Running head: ADOLESCENT LEADERSHIP AT CAMP

Qualities Associated with Female Adolescent Leadership in a Camp Setting

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PSY 401/462

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April 20, 2005

Abstract

There is considerable research on the topic of leadership in the psychological literature; however, research on the leadership qualities of adolescents in an informal setting is not as extensive. The central aim of the present study was to identify the qualities possessed by adolescent leaders in an informal setting (i.e., summer camp). We chose to focus on leadership among girls given evidence that girls are more likely than boys to demonstrate a range of psychological characteristics (e.g., low self-esteem) that are likely to interfere with the development of leadership. The participants were 126 teenage girls between the ages of 13 and 14 who were attending a one week, overnight YMCA Christian Camp in the Midwest. The participants completed a questionnaire assessing gender-based characteristics, general self-esteem, physical self-esteem, and social self-esteem. In addition, camp counselors rated the leadership skills of each of the participants they directly supervised. Consistent with the adult literature, girls who received high leadership ratings from their camp counselors had significantly higher general self-esteem ($r = .21, p < .05$), viewed themselves as significantly more physically attractive ($r = .36, p < .001$), and reported marginally more masculine gender roles ($r = .16, p < .10$) than girls who received low leadership ratings. Importantly, however, leaders did not view themselves as more socially competent than non-leaders ($r = .12, p > .10$), perhaps reflecting the possibility that the majority of them may have an insecurity related to how they will be accepted by their peers, in that a positive social acceptance is valued.

Qualities Associated with Female Adolescent Leadership in a Camp Setting

A considerable amount of research has been conducted on leadership. This research has tended to examine the social phenomenon of leadership roles and individual characteristics associated with these positions. However, much of the existing social psychology research has focused on leadership among adults, while little is known about adolescent leadership. Moreover, what little work has been done on child and adolescent leadership has typically focused on formal leadership in a school setting (e.g., serving as president of a school club) (Edwards, 1994). These types of studies are helpful in understanding formal leadership among large groups of adolescents who have daily exposure to one another over relatively long periods of time. However, these studies have been unable to assess informal leadership, especially as it plays out in non-school settings (e.g., a camp setting in which students form friendships and establish social hierarchies in a relatively short time frame). The present study examines informal leadership in a camp setting, focusing, in particular, on the qualities that are characteristic of adolescent leaders in this specific environment. Our focus is on female adolescents, because they are more likely than male adolescents to experience social challenges and pressures (e.g., not wanting to appear too assertive) that they must overcome in order to develop leadership skills (Ruble & Martin, 1998), making the actual emergence of leadership more noteworthy.

Leadership Defined

Leadership emerges as one important topic that has received a great amount of exposure within the psychological literature. Despite the fact that there is no universal definition, we each recognize leadership when it is present and when it is absent. In the

present study, leadership is defined as a quality belonging to a person who directs others while exhibiting responsibility, respect, loyalty, and care for others.

<center>Leadership in Formal and Informal Settings</center>

When evaluating the qualities of leaders, a distinction must be made between the types of leadership roles being assessed, namely if they are formal or informal. In a formal adult leadership role, the individual is either elected or appointed into the leadership position (e.g., the President of the United States). In an informal adult leadership role, the individual is not placed into this position based upon any election but is considered a leader among their peers (e.g., a group of friends in a book club). Formal and informal leadership roles are also found in adolescent groups. A student who holds a leadership position in a school related club might be considered a formal adolescent leader. A student who emerges as the 'leader' of his or her own social group might be considered an informal adolescent leader. A review of the literature suggests that the characteristics associated with leaders seems to vary substantially according to the age group sampled (i.e., adults versus adolescents) as well as the setting in which leadership is assessed (i.e., formal versus informal).

Adult Leadership in Formal Settings

Much of the research on adult leadership has been conducted in formal settings. This research has produced consistent findings concerning characteristics associated with the leaders, in that the social characteristics, such as compassion and creativity, are valued less than non-social characteristics, such as organization. Specifically, social characteristics are linked to socially-oriented behaviors that are ultimately oriented toward improving personal relations with others. Non-social characteristics are valued

more in leaders, and are linked to goal-oriented behaviors that are ultimately oriented toward successful completion of tasks in a timely and organized manner. Consistent with this notion, Yukl**,** Wall and Lepsinger (1989, as reported in Hogan, 1994) identified 14 categories of behavior that characterize adult leaders. These categories all describe non-social characteristics, and include "planning and organizing," "problem solving," "monitoring," "motivating," and "networking." Similarly, Morris (1991) found that adults ranked the top three leadership characteristics as, "sense of purpose", "integrity", and "knowledge or skills," which are all non-social characteristics, and the bottom three characteristics as, "flexibility", "compassion" and "creativity," which are all social characteristics.

Adolescent Leadership in Formal Settings

Similar to research on adult leadership, much of the research on adolescent leadership has been conducted in formal settings. However, in contrast to adults, adolescents seem to value social characteristics (e.g. good listening skills) in their leaders as much as non-social characteristics (e.g. integrity). Morris (1991), for example, reported that adolescent school leaders ranked integrity and knowledge, both non-social characteristics, as high as good listening, a social characteristic.

