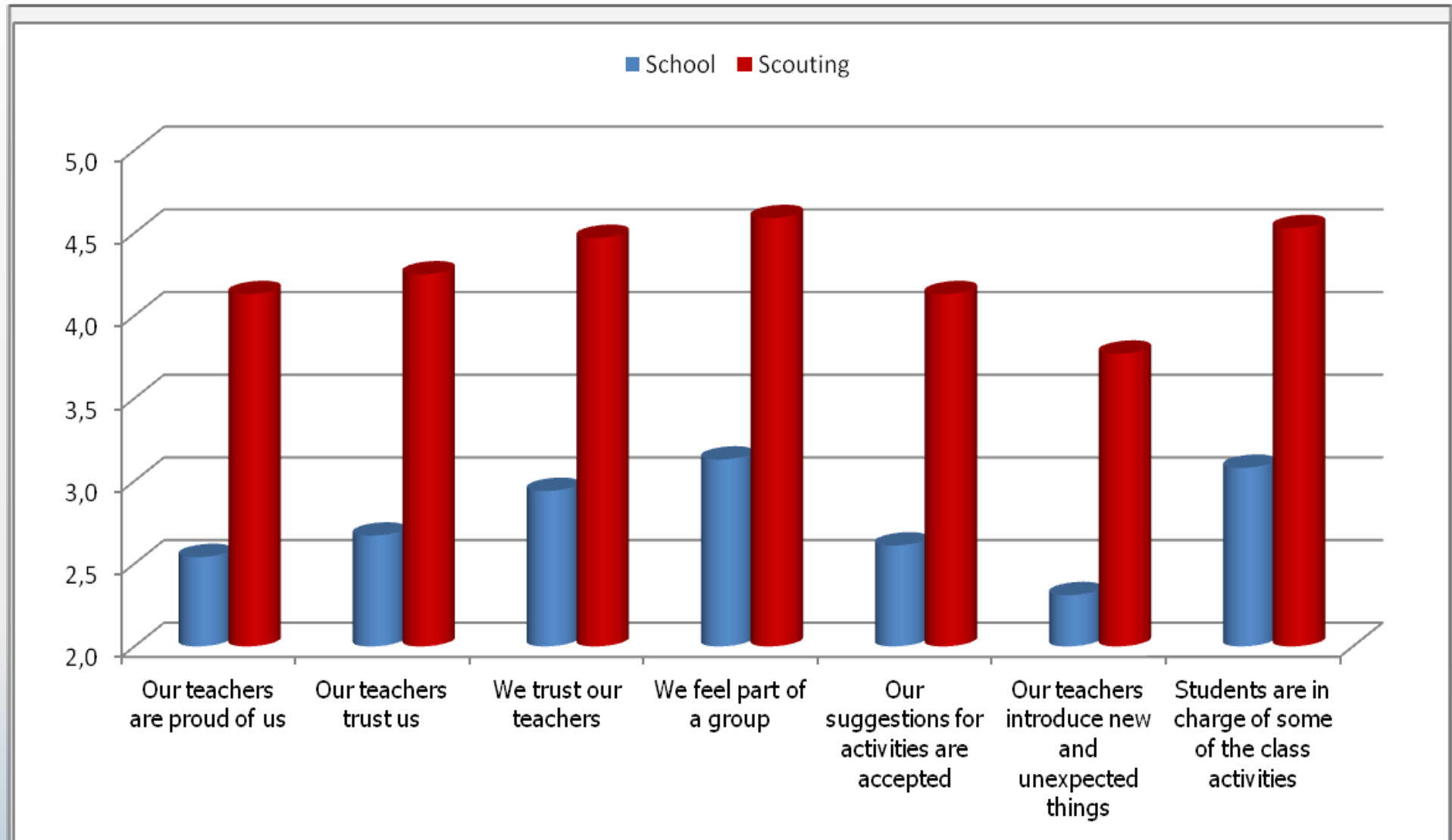
231 Scouts

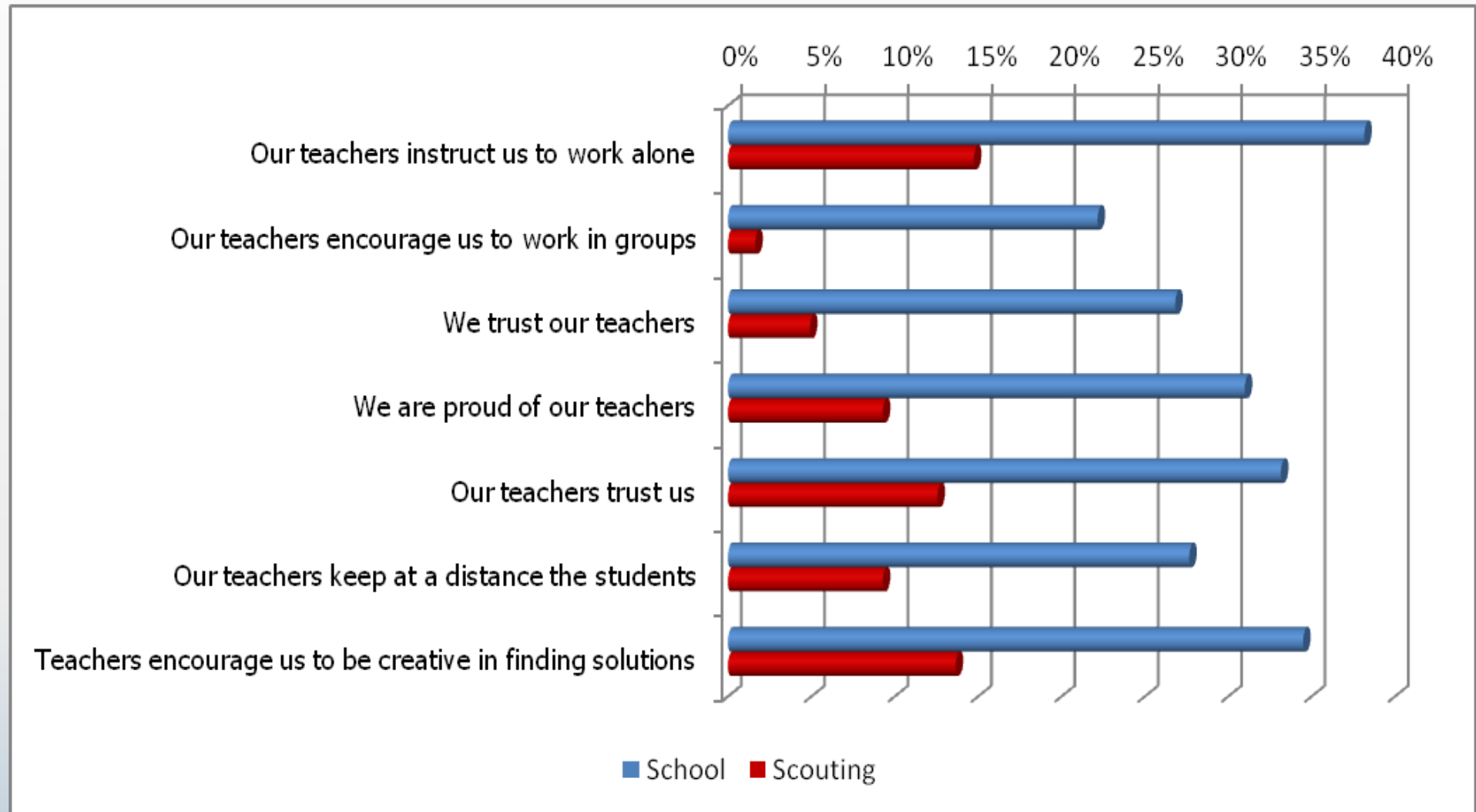# Perception of the scouting and school context (ECPQ)

ANOVA - For all the scales of Perception of the Environment $p < .000$.

Main mean differences of educational context perception between students and scouts

