INFORMATION TO USERS

This reproduction was made from a copy of a manuscript sent to us for publication and microfilming. While the most advanced technology has been used to photograph and reproduce this manuscript, the quality of the reproduction is heavily dependent upon the quality of the material submitted. Pages in any manuscript may have indistinct print. In all cases the best available copy has been filmed.

The following explanation of techniques is provided to help clarify notations which may appear on this reproduction.

1. Manuscripts may not always be complete. When it is not possible to obtain missing pages, a note appears to indicate this.

2. When copyrighted materials are removed from the manuscript, a note appears to indicate this.

3. Oversize materials (maps, drawings, and charts) are photographed by sectioning the original, beginning at the upper left hand corner and continuing from left to right in equal sections with small overlaps. Each oversize page is also filmed as one exposure and is available, for an additional charge, as a standard 35mm slide or in black and white paper format.*

4. Most photographs reproduce acceptably on positive microfilm or microfiche but lack clarity on xerographic copies made from the microfilm. For an additional charge, all photographs are available in black and white standard 35mm slide format.*

*For more information about black and white slides or enlarged paper reproductions, please contact the Dissertations Customer Services Department.

Dissertation Information Service
University Microfilms International
A Bell & Howell Information Company
300 N. Zeeb Road, Ann Arbor, Michigan 48106
Othman, Esmawi Bin

CHARACTERISTICS OF SABERKAS' LEADERS AT THE DISTRICT LEVEL IN
THE STATE OF SARAWAK, MALAYSIA

The Ohio State University

University Microfilms
International 300 N. Zeeb Road, Ann Arbor, MI 48106

Copyright 1986
by
Othman, Esmawi Bin
All Rights Reserved
CHARACTERISTICS OF SABERKAS' LEADERS AT THE DISTRICT LEVEL IN THE STATE OF SARAWAK, MALAYSIA

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Esmawi B. Othman, Dip. of Agric., B. S. Agric., M. S.

* * * *

The Ohio State University

1986

Dissertation Committee: Approved by

Keith L. Smith, Ph. D
R. Kirby Barrick, Ph. D
James A. Knight, Ph. D

Adviser
Department of Agricultural Education
DEDICATION

To

Mother
(though long gone, is always fresh in the memory)

Father

and

Brothers and Sister
ACKNOWLEDGEMENTS

The author is indebted to many people who had helped him in conducting this study and his entire graduate program and wishes to extend his appreciation to them.

To Dr. Keith Smith, chairman of the reading committee and graduate program, for his support and patience both throughout the graduate program and this study.

To Dr. Kirby Barrick and Dr. James Knight, members of the reading committee, for their encouragement and contributions to this study.

To Dr. David McCracken for his assistance and counsel while he was the author's advisor before he went for his sabatical leave in Malaysia.

To the members of the Research Board of the Universiti Pertanian Malaysia for the allocation of budget for the study.

To the members of the Scholarship Board of the Malaysian Public Service Department for the scholarship which had enabled the author to complete his studies in the United States.
To SABERKAS leaders who were willing to sacrifice their
time in responding to the study.

To the staff of SABERKAS at SABERKAS headquarters for
their assistance and support.

To the lecturers at the Center for Extension and Conti­
nuing Education from both the main and branch campuses of
Universiti Pertanian Malaysia for their contributions to
the research instruments.

To Tuan Haji Awang Amin of the Language Department of
Universiti Pertanian Malaysia for his assistance in trans­
lating the research instruments.

To the staff of the Universiti Pertanian Malaysia at the
Sarawak branch campus for their assistance before and dur­
ing the data collection of the study particularly Mr. Lipi
and Mr. Ngatijo who drove and accompanied the author during
the visits to the districts.

To all professors who had taught the author during his
entire graduate program for making the learning experience
enjoyable and worthwhile.

To Rohani, the wife who had been patient and full of
understanding throughout her husband’s struggle for an edu­
cational success.

And lastly to Effa Eroza, the daughter who always gree­
ted her father with her “toothless” smile when he came home
each day.

- iv -
VITA

1975 ..................... Diploma of Agriculture, Universiti Pertanian Malaysia (University of Agriculture Malaysia) Serdang, Selangor, Malaysia.

1975 - 1977 ............. Agricultural Assistant (Extension), Center for Extension and Continuing Education, Universiti Pertanian Malaysia, Serdang, Selangor, Malaysia.

1978 - 1980 ............. Agricultural Assistant (Extension), Universiti Pertanian Malaysia Sarawak Campus, Semenggok, Sarawak, Malaysia.