Adult Leadership in Informal Settings

The limited amount of research on leadership in an informal setting has produced contradictory conclusions, and has focused almost exclusively on adults. Specifically, the research on adults has provided mixed evidence regarding whether social or non-social characteristics are valued in informal settings. On the one hand, there is evidence that social characteristics are important in informal settings. For example, Gough (1990,

as reported in Hogan et al., 1994) found several characteristics to be significantly

correlated with high ratings of adult leadership in leaderless discussion groups, including

but not limited to sociability, self-acceptance and empathy. On the other hand, there is

contrasting evidence that shows that non-social characteristics are important in informal

settings. For example, research by Stine and Heller (1979, as reported in Eagly, 1991)

has suggested that socially oriented behaviors, such as contributing to the maintenance of

interpersonal relations, are less likely to be associated with leadership in comparison to a

formal setting.

Adolescent Leadership in Informal Settings

In comparison to research on adult leadership in informal settings, little if any

research has been conducted with adolescents. The present study attempts to fill this

apparent void in the literature by examining the characteristics of adolescent leaders in an

informal setting**.**   Because previous research has been inconclusive regarding the degree

to which social characteristics (e.g., self-acceptance and social ability) are important for

leaders, special attention will be paid to these characteristics. In particular, this study will

examine whether adolescent leaders differ from adolescent non-leaders in their levels of

self-esteem.

Leadership and Feminine and Masculine Characteristics

In addition to determining whether adolescent female leaders differ from non-

leaders in the degree to which they exhibit social characteristics (e.g., high self-esteem),

this study also seeks to examine whether adolescent female leaders exhibit more

masculine or more feminine characteristics than non-leaders. Lockheed and Hall suggest

two styles of leadership, masculine and feminine (1976, as reported in Edwards, 1994).

A masculine leadership style is described as, "A task or managerial orientation, in which the individual or group is concerned primarily with the immediate task demands of the situation" (Edwards, 1994). A feminine leadership style is described as, "A socioemotional or empathic orientation," in which the individual or group is concerned primarily with group harmony amongst the members (Edwards, 1994).

Typically, individuals employing a masculine leadership style are characterized by masculine traits. According to Bem (1974), masculine traits include self-reliance, competitiveness, assertiveness, and forcefulness. In essence, a masculine leadership style is categorized by masculine characteristics. In contrast, individuals employing a feminine leadership style are characterized by feminine traits. According to Bem (1974), feminine traits include compassion, an eagerness to soothe hurt feelings, a sensitivity to the needs of others, and yielding.

Adult Female Leaders in the Workforce

Given that leadership is generally considered to be a masculine quality (Bem, 1974), it seems likely that men would be more likely to be accepted as leaders and that women would be less likely than men to exhibit a masculine leadership style when in positions of leadership. Although, historically, women have held fewer leadership positions than men, females are increasingly being accepted as leaders in the workforce. In 1953, a Gallup poll revealed that 57 percent of women and 75 percent of men preferred a male boss to a female boss. In 2000, the bias toward male leaders faded, with the Gallup poll later revealing 50 percent of women and only 45 percent of men preferring a male boss to a female boss (Aronson, 2004). Interestingly, females have

been found to assume a more masculine leadership style than a feminine leadership style when in a position of formal leadership, such as the workforce.

As shown in a meta-analysis performed by Eagly and Karau (1991), women who behave in a way that is feminine (i.e., caring, loving, sensitive, and creating group harmony) are viewed has having less leadership abilities than men behaving in the same way. As a result, adult females who are viewed as leaders typically exhibit masculine characteristics. Essentially, this evidence shows that females are being accepted more as leaders than they have in the past, and while these females assume the leadership role, they typically do so by exhibiting masculine characteristics.

Adolescent Leadership and Masculine and Feminine Characteristics

Consistent with the adult leadership literature that has shown that adult females tend to exhibit masculine characteristics, it has been found that adolescent females who are viewed as leaders are more likely to exhibit masculine characteristics as well.   For example, in a single sex, formal setting (girl scout troops), Edwards (1994) found that adolescent female leaders appeared to be selected based on traditionally masculine characteristics such as organization, goal setting and generation of new ideas.

The Current Study

The current study seeks to examine the degree to which female adolescent leaders differ from non-leaders in their levels of masculinity, femininity, and self-esteem. Since prior research has focused on leadership in formal settings, the present research focuses on leadership in an informal setting; that is, a summer camp.

Leadership and Masculinity/Femininity

Based on the findings that adolescent leaders engage in a masculine style of leadership in a formal setting (Edwards, 1994), it is predicted that female adolescent leaders will exhibit more masculine characteristics than non-leaders in an informal setting. It is expected that adolescent female leaders in an informal setting will display masculine characteristics, because masculine characteristics have consistently been associated with leadership within both genders in formal and informal settings.