Legend: ■ School ■ Scouting

Categories (x-axis):
- Our teachers are proud of us
- Our teachers trust us
- We trust our teachers
- We feel part of a group
- Our suggestions for activities are accepted
- Our teachers introduce new and unexpected things
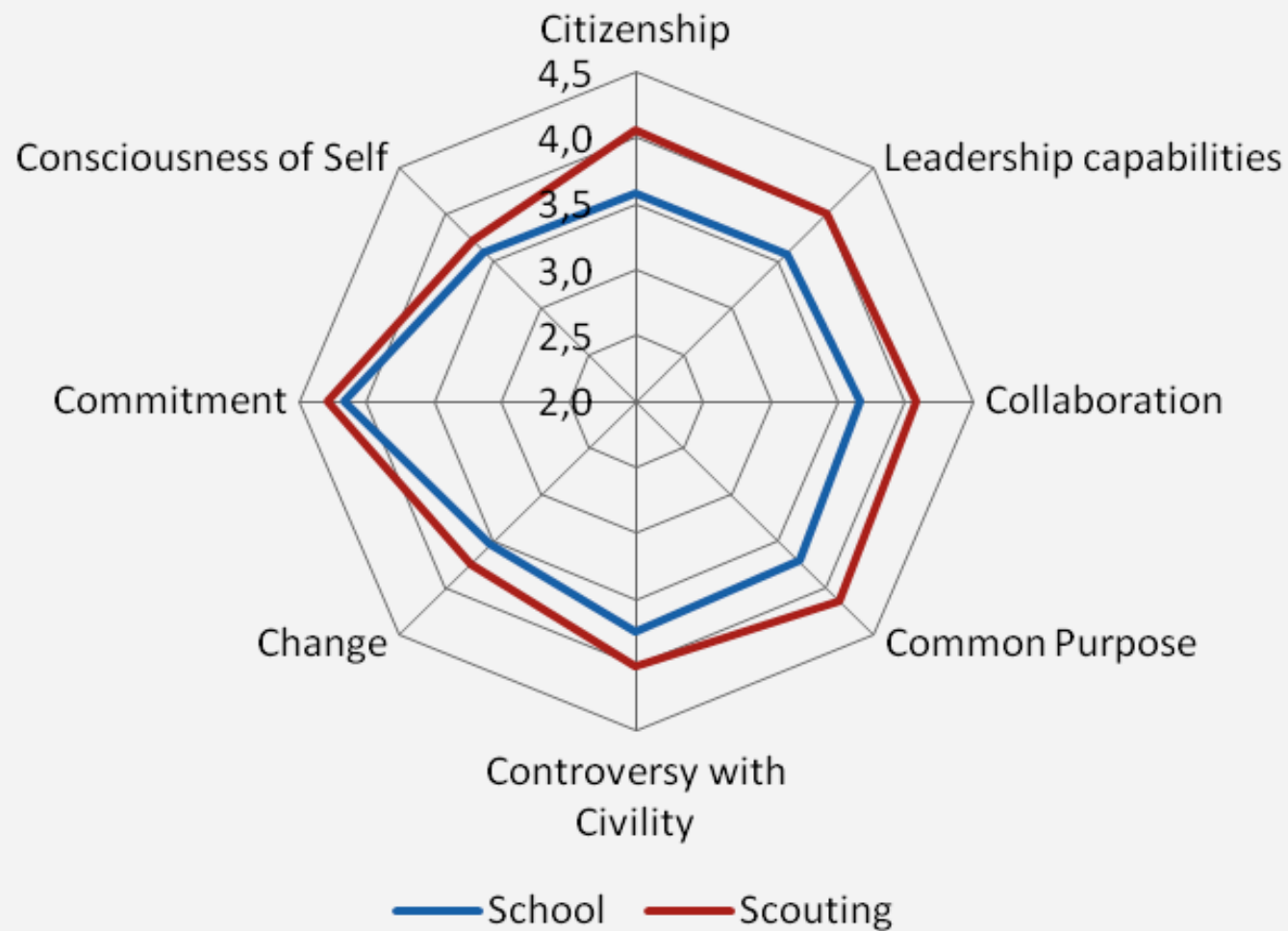- Students are in charge of some of the class activities

ANOVA - For all the items $p < .000$

Main mean differences in responding "I don't know" to the ECP items between students and scouts
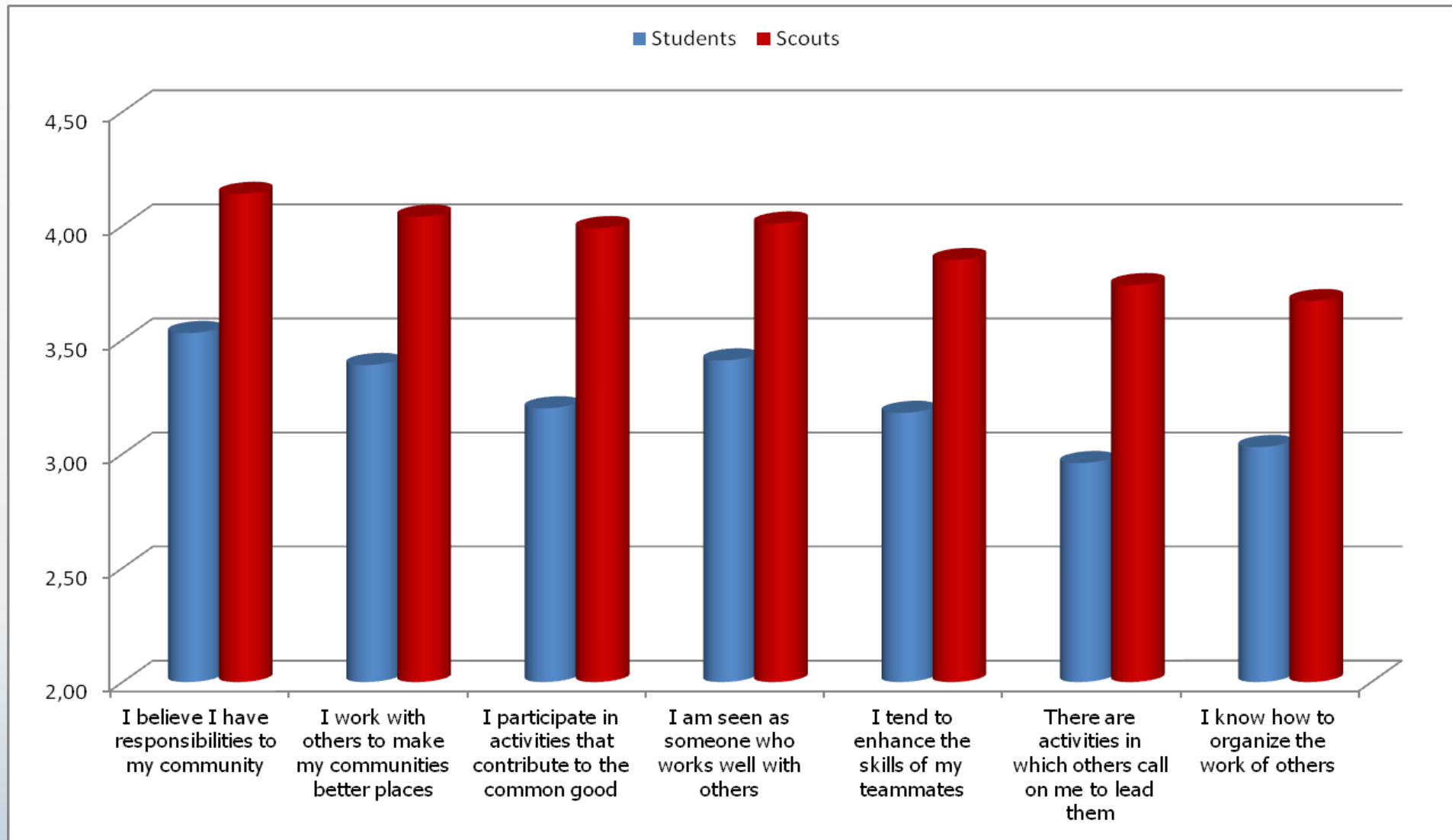
ANOVA - For all the items *p* < .000