1981 - 1986 ............. Malaysian Public Service Department Scholarship (on study leave at University of Florida, Gainesville and The Ohio State University, Columbus).


1983 ..................... M. S., Ohio State University Columbus, Ohio.

1984 - Present .......... Tutor (on study leave), Universiti Pertanian Malaysia Sarawak Campus, Semenggok, Sarawak, Malaysia.
FIELDS OF STUDY

Major Field: Extension Education


Studies in Research Methodology: Professors R. Kirby Barrick, J. David McCracken, and Larry E. Miller.

Minor Field: Educational Administration


Minor Field: Adult Education

TABLE OF CONTENTS

DEDICATION .............................................. ii

ACKNOWLEDGEMENTS ...................................... iii

VITA ...................................................... v

LIST OF TABLES ......................................... xii

CHAPTER

I. INTRODUCTION ........................................ 1
   SABERKAS ........................................ 3
   Membership ...................................... 4
   Organizational Administration ................. 5
   Objectives of SABERKAS ....................... 7
   Statement of the Problem ..................... 8
   Research Question ............................ 9
   Objectives of the Study .................... 9
   Research Hypothesis ......................... 11
   Definition of Terms .......................... 12
   Limitation of the study .................... 15
   Assumption .................................. 15

- vii -
IV. FINDINGS ........................................ 43

Characteristics of Respondents ............. 43

Demographic Variables ....................... 44

Age .................................... 44
Sex .................................... 45
Marital Status .............................. 45
Occupation ................................. 46
Educational Background ...................... 47
Length of Membership ........................ 48
Affiliation with Other Organizations .... 49
Participation in Leadership Training ..... 51
Involvement of Relatives in Leadership Training .... 52

Situational Factors .......................... 53

Position in the District Committee ......... 53
Position in the Unit Committee ............. 54

Leadership Competence ...................... 55
Leadership Training ........................ 56

Suggested Topics for Youth Leadership Training . 56
Preferred Methods of Leadership Training .... 57
Preferred Techniques of Presentation in Leadership Training .... 58
Preferred Trainers for Leadership Training ... 59
Location for Leadership Training .......... 61
Number of Leadership Training Sessions Per Year .......... 62

- ix -
### Relationship of Respondents with SABERKAS

- Headquarters .................................. 63
- Visiting SABERKAS Headquarters ............ 63
- Reasons for Not Visiting SABERKAS Headquarters ........................................ 65

### Official Visit of the State Committee Members

- Suggested Frequency of State Committee Visit ........................................ 67
- Reasons for not Supporting State Committee Visit .................................. 68

### Leadership Style

- Relationship Between Variables ............. 70
  - Relationship Among Nine Dimensions of Leadership Behavior .................. 74
  - Relationship Between the Nine Dimensions and Demographic Variables ...... 75
  - Relationship Between Leadership Style and Demographic Variables .......... 77
  - Relationship Between Present Position and Selected Demographic Variables .. 79

### V. SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

- Objectives of the Study ....................... 82
- Procedure ..................................... 82
  - Sample Size .................................. 82
  - Instrument ..................................... 83
  - Outcome Measures ............................. 84
  - Conditions of Testing ........................ 84
  - Statistical Analysis .......................... 85
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age of Respondents</td>
<td>44</td>
</tr>
<tr>
<td>2. Sex of Respondents</td>
<td>45</td>
</tr>
<tr>
<td>3. Marital Status of Respondents</td>
<td>46</td>
</tr>
<tr>
<td>4. Occupation of Respondents</td>
<td>47</td>
</tr>
<tr>
<td>5. Educational Level of Respondents</td>
<td>48</td>
</tr>
<tr>
<td>6. Length of Membership of Respondents in SABERKAS</td>
<td>49</td>
</tr>
<tr>
<td>7. Affiliation of Respondents with Other Organizations</td>
<td>50</td>
</tr>
<tr>
<td>8. Number of Affiliations with Other Organizations</td>
<td>51</td>
</tr>
<tr>
<td>9. Leadership Training Attended by Respondents</td>
<td>52</td>
</tr>
<tr>
<td>10. Involvement of Relatives in Leadership Activities</td>
<td>53</td>
</tr>
<tr>
<td>11. Position of Respondents in the District Committee</td>
<td>54</td>
</tr>
<tr>
<td>12. Position of Respondents in the Unit Committee</td>
<td>55</td>
</tr>
<tr>
<td>13. Leadership Competence of Respondents</td>
<td>56</td>
</tr>
<tr>
<td>14. Topic for Youth Leadership Training</td>
<td>57</td>
</tr>
<tr>
<td>15. Methods of Leadership Training</td>
<td>58</td>
</tr>
<tr>
<td>16. Technique Preference in Leadership Training</td>
<td>59</td>
</tr>
<tr>
<td>17. Trainers for Leadership Training</td>
<td>60</td>
</tr>
</tbody>
</table>
18. Location for Leadership Training ................. 62
19. Number of Leadership Training Sessions
   Per Year ............................................ 63
20. Reasons for Visiting SABERKAS Headquarters . . . . 64
21. Sponsors of Trips to SABERKAS Headquarters . . . . 64
22. Reasons for Not Visiting SABERKAS
   Headquarters ...................................... 65
23. Reasons for State Committee Visit ............... 67
24. Frequency of State Committee Visit ............... 68
25. Reasons for Not Supporting State Committee
   Visit ............................................. 69
26. Leadership Style of Respondents .................. 70
27. Means and Standard Deviation of Leadership
   Behavior Statements ............................. 71
28. Item Means and Standard Deviation of the
   Nine Dimensions ................................. 75
29. Relationship Between Between Nine Dimensions
   of Leadership Behavior ........................... 76
30. Relationship Between the Dimensions and
   Demographic Variables ........................... 78
31. Relationship Between Leadership Style and
   Demographic Variables ........................... 79
32. Relationship Between Present Position and
   Demographic Variables ........................... 80
CHAPTER I
INTRODUCTION