Leadership and Self-Esteem

Considerably less research has examined the relationship between leadership and self-esteem. Research by Linimon, Barron and Falbo (1984) suggest that leadership is associated with self-esteem among adult men and women, however this research has not been extended to female adolescent leaders in a camp setting, and has not looked at the various types of self-esteem that have been included in the literature. The current study will focus on three types of self-esteem, as described by Harter (1993): general self-esteem, physical self-esteem and social self-esteem. General self-esteem is defined as the opinion individuals hold about their own self as a person. Physical self-esteem is defined as the opinion individuals about their own physical appearance (Harter, 1993). Finally, social self-esteem is defined as the opinion individuals hold about their own perceived likeability (Harter, 1993).

Leadership and General and Physical Self-Esteem. Harter (1993) found that adolescents who exhibit masculine characteristics have higher general and physical self-esteem than adolescents who exhibit feminine characteristics. Based on previous findings showing that both adult and adolescent leaders tend to exhibit masculine characteristics **(**Edwards, 1994**),** it is predicted that female adolescent leaders will exhibit

a higher general and physical self-esteem than adolescent non-leaders in an informal setting. This hypothesis is supported by some prior research. Specifically, Crockett et al. (1984, as reported in Edwards, 1994), found that leaders were more likely than non-leaders to view themselves as physically attractive.

Leadership and Social Self-Esteem. Hypotheses regarding social self-esteem are somewhat more difficult given contradictory findings in the existing literature. On the one hand, there is reason to believe the adolescent leaders will exhibit lower social self-esteem than non-leaders. This possibility is consistent with evidence from the adult literature, which suggests that female leaders are rated more negatively (i.e., as less likeable) by their peers than non-leaders (Eagly & Karau, 1991). These negative perceptions may be attributed to the fact that female leaders tend to exhibit masculine characteristics that may be as being unnatural and going against the stereotypical role of a woman. On the other hand, there is reason to believe that adolescent leaders will exhibit higher social self-esteem than non-leaders. This possibility is consistent with evidence from the adolescent literature, which suggests that leaders tend to be more popular than non-leaders (Crockett et. al. 1984, as reported in Edwards, 1994). In addition, LaFreniere and Sroufe (1985, as reported in French & Stright, 1991) found that leadership among children was associated with social competence. Despite the contradictory findings in relation to adult and adolescent social self-esteem, it is predicted that female adolescent leaders would exhibit a higher social self-esteem than adolescent non-leaders in an informal setting. This prediction is based on the findings among adolescent leadership.

The Camp Setting

The setting for examining the leadership qualities among female adolescents in the present study was a summer camp. The camp was considered to be an informal setting based on the wide variety of campers attending and the limited, or complete absence of, association with other campers prior to camp. In addition, there were no preconceptions on the part of the counselor as to what to expect from each individual camper as there may be in a school setting or on an athletic team where prior history is provided to the adult authority. The camp also provided a unique atmosphere due to the fact that the campers were in continuous contact with one another for twenty-four hours over a period of six consecutive days, an environment dissimilar to formal settings (e.g., school clubs).

The camp used in this study was a YMCA camp in the Midwest, in which male and female children from ages six to fourteen stayed for six days and nights. Campers were permitted to attend camp for as many weeks and years as they desired, providing their tuition was paid for. The participants attending camp were from a wide range of socioeconomic backgrounds, since lower income children had the opportunity to attend through the aid of YMCA national scholarships. Typically, fifteen percent of campers attend camp with full financial assistance for the week's tuition. In addition, a small percentage of campers attend due to the donations of their local churches, and are also considered recipients of scholarships.

The campers were divided into groups according to their age, with the oldest group consisting of thirteen and fourteen year olds. This age group was placed in a separate unit on camp grounds, with the adolescents aged thirteen together in same-sex cabins, and the adolescents aged fourteen in additional same-sex cabins. The program

designed for these adolescents is called Leadership In Training, or the LIT program. The

LIT program centers around character development in accordance with the principle of

servant leadership, (leading others while putting their needs before your own),

interdependence on one's peers, and leadership development (www.ymcacampernst.org,

2004).

For each six-day session, there were approximately 150 adolescents enrolled in

the LIT program. A typical day consisted of boys and girls coming together with

unlimited interaction and engaging in various activities. The only time they were

prohibited from socializing with the opposite sex was during quiet hours, which began at

midnight and ended at eight in the morning. Group activities, in which boys and girls

were together, included daily trips to the lake, hiking, informal sporting activities, such as

impromptu games of soccer, and ropes course activities, such as a climbing wall.

Through the group activities, leaders were able to emerge in an informal setting.

Each female cabin housed ten to fourteen girls of the same age, supervised by

two counselors, who also resided in the cabin. Cabin activities included cleaning the

cabin and bathrooms, relaxation time during the day after lunch, constructing a cabin

flag, and nightly devotions relating to the struggles teenagers are faced with in school and

social groups. A typical amount of cabin time, in which LITs of the same sex were

secluded while engaging in activities, totaled to an average of three hours per day.