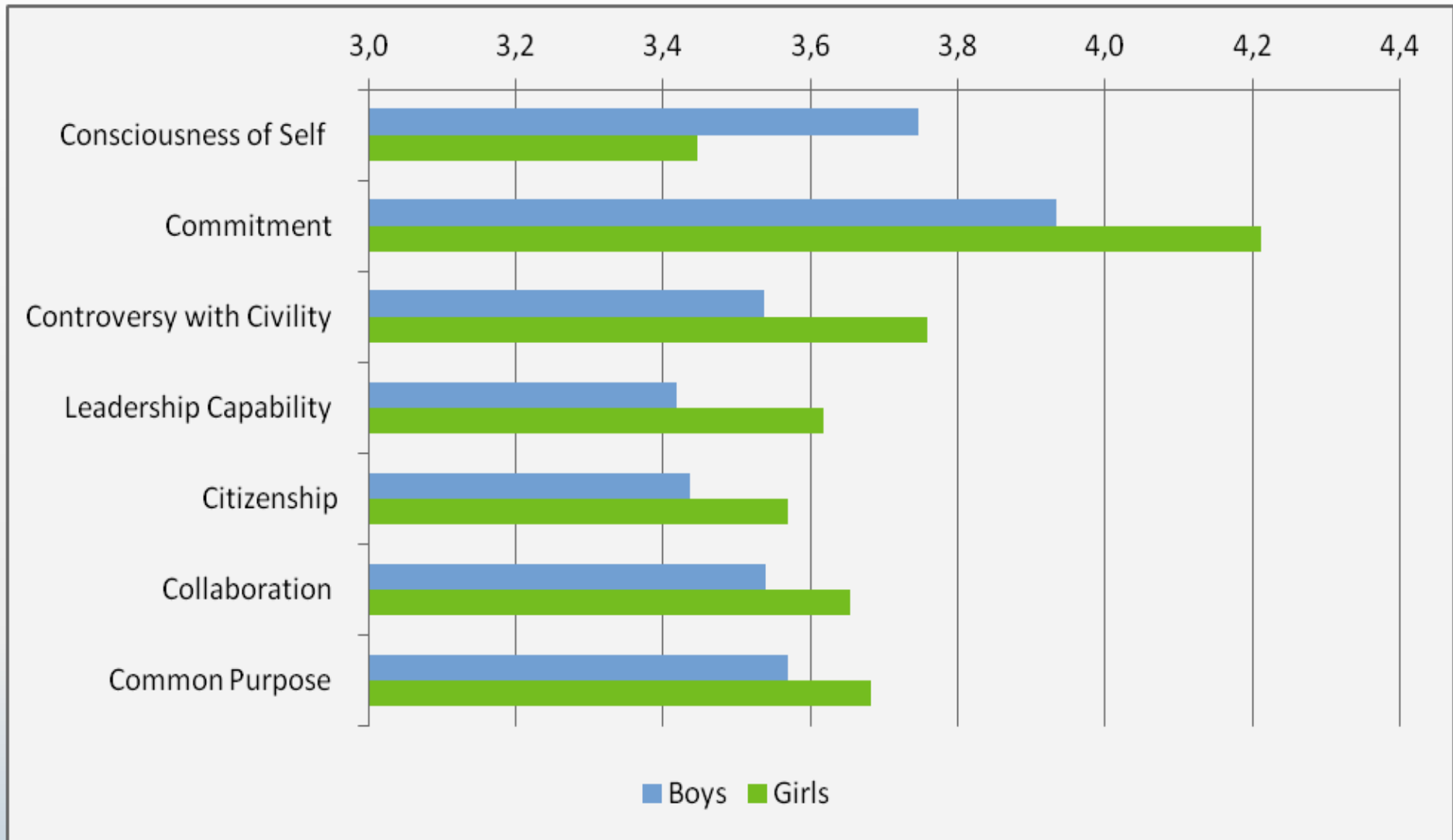SRLS and Leadership Capabilities
in scouting context and school context