The Federation of Malaysia was formed in August 1963 incorporating to the west, Peninsular Malaysia (formerly the British Colony of Malaya), and to the east, Sabah and Sarawak 400 miles across the South China Sea. Sabah and Sarawak were the British Colony of North Borneo and Sarawak until they gained independence by emerging into the Federation of Malaysia.

Malaysia is a youthful nation. According to the 1970 Population Census, 44.7 percent of its 10.8 million population were below 15 years of age, and 70.4 percent in the 0-29 age group (Government of Malaysia, 1976). This has not changed much over the years. In the 1980 Population Census, 43.2 percent of the population were represented by youths 15 years of age and younger (Government of Malaysia, 1985). The Census also revealed that 5.8 million people were between the ages of 15 and 39 years. This shows that "Malaysia has a large youthful human resource at its disposal." (Dasar Belia Negara, 1974).
The Ministry of Culture, Youth and Sports, Malaysia was created to cater to this section of the population. The Youth Section of the Ministry is responsible for gathering and organizing youths into formal organizations or associations. Within proper organizations, youths can be guided and encouraged to play a positive role in the accomplishment of the national goals (Sektor Pergerakan Belia, 1970).

In carrying out this responsibility, the Ministry gives support, assistance, services and guidance to youth organizations in order for them to play the expected role. For example, according to the local newspaper, the Ministry of Culture, Youth and Sports will be spending about $7 million on several youth programs in 1986. The focus for the year will be on encouraging youths to be self-employed through youth business projects. Priorities will be given to youths involved in petty trade. The Minister of Culture, Youth and Sports anticipated that this move would help alleviate the problem faced by the unemployed and those retrenched (New Straits Times, 1986). Besides the targeted programs such as courses on leadership, unity and security, religious matters and various skills, the Ministry will also intensify efforts to ensure the success of youth agricultural projects. In helping the Ministry to implement this project, the Agriculture Ministry will be asked to help by providing counselling services and expertise.
SABERKAS

The Ministry of Culture, Youth and Sports always encourage youth to form youth organizations at all levels, in urban or rural areas. Only by means of organizations, can the Ministry channel socio-economic programs to the youths through its officers at the district offices located throughout the country.

There are about 5,000 youth organizations in Malaysia. The Sektor Pergerakan Belia reported in 1970 that these organizations have about 1.1 million members. There are four main types of youth organizations in the country: ordinary (non-uniformed), uniformed, religious, and student organizations. Among the ordinary youth organizations is the Pertubuhan Belia Kebangsaan Bersatu Sarawak (literally translated as the Sarawak National Youth Organization), the biggest youth organization in the state of Sarawak. This organization is more popularly known as SABERKAS. The word 'saberkas' was chosen because of its metaphorical meaning. The word 'saberkas' can simply be translated as bundle, but its metaphor is strength. The example of pieces of sticks would be appropriate to further clarify its metaphorical meaning. Sticks can easily be broken individually, but it would be difficult to break them if they are tied in a bundle. This is also true of people. A group of people working together for a course would be more powerful than one person working alone.
SABERKAS was formed on July 22, 1972 in the interest of multi-racial unity and the infusion of national pride. Prior to this formation, there were four main youth associations and clubs in the state namely the Sarawak Youth Council, the Gabongan Kelab-kelab Belia Melayu Sarawak (Association of Malay Youth Clubs of Sarawak), the Bidayuh Youth Club, and the Sarawak Dayak Youth Association.