Through the cabin activities, leaders were also able to emerge in an informal, same-sex

setting. The combination of these activities enabled the adolescents to notice the

importance, and degree, of their personal leadership skills in an informal setting, as

opposed to the degree of their personal leadership skills in a formal setting, such as school.

The counselors for the LITs organized various separate leadership exercises, including having the LITs organize a carnival and assume the role of a counselor for the younger campers during the actual carnival. Activities in which LITs were able to naturally emerge as leaders included a scavenger hunt in addition to organized activities at the lake, such as canoeing and sand castle building. The LITs were also given the opportunity to demonstrate their leadership abilities in a range of mentally and physically challenging activities, including a trust fall, high rope challenges, and campfire building.

Method

Participants

Participants in this study were 126 adolescent girls between the ages of 13 and 14 (*M* age = 13.35 years, *SD* ± .624), who were attending a YMCA camp. They were all members of the Leaders In Training (LIT) program. During the first three weeks of the ten-week summer camp, 144 adolescent girls attended and were asked to participate in the study. Of these 144 LITs, 126, or 87.5%, agreed to participate and received consent from their parents, yielding the sample described above. The participants were representative of six different states, 28 cities, varying levels of socioeconomic status, and different familial structures and living arrangements.

Procedure

Participants arrived at camp each week on a Sunday afternoon. Upon arrival, each LIT and her parents were notified that adolescent girls attending camp that week would be asked to participate in a study on leadership which would examine the factors

that influence their individual leadership skills. The LITs were informed that they could decline to participate in the study. Those who agreed to participate completed an informed consent form. Parents also provided consent.

A survey packet assessing masculinity, femininity, general self-esteem, physical self-esteem, and social self-esteem was administered on Wednesday of each week. The participants completed the surveys in groups of 10-12 LITs, all of whom were from the same cabin. The participants were instructed not to talk or leave until all parts of the survey were completed. On Thursday night of each week, the counselors completed the Leadership Assessment Survey in which they assessed the degree to which each participant in their cabin demonstrated leadership throughout the week.

Measures

Demographic Questionnaire. The participants reported basic demographic information, such as family composition and their place of residence (see Appendix A). In addition, participants reported the number of weeks they were planning to attend camp this year, and the total number of years they had attended camp.

Masculinity and Femininity. The degree to which participants exhibited masculine versus feminine traits (i.e., their gender self-concept) was assessed using the Revised Child BEM Sex Role Inventory (Bem, 1974). The participants were asked to rate the degree to which each of the 60 statements (20 masculine, 20 feminine, and 20 neutral) described themselves. The participants were asked to decide if the descriptors (e.g., "You smile and laugh a lot") were 'never,' 'sometimes,' 'often,' or 'always' true for them. The mean of the participants' responses (range = 1 to 4) for the masculine and feminine items were calculated. Higher numbers indicated a greater masculine self-

concept for the masculine items (α = .80) and a greater feminine self-concept for the feminine items (α = .69) (see Appendix B).

General Self-Esteem. The participants' general self-esteem was assessed using Harter's (1981) six item Global Self-Worth Scale. The participants were given descriptions of two different individuals and were asked to decide which individual best described themselves; for example "Some kids are very happy being the way they are, but other kids wish they were different." The participants were then to decide if this statement was 'really' or 'sort of' true for them. The mean of the participants' responses (range = 1 to 4) was calculated, with the higher numbers representing a higher general self-esteem (α = .86) (see Appendix C).

Physical Self-Esteem. The participants' physical self-esteem was assessed using Harter's (1981) six-item scale. The participants were given descriptions of two different individuals and asked to decide which individual best described themselves; for example, "Some kids think they are good looking, but other kids think that they are not very good looking." The participants were then to decide if this statement was 'really' or 'sort of' true for them. The mean of the participants responses (range = 1 to 4) was calculated, with the higher numbers indicating a higher physical self-esteem, or a greater happiness with their physical appearance (α = .80) (see Appendix C).

Social Self-Esteem. The participants' social self-esteem was measured using Harter's (1981) six-item scale. The participants were given descriptions of two different individuals and asked to decide which individual best described themselves; for example, "Some kids are always doing things with a lot of kids, but other kids usually do things by themselves." The participants were then to decide if this statement was 'really' or 'sort

of' true' for them. The mean of the participants responses (range = 1 to 4) was calculated, with the higher numbers indicating a higher social self-esteem, or more socially skilled at getting along with other adolescents (α = .73) (see Appendix C).

Leadership Evaluation Survey. Head cabin counselors assessed the participants' leadership characteristics at the end of the week. The counselors working with the LITs had each been trained to recognize the qualities of a leader that the camp valued, and each counselor defined leadership as a quality belonging to a person who leads others while exhibiting responsibility, respect, loyalty, and care for others.   Every head cabin counselor rated the girls in her cabin on an individual basis, with seven counselors in all participating. The counselors were informed to take into account all activities the participants were involved in throughout the week. The counselors assessed the individual teenagers on a scale (range = 1 to 4) as displaying 'little leadership', with a score of one, to 'honorable leadership,' with a score of four (see Appendix D).