ANOVA - For the SRLS and the Leadership Capabilities Scale p < .005

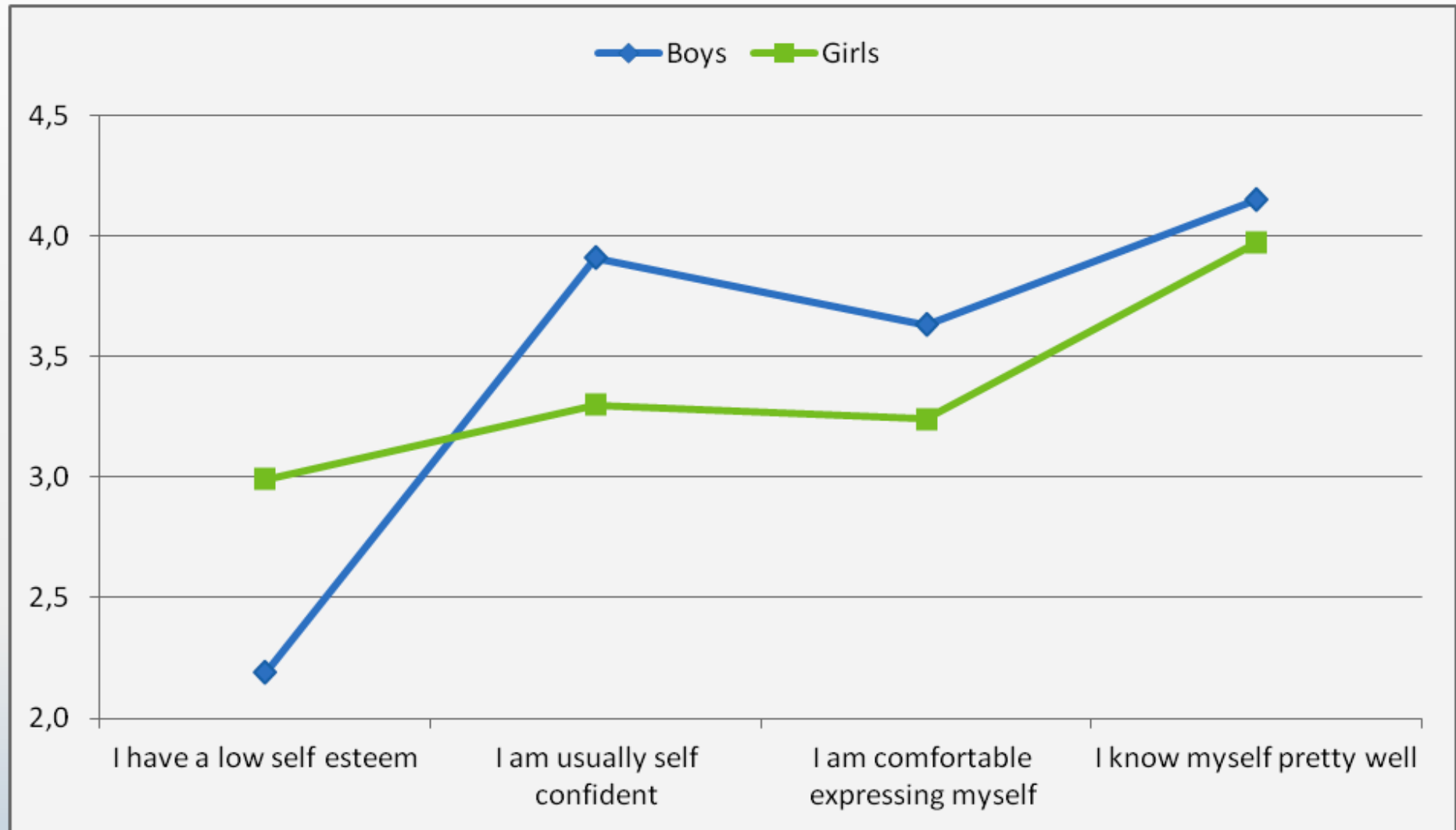Main mean differences of leadership attitudes between students and scouts