Membership

SABERKAS membership has been open to all Malaysian youths regardless of race, belief, class or status. The minimum age to qualify to be a member is nine years. There are rules and regulations in the constitution which dictate the rights or privileges of the different age group members in the organization.

Before SABERKAS was formed, many 4-H Clubs under the Sarawak Department of Agriculture, were actively carrying out agricultural projects throughout the state. On the tenth anniversary celebration of Sarawak's independence in Malaysia, the 4-H Clubs in the state merged with SABERKAS. With this merger, the former 4-Hers are now known as Belia Peladang SABERKAS (SABERKAS Young Farmers). Belia Peladang SABERKAS will continue to concentrate on agricultural activities under the supervision of the agricultural coordinators from the Department of Agriculture. This, how-
ever, does not mean that they are restricted from organizing or taking part in other activities such as sports and culture.

The merger of 4-H into SABERKAS caused a sudden increase in the membership of the organization. At the time of the merger, 4-H had 222 units. There are now about 800 SABERKAS units throughout the state with a membership of about 70,000. More units are continually being formed every year. This could have been a response to the encouragement from the Ministry of Culture, Youth and Sports, Malaysia. At the present rate of growth of this organization, the prediction has been made that by 1990 SABERKAS' membership could reach a figure of 100,000.

Organizational Administration

There are three levels of organizational administration within SABERKAS; state, district, and unit. The levels are formed for the purpose of closer administration of the members and their activities.

State Committee. The state committee is the backbone and has the authoritative power over the overall administration of SABERKAS in the state. Twenty seven members are elected and/or appointed at the biannual general meeting to steer the organization at the state level. The organization is under the leadership of one president, one
deputy president, three vice presidents, one treasurer, one secretary general, four assistant secretaries, and sixteen lay members. At the same time there are nine subcommittees appointed to look into the nine affairs; finance, information, sports and culture, civic and education, career counseling, business enterprise, property and development, agricultural development, and administration and coordination. Each subcommittee has a chairperson, secretary, treasurer, and between three and five lay members.

District Committee. The twenty-six District Committees function at the district level. They normally operate as the coordinators of district activities. They also serve as the liaison between the state and the unit committees. In other words, any communication between the state and the unit committees and vice versa must go through the district committee. The District committee consists of one chairperson, one vice chairperson, one secretary, one assistant secretary, one treasurer, and from 6 to 8 lay members.

Unit Committee. The unit committee, the lowest level of administration in SABERKAS, operates at the ground level. At this level the committee consists of one chairperson, one vice chairperson, one secretary, one treasurer, and from 6 to 8 lay members.
Objectives of SABERKAS

The principal objective of SABERKAS as stated by the Chief Minister of Sarawak at its formation on July 22, 1972 was to instill in its members a sense of devotion and undivided national unity and loyalty toward the achievement of national goals. This objective is still the main objective of SABERKAS.

The aims and objectives of SABERKAS as stated in its constitution are as follows:

1. To instill into members a sense of devotion and undivided loyalty to Malaysia.
2. To promote the spiritual, mental, physical and social well-being of members of SABERKAS and the community as a whole.
3. To promote friendship and understanding among members and the community as a whole.
4. To encourage the youth of this country to take their full measure of responsibility in civic affairs and to participate actively in nation building.
5. To establish and maintain relations with the Malaysian Youth Council and any other organizations in Malaysia, as may be approved and recognized by the Ministry of Culture, Youth and Sports.
6. To work in close cooperation with the ministry responsible for the welfare of youth.
7. To uphold the Universal Declaration of Human Rights.
8. To do all such things as are from time to time necessary to achieve the foregoing aims and objectives.

Statement of the Problem

In SABERKAS, there are three main categories of leaders; state, district, and unit. In this study, the researcher wished to examine the leadership of SABERKAS at the district level. It must be borne in mind that the district leaders are the representatives of unit leaders in the district. In other words, studying the district leaders can also be interpreted as studying the leaders in the units as well.

Although the formation of SABERKAS goes back to July 22, 1972, there is hardly anything known about its leaders. As of today very little is known about the leadership behavior and leadership styles of SABERKAS' leaders. Which sex predominate in the leadership and what qualifications they possess are also unknown. There is no record to show the background and activities of SABERKAS' leaders. Also there has not been an effort made to discover the training needs or other needs of the leaders of SABERKAS.
Research Question

The focus of this study was the leadership behavior of SABERKAS at the district level. The main question of this study was to find out whether there was any relationship between the leadership behavior and selected demographic and related situational variables. Correlations were examined between leadership styles and other attributes. Similarly, the study examined the relationship between some of the demographic variables and the present position held by the District leaders.