Results

Means and standard deviations for counselor leadership ratings, masculinity, femininity, general self-esteem, physical self-esteem, social self-esteem and years at camp, are presented in Table 1.   Examination of the means for the Bem Sex Role Inventory suggests that adolescent females were equally likely to view themselves as masculine and feminine. This pattern of findings was confirmed statistically using a dependent t-test, which revealed that adolescent females viewed themselves as equally masculine as feminine, $t(125) = 0.69, p > .05$. Examination of the means for the Harter (1981) scales suggested that adolescent females reported higher general self-esteem than social self-esteem and higher social self-esteem than physical self-esteem. This pattern

was confirmed statistically with a repeated measures ANOVA which indicated that, overall, adolescent females' rating varied by subscale, $F(2,230) = 48.76$, $p < .001$. Follow-up dependent t-tests revealed that adolescent females viewed themselves as exhibiting a higher general self-esteem than social self- esteem, $t(119) = 2.65$, $p < .01$, and higher social self-esteem than physical self-esteem, $t(119) = 6.35$, $p < .001$.

Relationships between leadership and years at camp, masculinity, femininity, general self-esteem, physical self-esteem, and social self-esteem were examined in two ways. First, leadership was treated as a continuous variable and bivariate correlations between all measures were calculated. Second, leadership was treated as a categorical variable and independent samples t-test were run to examine differences between "true leaders" and non-leaders. Membership in the two categories were based on the mean leadership score ($M = 2.22$) and its standard deviation ($SD = .91$). Those participants with a mean leadership score one standard deviation above the mean were labeled "true leaders," while those participants with a mean leadership score one standard deviation below the mean were labeled non-leaders.

The Pearson correlation coefficients for each pair of variables are presented in Table 2, along with levels of significance. Adolescent females who received high leadership ratings from their camp counselors reported marginally more masculine characteristics ($r = .16$, $p < .10$) than adolescent females who received low leadership ratings. Adolescent females who received high leadership ratings from their camp counselors also had significantly higher general self-esteem ($r = .21$, $p < .05$) and had significantly higher physically self-esteem ($r = .36$, $p < .001$) than adolescent females who received low leadership ratings. Adolescent females who received high leadership

ratings from their camp counselors did not have significantly higher social self-esteem than adolescent females who received low leadership ratings ($r = .12, p > .10$). Leadership ratings given by the camp counselors were significantly correlated with the number of years the adolescent females had attended camp ($r = .24, p < .01$) such that the more years that the adolescent females attend camp the more leadership qualities they develop and maintain.

Means and standard deviations for "true leaders" and non-leaders are presented in Table 3. Independent samples t-test revealed that adolescent females who were labeled as "true leaders" reported significantly more masculine gender roles than adolescent females who were labeled as non-leaders, $t(39) = -2.41, p = .05$. Adolescent females who were labeled as "true leaders" reported significantly higher general self-esteem than adolescent females who were labeled as non-leaders, $t(36) = -2.35, p = .05$. Adolescent females who were labeled as "true leaders" reported significantly higher physical self-esteem than adolescent females who were labeled as non-leaders, $t(36) = -3.84, p = .001$. In addition, adolescent females who were labeled as "true leaders" reported a marginally higher social self-esteem than non-leaders, $t(36) = -1.75, p = .088$.

Discussion

The central aim of the present study was to identify the qualities possessed by female adolescent leaders in this informal setting. Two hypotheses were examined in this study. First, consistent with literature on adult formal leadership, it was hypothesized that adolescent girls who received a higher leadership score from their counselors would self-report more masculine characteristics than adolescent girls who received a lower leadership score. Second, consistent with literature on adolescent formal leadership, it

was hypothesized that adolescent girls who received a higher leadership score from their counselors would have a higher general, physical, and social self-esteem.

Overall, female adolescents in an informal setting self-report a higher level of general self-esteem than social self-esteem. Further, female adolescents in an informal setting self-report a higher social self-esteem than physical self-esteem. These findings are consistent with previous literature. Harter (1993) reports that the general self-esteem of adolescent females does not decrease with age as rapidly as their perceived physical self-esteem (Harter, 1993). This pattern was shown among our sample, as the female adolescents reported a substantially lower physical self-esteem than either general or social self-esteem (see Table 1).

Consistent with prior research in both the adult and adolescent leadership literature, females with a higher leadership rating from their counselors reported marginally more masculine characteristics than females with a lower leadership rating. When the females were separated into groups of "true leaders" and non-leaders, stronger support was found for the prediction that females with higher leadership ratings would report more masculine characteristics than females with lower leadership ratings. "True leaders" reported significantly more masculine characteristics than non-leaders.