ANOVA - For all the items *p* < .000

Mean differences of Leadership values between girls and boys
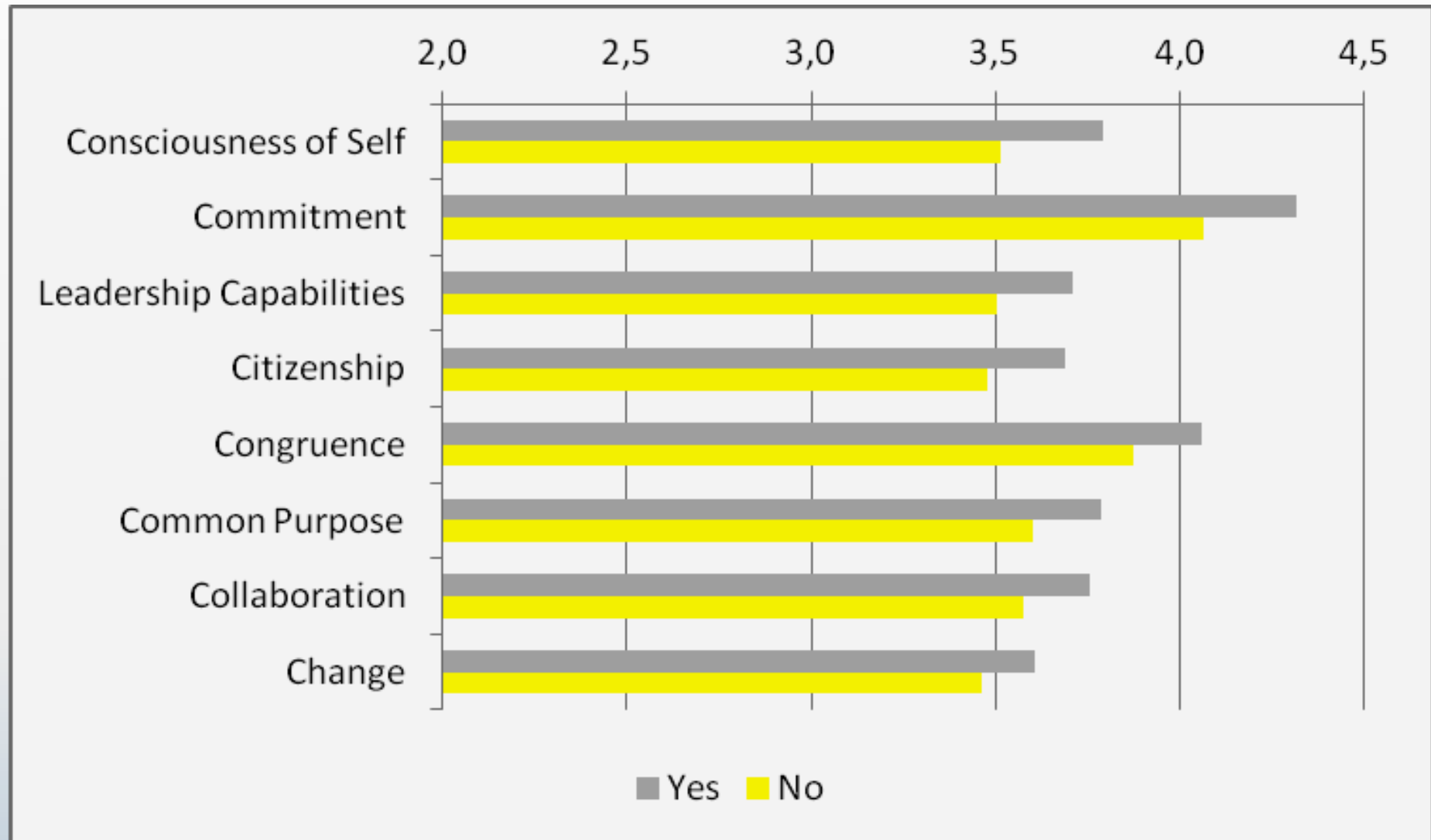
ANOVA - For all the scales $p < .005$