Objectives of the Study

The main purpose of the study was to investigate the leadership behavior of the leaders of SABERKAS at the District level. The leadership behavior was examined under nine dimensions: initiation, membership, domination, representation, communication, organization, recognition, integration, and production and their relatedness to other variables. Other objectives of the study were as follows:

1. To determine the type of leadership styles possessed by the leaders of SABERKAS at the district level.
2. To describe the general background of SABERKAS' leaders at the district level.
a. To determine their age, sex and marital status.
b. To determine their educational background.
c. To determine their present occupation.

3. To determine SABERKAS' leaders experiences in leadership activities.
   a. To determine the amount and type of leadership training SABERKAS' leaders went through.
   b. To determine SABERKAS' leaders involvement in other organizations.
   c. To explain the relationship between their relatives' involvement in leadership activities and their present position in SABERKAS.

4. To obtain SABERKAS' leaders ideas (a) with respect to leadership training and (b) about their relationship with their parent organization.

5. To obtain other concerns regarding SABERKAS' leaders needs and the needs of their units/district and parent organization.
Research Hypothesis

The following research hypotheses were developed to guide this study.

1. There is a relationship among the nine dimensions of leadership behavior.

2. There is a relationship between each of the nine dimensions of leadership behavior and the following variables:
   a. Age
   b. Sex
   c. Marital status
   d. Occupation
   e. Education
   f. Length of membership
   g. Affiliation with Other Organizations
   h. Participation in Leadership Training

3. There is a relationship between leadership style of SABERKAS' leaders and the following variables:
   a. Age
   b. Sex
   c. Marital status
   d. Occupation
   e. Education
   f. Length of membership
   g. Affiliation with Other organizations
h. Participation in leadership training

4. There is a relationship between the present position of SABERKAS' leaders and the following variables:
   a. Age
   b. Occupation
   c. Education
   d. Length of membership
   e. Affiliation with Other Organizations
   f. Participation in leadership training
   g. Involvement of relatives in leadership activities

Definition of Terms

Authoritative. A situation in which a leader decides alone and then convinces or orders his/her followers to carry it out.

Communication. The frequency with which a leader provides information to members, seeks information from them, facilitates exchange of information, or shows awareness of affairs pertaining to the group.

Consultative. A situation in which a leader consults his/her followers, individually or in a group and then announces his/her decision.
Domination. A situation in which a leader restricts the behavior of individuals or group in action, decision-making, or expression of opinion.

Influenced. A situation in which a leader decides alone but his/her decisions can be modified with suggestions illustrated with persuasive facts.

Initiation. The situation where a leader originates, facilitates, or resists new ideas and practices.

Integration. The frequency in which a leader regulates individual behavior, encourages pleasant group atmosphere, reduces conflicts between members, or promotes individual adjustment to the group.

Leaders. The leaders in the study are elected committee members of SABERKAS at the District level.

Leadership Behavior. The particular acts in which a leader engages in the cause of directing and coordinating the work of group members. This may involve such acts as structuring work relationships, praising or criticizing group members, and being considerate of group members' welfare and feelings.

Leadership Style. The personality attributes of an individual which motivate certain behavior and these qualities remained unchange in various leadership situations.

Membership. The frequency with which a leader mixes with the group, stresses informal interaction, or interchanges personal services with members.
Organization. The capability of a leader defines or structures his/her own work, the work of group members, or the relationships among members in the performance of their work.

Participative. A situation in which a leader and his/her followers explore and decide as a group. He/she can either retain the veto or act as one of the members of the group.

Production. A situation in which a leader sets levels of effort or achievement, or prods members for greater effort.

Recognition. A situation in which a leader engages in behavior which expresses approval or disapproval of the behavior of group members.

Relatives. Relatives refer to close relatives of the leaders. This includes the grandparents, parents, uncles, aunts, brothers or sisters of the leaders.

Representation. A situation in which a leader defends his/her group against attack, advances the interest of the group, and acts on behalf of his or her group.

Withdrawl. A situation in which a leader leaves the decision and action to his/her followers.
Limitation of the Study

To study all the leaders of SABERKAS in the state of Sarawak would require much time, money and energy. Due to the limited budget and time allocated for the study, the researcher focused his study on a random sample of group of leaders at the district level.

Assumption

This study is only true for the leaders of SABERKAS at the district level in the state of Sarawak, Malaysia.