Observational support for this finding was apparent during various camp activities. For example, during the weekly lake activities, several races, involving both males and females, were organized in which the LITs were asked to row canoes across the lake. The females who received a higher leadership rating embraced the competitive aspect of the event and organized the other adolescents into specific orders and positions for the race. The affinity that these females displayed toward competition is a masculine

characteristic. In contrast, the females who received a lower leadership rating tended to stay away from the canoe and lake, and in general would back up away from the actual proceedings toward the beach. The lack of affinity that these females displayed toward competition is not a masculine characteristic.

Also consistent with our hypothesis, females with a higher leadership rating from their counselors reported a significantly higher general self-esteem than females with a lower leadership rating. When the females were separated into groups of "true leaders" and non-leaders, further support was found for the prediction that females with a higher leadership rating would report a higher general self-esteem than females with a lower leadership rating. "True leaders" reported significantly higher general self-esteem than non-leaders.

Observational evidence for this finding was also apparent. For example, during the first day at camp, the females who received higher leadership ratings tended to be more outgoing toward other cabin mates. These females were not afraid to introduce themselves the first day to the other LITs, and did not hesitate to offer discussion questions during nightly devotions. They were secure in their abilities to relate to others, and were confident in themselves overall.

Consistent with our hypothesis, females with a higher leadership rating from their counselors reported a significantly higher physical self-esteem than females with a lower leadership rating. When the females were separated into groups of Non-Leaders and True Leaders, further support was found for the prediction that females with a higher leadership rating would have a significantly higher physical self-esteem. True Leaders reported significantly higher physical self-esteem than Non-Leaders.

Informal observations again supported this finding. The females who received higher leadership ratings tended to exhibit more confidence in their physical appearance throughout their time at camp. For example, these females were not afraid to fully participate in games and get their clothing dirty. In addition, they were not as concerned with their makeup and hair during outside activities compared to the females who received lower leadership ratings.

Females with a higher leadership rating from their counselors did not report a significantly higher social self-esteem than females with a lower leadership rating. When the females were separated into groups of "true leaders" and non-leaders, there was not a significant difference between their levels of social self-esteem. These findings may suggest two explanations. The first explanation may be that female adolescents perceive their own social skills correctly in that they are a leader, but they do not perceive themselves to have strong social skills when dealing solely with other adolescents. The second explanation may be that female adolescents report similar levels of social self-esteem because the majority of them may have an insecurity related to how they will be accepted by their peers, in that a positive social acceptance is valued. Even leaders, with a higher general self-esteem, tend to exhibit the adolescent fear of social isolation.

The findings of this study are an important first step in furthering research on female leadership in informal settings. These findings also have important practical implications. The findings of this study will be presented to the Director of Camp Ernst in an effort to develop and apply newer educational strategies, which will specifically be focused on improving the self-esteem and leadership abilities of the adolescent LITs. This new approach will include nightly discussions about the three types of self-esteem in

relation to the females' lives both at camp and outside of camp. Methods will be taught concerning how to increase general, social and physical self-esteem in each adolescent female for her improvement inside and outside of the camp setting. In addition, new team building and emerging leader activities will be organized in an effort to specifically encourage females to assume a leadership position. By implementing this type of programming, the camp will be able to work toward improving the females' self-esteem and leadership abilities.

When considering limitations of and possible improvements to this study, several aspects of the methodology were considered. First, the leadership skills of the females were rated solely by their counselors. These counselor ratings only take into consideration the females' leadership skills from the view of a person in a supervisory role. This limitation prohibits a comprehensive observation of their leadership skills, for the best leader to a counselor may not be seen as a leader to the other adolescents also present at camp. Future efforts should include peer ratings of each adolescent female. Specifically, the adolescents would assess the leadership skills of their peers based on the camp definition of leadership, and the masculine characteristics of their peers during camp. This effort would create a more comprehensive observation of each female, both from the view of a supervisor and an equal peer. In addition to a more comprehensive understanding of each adolescent female's leadership skills, the rating by peers would also help to distinguish between a social leader and a task leader. A possible connection may be found with the previous research on adult leadership in an informal setting, which identifies both the social and task leaders.

Second, the females who had attended camp for several years in a row would have known more about the camp, and most likely would have been more comfortable asserting a leadership role while at the camp. These adolescents would have acquired an advantage over their years at camp because they would be more accustomed to behaving in a way that is pleasing to the counselors (e.g., asserting a leadership role throughout the week). These factors may have played a role in the counselor's perceptions of specific, long-time campers, which may have led them to receive a higher leadership rating. In contrast, the females who were attending the camp for the first time may not have known as much about the camp, and most likely would have not been as comfortable asserting a leadership role. These factors may have played a role in the counselor's perceptions of first time campers, which may have led them to receive a lower leadership rating.

Further research on female adolescent leadership would benefit from examining the connection between the qualities associated with leadership in a formal and an informal setting. In order to do so, it is recommended that a survey be used to assess the adolescent females' utilization of camp related leadership qualities in a formal setting, such as school. An examination of the transference of leadership abilities would be most beneficial, including a teacher and/or parent assessment of the leadership abilities of the female adolescents. In addition, the female adolescent would complete the same self-assessment measures (Revised Child BEM Sex Role Inventory and Harter's Global Self-Worth Scale) in a formal setting, her school. These efforts would be useful for examining the possibility of differences in masculinity and self-esteem among formal settings as opposed to an informal environment.