Mean differences of Consciousness of Self (confidence) between girls and boys
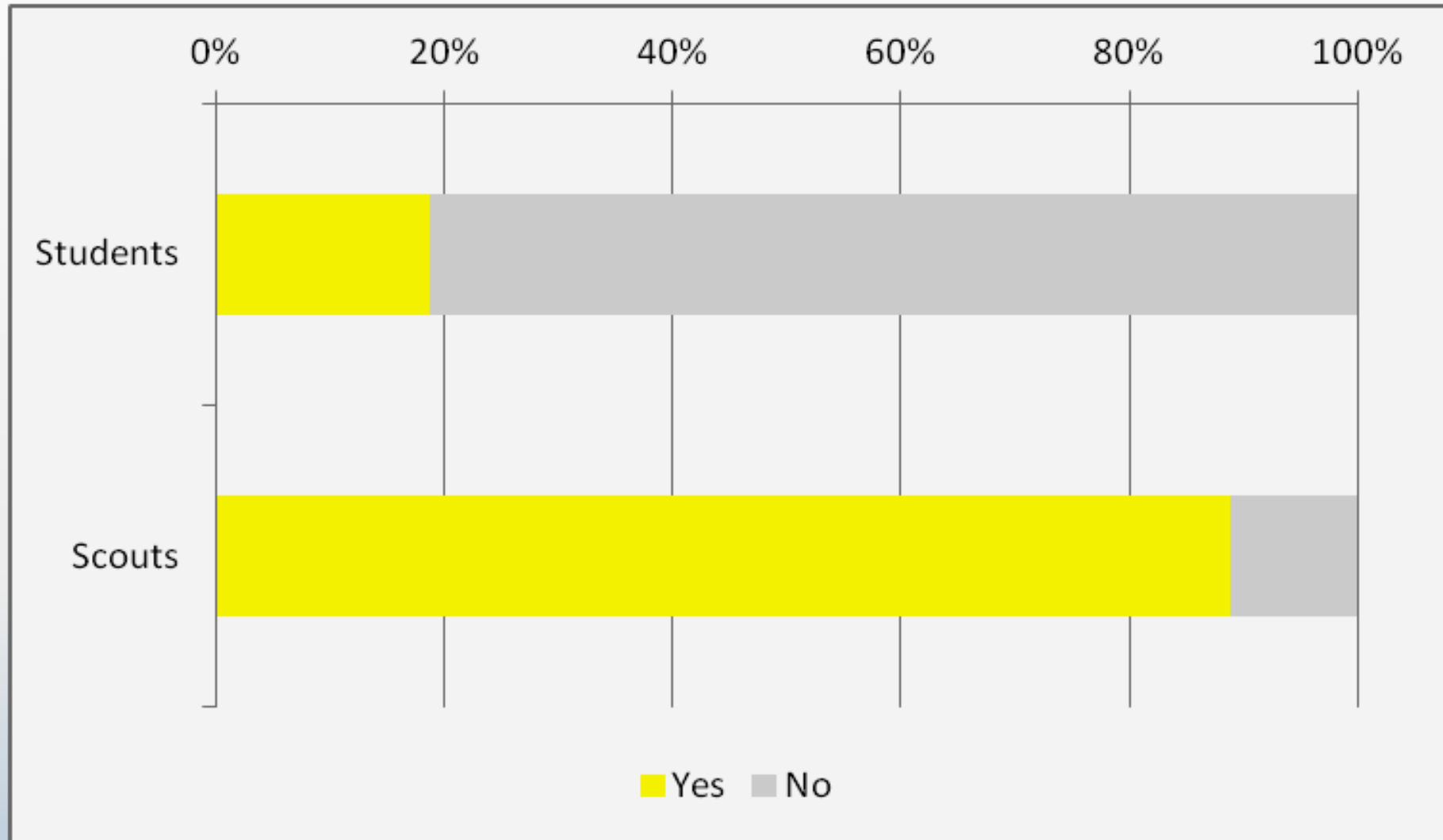
ANOVA - for all the items $p < .002$

Mean differences to the Leadership scales between students who have had (even only once) a responsibility at school and those who have never had one.

ANOVA - For all the scales $p < .005$

Responsibilities at school and in Scouting

Aspects of the environment that allow score prediction of Group values
(Collaboration + Common Purpose + Controversy with civility).

In my class,
-We work on activities all-together, as a joint commitment;
- People who collaborate with everyone are appreciated;
- We are proud of our teachers;
- Teachers prefer girls to boys;
- Fairness between students is considered important;
- We often talk about what we want to be as adults;
- There are no rules, everyone does as he wants;
- Those who follow the rules are more appreciated by teachers than those who seek to be innovative;
- The reviews are unbiased;
- Those who work on their own are appreciated;
- The time to do the things required is not enough;
- There is a friendly atmosphere;
- Teachers encourage us to be creative in finding solutions;
- Our teachers are proud of us.

The items in red have a negative correlation with the four scales of the SRLS.
Regression coefficient $R^2 = 0.417$ Significance of the Regression line $p < .000$

Aspects of the educational context that allow score prediction of
Group values & Social value
almost the same