Significance of the Study

Since there has been no literature on the leadership behavior and styles, background, and the needs of SABERKAS leaders, this study could mean a major breakthrough into the study of leadership of youth organizations not only in the state of Sarawak but in the country as a whole.

The researcher anticipated the educational or leadership training needs of the district leaders (which can also mean the training needs of the unit leaders as well) were clearly defined so that the higher authority in SABERKAS can
take appropriate actions for the good of the organization. In other words, that future leadership training will meet the needs of the members rather than being imposed by the handful of "programmers" at SABERKAS headquarters.

The results of this study could be used as an additional academic reference in the study of youths in Malaysia. For interested parties, the recommendations from this study could be used as future reference in the study of youth organizations in the country, particularly SABERKAS of Sarawak.
CHAPTER II
REVIEW OF LITERATURE

The English language introduced the term "leader" as early as 1300. The term "leadership," on the other hand, only came into use 500 years later. Over the years, many authors have offered the student of leadership an infinite variety of leadership perspectives. After a comprehensive review of leadership literature, Stogdill (1974) concluded that there were almost as many definitions of leadership as there were persons who have attempted to define the concept. The dilemma in dealing with this concept was clearly recorded by Lombardo and McCall (1978):

Probably more has been written and less known about leadership than about any other topic in the behavioral science. Always, it seems, the concept of leadership eludes us or turns up in another form to taunt us again with its slipperiness and complexity... In fact the problem is not so much that there is little evidence, but that the mountain of evidence which is available appears so contradictory (p. 1).

Stogdill (1974) further stressed that the endless accumulation of empirical data has not produced an integrated understanding of leadership. However, in the struggle of approaching the "accepted" meaning of leadership, many
authors manage to formulate reasonable definitions based on situations.

Among the books written on leadership, *The Art of Leadership* by Bothwell has given an interesting approach to leadership. Instead of directly defining leadership, Bothwell (1983) has written:

One meaningful definition of a leader is one who has followers.... Leadership is also not telling people what to do and having the power to make them do it. There is a great difference between getting results from followers through involvement and getting results through motivation. The true leader is the one who has the ability to influence or inspire others to follow (p. xii).

Tannenbaum, Weschler, and Massarik (1961) have given a more direct definition. They defined leadership as an "interpersonal influence, exercised in a situation and directed, through the communication process, toward the attainment of a specified goal." Iowa State University Cooperative Extension Service (1969) has also been in favor of this definition. According to them, "leadership always has involved the attempt of a leader (influencer) to affect (influence) the behavior of a follower (influencee) or followers in a specific situation or activity." They considered leadership as a process or function rather than as an exclusive attribute of a prescribed role.

Some people like to relate leadership with the concept of power. Janda (1960) for example, believed that leadership is a particular type of power. According to him, it
is a relationship characterized by "a group member's perception that another group member has the right to prescribe behavior patterns for the former regarding his or her activity as a member of a particular group."

Betz (1981) viewed the leader as a social catalyst who seeks to elicit from the group potential for the good and well being of his or her followers. This seems to coincide with the idea forwarded by Hemphill (1954) who said that "Leadership is the initiation of acts that results in a consistent pattern of group interaction directed toward the solution of mutual problems." From another angle, leadership can be seen as the process of influencing group activities toward goal setting and goal achievement (Fieldler and Chemers, 1974; Bennis, 1959; Warriner, 1955; Copeland, 1942).

All the above definitions have sufficiently described the concept of leadership in this study. However, Stogdill (1948) seems to have given the most pertinent definition in the context of this research. In his review of literature, he stated:

Leadership is not a matter of passive status or the mere possession in some combination of traits. It appears, rather, to be a working relationship among members of a group in which the leader acquired status through active participation and demonstration of his capacity for carrying cooperative tasks to completion...(p. 70)
Leadership Behavior

Leadership is usually defined according to researchers' individual perspectives and the aspect of the phenomenon of most interest to them. One school of theorists preferred to define leadership in terms of acts or behaviors. Carter (1953) for example, suggested that leadership behaviors are any behaviors the experimenter wishes to so designate or, more generally, any behaviors which experts in this area wish to consider as leadership behaviors. Shartle (1956), on the other hand, defined a leadership act as "one which results in another acting or responding in a shared direction."