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Appendix A

Demographic Questionnaire   Week #:_____   Code #: _____

City You Live In:_____

State You Live In:_____

Age:_____

Height:_____

Weight:_____

Grade Next Fall:_____

Sports You Play (Last Year And Upcoming Year. These Sports Can Be School Or

Community Related.)

_____

_____

Position In Sport (Captain, Co-captain):_____

Do You Exercise Regularly?_____

Have You Ever Been On A Diet?_____

Have You Ever Helped A Friend Stick To Their Diet?_____

Do You Think You Need To Lose Weight?_____

Do You Have A Problem With Speaking In Class?_____

Have You Ever Performed On Stage? (Dance, Drama, etc.)_____

Would You Describe Yourself As A Leader…(circle your response)

In An All Girl Group?

1	2	3	4
Never	Sometimes	Often	Always

In A Group With Boys And Girls?

1	2	3	4
Never	Sometimes	Often	Always

Around New People?

1	2	3	4
Never	Sometimes	Often	Always

In School?

1	2	3	4
Never	Sometimes	Often	Always

At Camp?

1	2	3	4
Never	Sometimes	Often	Always

Clubs You Are In (This Year And Upcoming Year In School, Church,

Community)_____

Position In Clubs You Are In (President, Secretary, etc.)

_____

Years At Camp:_____

Weeks Going To Camp This Year_____

Do You Live With Both of Your Parents?_____

Do You Have Siblings? If So, What Age?_____

Thanks so much!!!! Please return to your counselor.

Appendix B

Revised Child BEM Sex Role Inventory

Circle the number that tells how often each statement is true for you.

	Never	Sometimes	Often	Always
1. Can do things through your own efforts	1	2	3	4
2. Are ready to go along with what others want	1	2	3	4
3. Help other people	1	2	3	4
4. Stand up for what you think is right	1	2	3	4
5. Smile and laugh a lot	1	2	3	4
6. Feel real happy one day and sad the next	1	2	3	4
7. Depend on yourself for what you think and do	1	2	3	4
8. Are shy	1	2	3	4
9. Are fair and do right by others	1	2	3	4
10. Like sports	1	2	3	4
11. Like to hug and kiss	1	2	3	4
12. Like to pretend you are an actor	1	2	3	4
13. Say what you like or don't like	1	2	3	4
14. Like people to tell you how nice you are	1	2	3	4
15. Are happy	1	2	3	4
16. Make a big impression on other people	1	2	3	4
17. Are true to your friends and can be depended upon	1	2	3	4
18. Are told by other people that they can never tell what you are going to do	1	2	3	4
19. Push to get your own way	1	2	3	4
20. Acts like girls do	1	2	3	4
21. Can be counted on to do things	1	2	3	4
22. Like to solve problems	1	2	3	4

	Never	Sometimes	Often	Always
23. Care about how other people and animals feel	1	2	3	4
24. Are jealous	1	2	3	4
25. Are able to lead other people	1	2	3	4
26. Are sensitive to the needs of others	1	2	3	4
27. Are truthful	1	2	3	4
28. Are willing to take risks	1	2	3	4
29. Understand how other people think and feel	1	2	3	4
30. Keep a lot of secrets	1	2	3	4
31. Make decisions easily	1	2	3	4
32. Want to help other people in trouble	1	2	3	4
33. Say just what you mean	1	2	3	4
34. Are able to do things on your own	1	2	3	4
35. Are eager to soothe hurt feelings	1	2	3	4
36. Brag a lot about yourself	1	2	3	4
37. Try to make other people do what you want	1	2	3	4
38. Speak softly	1	2	3	4
39. Are likeable	1	2	3	4
40. Acts like boys do	1	2	3	4
41. Show people that you like them	1	2	3	4
42. Are serious and hardly ever smile	1	2	3	4
43. Are willing to take a stand	1	2	3	4
44. Show people gently that you care about them	1	2	3	4
45. Are friendly	1	2	3	4
46. Are always ready to fight or yell at someone	1	2	3	4
47. Believe everything somebody tells you	1	2	3	4
48. Waste time when you're working	1	2	3	4

	Never	Sometimes	Often	Always
49. Acts as a leader	1	2	3	4
50. Act like a little child.	1	2	3	4
51. Can quickly learn to like something new	1	2	3	4
52. Have your own way of doing things	1	2	3	4
53. Do not use bad words	1	2	3	4
54. Don't plan how to do your work	1	2	3	4
55. Like to play games to win	1	2	3	4
56. Love children	1	2	3	4
57. Are careful to say unpleasant things in a way that the other person won't be hurt	1	2	3	4
58. Try to do the best	1	2	3	4
59. Don't treat others roughly	1	2	3	4
60. Act and think like everyone else	1	2	3	4