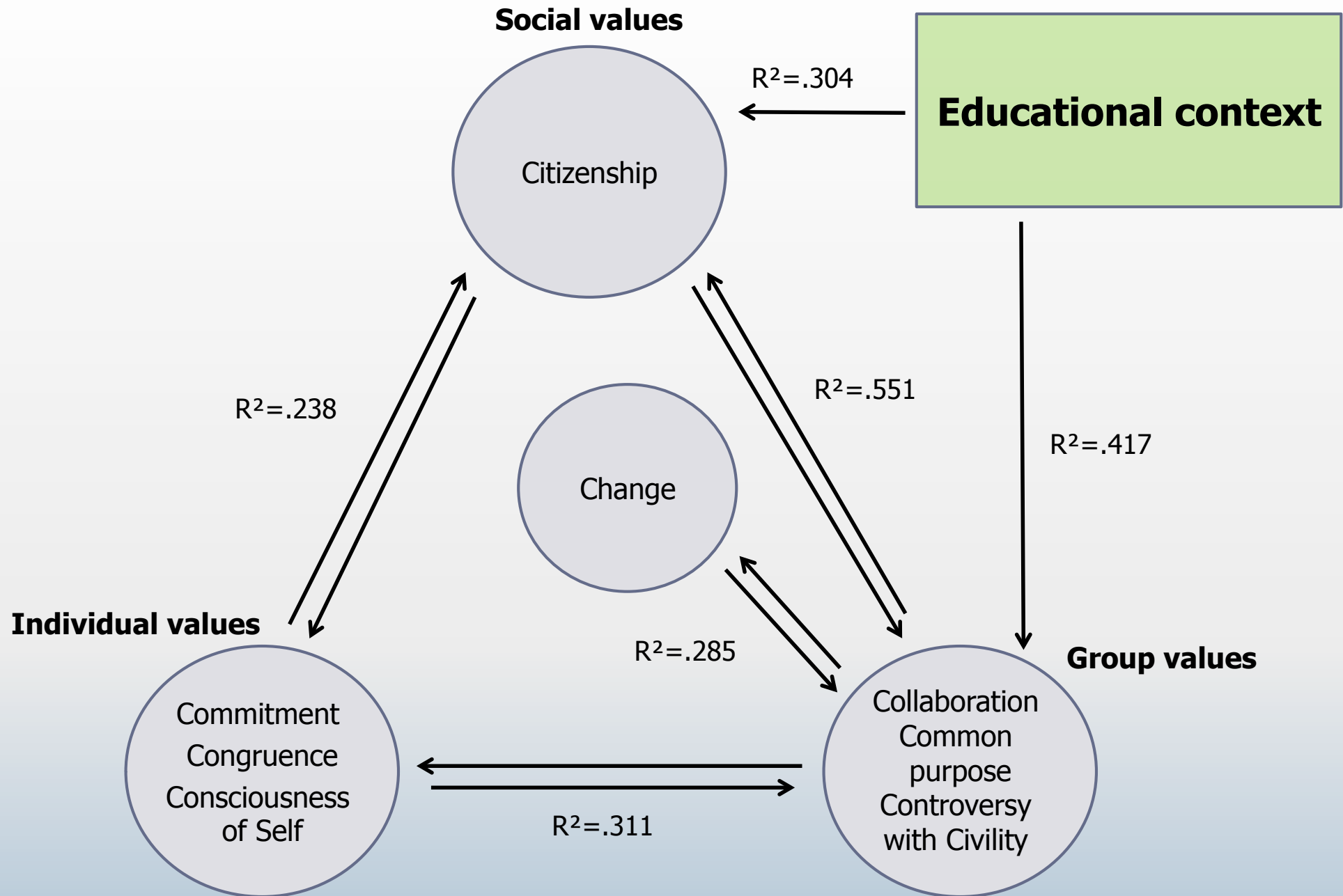**Environmental pleasantness**

Openness

Fairness of proceedings

Affiliation

Mutual recognition

Orientation to the person

Horizontality of relationships

Mutua**L** recognition

Op**E**nness

Affili**A**tion

Fairness of procee**D**ings

Environm**E**ntal pleas**a**ntness

Orientation to the pe**R**son

Horizontality of relation**SHIP**s

Thank you for your attention.

Leadership value scale:

Translated ▸ **Socially Responsible Leadership Scale (SRLS)**
(Tyree, 1998; Dugan & Komives, 2009).

Citizenship 7 items – Alpha = 0,81	I am willing to act for the rights of others.
Collaboration 8 items – Alpha = 0,75	Others would describe me as a cooperative group member.
Common Purpose 8 items – Alpha = 0,81	It is important to develop a common direction in a group in order to get anything done.
Controversy with Civility 7 items – Alpha = 0,70	Hearing differences in opinions enriches my thinking.
Commitment 6 items – Alpha = 0,75	I follow through on my promises
Congruence 6 items – Alpha = 0,58	It is important to me to act on my beliefs.
Consciousness of Self 8 items – Alpha = 0,72	I am able to articulate my priorities.
Change 10 items – Alpha = 0,70	New ways of doing things frustrate me.

Environment Perception Scale:

Inspired → Dimensions of the Organizational Culture Scale (Hofstede & Hofstede,1980; House & al., 2004) of the GLOBE Theory (House, 2004).

Modified → Factor analysis of tryout data

Openness item - Alpha = 0,70	In my class our activity proposals are received
Horizontality of relationships 5 items - Alpha = .72	In my class the students and teachers discuss what to do.
Mutual recognition 5 items – Alpha = .86	In my class we trust the teachers
Affiliation 3 items – Alpha = .80	In my class we feel we are part of a group
Environmental pleasantness 6 items – Alpha = .78	In my class there is a friendly atmosphere
Orientation to the person 10 items - Alpha = 0,71	In my class more importance is given to the results obtained than the people
Fairness of proceedings 6 items – Alpha = 0,67	In my class the appreciation of a person depends on the preferences of the teacher

Leadership Capability Scale:

Inspirated

4 factors related to a leader's behavior:
- Trust and understanding (Dimensione of Collaboration)
Capabilities of
- Organization of the group
- Motivation
- Accountability.

(Halpin 1954, Pollo 1988).

Leadership Capability 10 item – Alpha = 0,77	I like to motivate others to do things together

Impact of the Context Perception scales on Leadership values and capabilities (R²) for Scouts & Students