According to Hemphill (1949), leadership may be defined as "the behavior of an individual while he is involved in directing group activities." This was later modified by Hemphill and Coons (1957) as the behavior of an individual when he is directing the activities of a group toward a shared goal. Fieldler (1967) also proposed a similar definition by saying that "by leadership behavior we generally mean the particular acts in which a leader engages in the course of directing and coordinating the work of his group members." He continued, "this may involve such acts as structuring the work relations, praising or criticizing group members, and sharing consideration for their welfare and feelings."
Leadership behavior can be conceptualized in a variety of ways and at different levels of abstraction. Despite the differences, a moderate degree of similarity across leadership studies can be obtained. Yukl (1981) discovered that the following types of leadership behavior were considered important in many studies:

1. Planning, coordinating, and organizing operations.
2. Establishing and maintaining good relations with subordinates.
4. Establishing effective relations with superiors, associates, and outsiders.
5. Assuming responsibility for observing organizational policies, carrying out required duties, and making necessary decisions. (p. 104).

The research on leadership behavior is an endless enterprise. The various kinds of studies on leadership behavior have led to the proposal of many different behavior taxonomies. Among the later behavior taxonomies discovered is that of Yukl and his colleagues. They found nineteen measurable behavior categories in the taxonomy; (a) performance emphasis, (b) consideration, (c) inspiration, (d) praise-recognition, (e) structuring reward contingencies, (f) decision participation, (g) autonomy-delegation, (h) role
clarification, (i) goal setting, (j) training-coaching, (k) information dissemination, (l) problem solving, (m) planning, (n) coordinating, (o) work facilitation, (p) representation, (q) interaction facilitation, (r) conflict management, and (s) criticism-discipline.

Any discussion on leadership behavior would not be complete without mentioning the famous Ohio State leadership study. A questionnaire known as the Leader Behavior Description Questionnaire (LDBQ) was developed for the purpose of studying leadership behavior. Over the years the original has been revised and reconstructed according to the need of the researchers. As a result, new forms of LDBQ were developed. Among the extended version of LDBQ are the LDBQ-XII (Stogdill, Goode and Day, 1962), SBDQ or Supervisory Behavior Description Questionnaire and LOQ or Leader Opinion Questionnaire (Fleishman, 1957).

Leadership Style

A style is not necessarily something a person possesses. Style is a way of relating to other people in the circumstances in which they find themselves. According to Hollander (1978) these other people, who are the followers, affect style by drawing forth certain characteristics from the leader.
Fielder and Chemers (1974) said that one of the first famous studies of leadership traits was conducted by Lewin, Lippitt and White. They used "democratic style," "autocratic style," and "laissez-faire style." From this experiment they found that the group with democratic leaders were the most satisfied and functioned in the most orderly and positive manner. The number and degree of aggressive acts were greatest in the autocratically led group.

McGregor's famous Theory X and Theory Y, which was not really a leadership-style theory, has become among the best known of the theories on leadership style. Theory X has maintained that people are lazy, not very bright, and irresponsible and therefore attempts to direct and motivate people must fit these needs. Theory Y, on the other hand, has viewed people as responsible, motivated, creative, and desirous of control over their work life. This theory has tried to arrange organizational conditions in such a manner as to make possible fulfillment of their needs while directing their efforts toward achieving organizational objectives.

Instead of stating four styles of leadership, Likert (1967) proposed four styles or systems of management. He defined these systems as Exploitive Autocratic, Benevolent Autocratic, Participative, and Democratic systems. The strength of this theory is the linking of the four systems
with motivation, employee attitudes, and loyalty to productivity or profitability.

The managerial grid formulated by Blake and Mouton (1964) is worth mentioning here. From their grid which has two axes labeled "concern for people" and "concern for task," they identified five leadership styles; (a) The Improvised style, (b) The Country Club style, (c) The Authority-Obedience style, (d) The Organization Man style, and (e) The Team style.

Tannenbaum and Schmidt (1958) forwarded another model of leadership style. Their model has presented a continuum of seven styles that go from a position in which a leader mostly controls to a style in which the group largely controls. They describe these styles as leader (a) makes decision and announces it, (b) sells decision, (c) presents ideas and invites questions, (d) presents tentative decision, subject to change, (e) presents problem, gets suggestions, makes decision, (f) defines limits, asks group to make decision, and (g) permits subordinates to function (autonomously) within defined limits.

The Two-direction style of leadership was presented by Reddins (1971). He labeled his styles as ineffective and effective. Ineffective styles were classified as disserter, missionary, compromiser, and autocrat. Effective styles were labeled as benevolent autocrat, bureaucrat, developer, and executive.
Lin Bothwell (1983), one of the latest in the arena of leadership, proposed ten styles of leadership. Actually he listed five main styles of leadership namely authoritarian, influenced, consultative, participative, and withdrawal. Nevertheless, each main style has two statements or styles of leadership. Bothwell's model is similar to Tannenbaum and Schmidt's in the sense that as we move from authoritarian to withdrawal, the group becomes increasingly involved in problem solving and decision making.