Appendix C

Harter's Global Self-Worth Scale: What I am Like

SAMPLE

Really True for me	Sort of True for me				Sort of True for me	Really True for me
☐	☐	Some kids like to get up early in the morning	**BUT**	Other kids like to sleep late.	☐	☐

	Really True for me	Sort of True for me					Sort of True for me	Really True for me
1.	☐	☐	Some kids are often *unhappy* with themselves	**BUT**	Other kids are pretty *pleased* with themselves		☐	☐
2.	☐	☐	Some kids find it's *hard* to make friends	**BUT**	Other kids find it's pretty *easy* to make friends		☐	☐
3.	☐	☐	Some kids are *happy* with the way they look	**BUT**	Other kids are *not happy* with the way they look		☐	☐
4.	☐	☐	Some kids *don't like* the way they are leading their life	**BUT**	Other kids *do like* the way they are leading their life		☐	☐
5.	☐	☐	Some kids have *a lot* of friends	**BUT**	Other kids *don't* have very many friends		☐	☐
6.	☐	☐	Some kids are *happy* with their height and weight	**BUT**	Other kids *wish* their heights of weight were different		☐	☐
7.	☐	☐	Some kids are *happy* with themselves as a person	**BUT**	Other kids are often *not happy* with themselves		☐	☐
8.	☐	☐	Some kids *wish* that more people their age liked them	**BUT**	Other kids feel that most people their age *do* like them		☐	☐
9.	☐	☐	Some kids *wish* their body was different	**BUT**	Other kids *like* their body the way it is		☐	☐

	Really True for me	Sort of True for me				Sort of True for me	Really True for me
10.	☐	☐	Some kids *aren't very happy* with the way they do a lot of things	**BUT**	Other kids they the way they do thing is *fine*	☐	☐
11.	☐	☐	Some kids would like to have a lot *more* friends	**BUT**	Other kids have *as many* friends as they want	☐	☐
12.	☐	☐	Some kids *wish* their physical appearance (how they look) was different	**BUT**	Other kids *like* their physical appearance the way it is	☐	☐
13.	☐	☐	Some kids *like* the kind of person they are	**BUT**	Other kids often *wish* they were someone else	☐	☐
14.	☐	☐	Some kids are *popular* with others their age	**BUT**	Other kids are *not* very popular	☐	☐
15.	☐	☐	Some kids *wish* that something about their face or hair looked different	**BUT**	Other kids *like* their face and hair the way it is	☐	☐
16.	☐	☐	Some kids are very *happy* being the way they are	**BUT**	Other kids *wish* they were different	☐	☐
17.	☐	☐	Some kids are *always* doing things with a lot of kids	**BUT**	Other kids *usually* do things by themselves	☐	☐
18.	☐	☐	Some kids think they are *good* looking	**BUT**	Other kids think that they are *not very good* looking	☐	☐

Appendix D

Leadership Evaluation Survey

Camper Name:

Cabin:

Week:

Rank This Girl's Leadership At This Point, with 4 being the best leader.

Take into account chapel, meal set-up, cabin clean up, devotion speaking, honor log

completion, and other activities completed thus far.

1	2	3	4
Little			Honorable
Leadership			Leadership

Please Write Down Anything That You Have Seen That Is Characteristic Of A Leader From

This Girl. Think of something she may have said, done or demonstrated in another way.

Table 1

Means and Standard Deviations for Adolescent Leadership, Gender-based Characteristics,

Self-Esteems, and Years at Camp

Variable	Mean	SD	α
Leadership	2.22	.91	-
Masculinity	2.85	.34	.80
Femininity	2.87	.30	.69
General Self-Esteem	3.37	.65	.86
Physical Self-Esteem	2.82	.69	.80
Social Self-Esteem	3.23	.55	.73
Years At Camp	3.05	1.68	-

Table 2

Bivariate Correlations

Variable	1	2	3	4	5	6	7
1. Leadership	1						
2. Masculinity	.16	1					
3. Femininity	-.01	.24**	1				
4. General Self-Esteem	.21*	.22*	.03	1			
5. Physical Self-Esteem	.36***	.29**	-.03	.61**	1		
6. Social Self-Esteem	.12	.33**	.03	.53**	.40**	1	
7. Years At Camp	.24**	.20*	.04	.00	.11	.01	1

* p < .05, ** p < .01, ***p< .001

Table 3

Comparisons between True Leaders and Non-Leaders

Variable	True Leaders M (SD)	Non-Leaders M (SD)	t
Masculinity	3.03 (0.31)	2.74 (0.37)	-2.41*
Femininity	2.88 (0.24)	2.84 (0.35)	-0.41
General Self-Esteem	3.84 (0.25)	3.36 (0.65)	-2.35*
Physical Self-Esteem	3.50 (0.51)	2.60 (0.70)	-3.84***
Social Self-Esteem	3.58 (0.37)	3.27 (0.52)	-1.75

* $p < .05$, ** $p < .01$, ***$p < .001$