Leadership Traits

Leadership appears to be a rather interesting concept. Many factors could influence leadership patterns. The presence or absence of one of these factors can affect one's leadership performance. Some of these factors which are related to the study are discussed as follows.

Age

The relation of age to leadership has produced contradictory findings. This is summarized in Bass's Stogdill's Handbook of Leadership where he discovered that out of research carried out between 1904 and 1947, six gave the evidence that leaders are younger but ten found leaders to be older. The findings after 1947, however, were found to
be one-directional. Bass (1964), Johnson, et al. (1968), Gore (1968), Kumar (1966), and Stranton & Poors (1967) found leaders to be older than their followers.

Economic Status

Earlier studies indicated that leaders tend to come from a socio-economic background superior to that of the average of their followers (Bass, 1981). Caution must be taken here because higher socio-economic status has had a tendency to be correlated with greater intelligence, education, and opportunities. In other words, earlier studies could be confounded with the above variables.

The studies on opinion leaders in Columbia and India have given a clearer picture of this relationship. Switzer (1975) showed that in a progressive, industrial-agrarian department in Columbia, peasant leaders were more educated and economically secure with a clearer land title than leaders in a rural, conservative department. In Orissa, India, farmers were more effective in motivating other farmers to improve their agricultural techniques if they were higher in socio-economic status (Rath and Sahoo, 1974).

Education

Many authors have agreed that leaders are better educated now than formerly (Johnson, et al, 1968). In their
study, Johnson and colleagues found that years of schooling had increased from 10.8 to 11.2 for leaders over the years 1940 to 1961. Studies of the social background of student leaders by Weinberg (1965), and Kumar (1966) revealed a few consistent relationships across samples in terms of education. They found that leaders are generally more educated than their followers.

Socialibility

In terms of socialibility, leaders are normally more active than their followers. Many findings have indicated that leaders are active participants in various activities (Harrel et al, 1964; Krumboltz et al, 1959; Miner, 1968; Peterson and Lippitt, 1968; Rose, 1962). According to these authors leaders easily interact with a wide range of personalities. The interpersonal skills they possess make them "attractive" to followers. They are not only cooperative with others but are also able to enlist cooperation and to execute projects. Leaders are usually respected by group members because they possess characteristics such as nurturance and popularity that foster loyalty and group cohesiveness.
Heredity

One very clear evidence about the heredity factor in leadership is traditional leadership. Many rural villages in the third world countries are still ruled by one patriarchal family. In India, ties of family and kin are strong and they are further reinforced by the relatively stable composition of the kin-group (Gore, 1968).

Jones (1938) claimed that heredity is a factor of extreme importance in leadership. Leadership, according to him, resulted partly from qualities possessed by individuals and partly from social stimuli or opportunity. The qualities in leadership are both hereditary and acquired. He further stressed that "undoubtedly some individuals possess by birth the qualities and characteristics necessary for leadership to a greater degree than others."

Sex

Although sex was not an issue in the past because all leaders were men, now sex has become an important factor in leadership studies because women have leadership qualities equivalent to men.

The hypothesis that women would endorse more authoritarian leader behavior than men was not confirmed in Denmark and Diggory's study (1966). The 194 males and 114 females in their study did not differ in reported or ideal behavior. Male and female leaders when compared were found to
possess no significant difference in their leadership behavior.

In a management situation, both female and male leaders were found to be persuasive and tactful in getting a solution adopted by their group. However, Maier (1970) discovered that when only given a set of facts for making a solution, female leaders are less likely to get their groups to adopt the management solution.

Other studies including Jacobson and Effertz's (1974) and Megargee's (1964) found that neither male nor female leaders differed significantly in quantity or quality of performance.

**Leadership Training**

Many organizations have put extra effort in training their leaders in order to cope with the dynamic change in the environment. But, we must bear in mind that "training cannot create an ability in the absence of capability; it cannot transform ordinary mentality into near-genius; it cannot create skill where aptitude does not exist" (Taylor, 1962). Although Taylor further claimed that training could not create the aptitudes, drives, and personality characteristics required for leadership, other authors were optimistic on the results of leadership training. According to
Bass (1960), the apparent aims of leadership training has been to (a) increase the ability to solve problems of those to be led; (b) reinforce success as a leader by giving opportunities to attempt leadership and to see the effects of the attempts; and (c) to increase motivation to attempt leadership. He further added that those programs attempting "to increase proficiencies rather than to modify aptitudes or personality traits are more likely to succeed."

Gassner, Gold and Snadowsky conducted a study on human relations training in 1964. The results of the study showed that an experimental group when given the training increased significantly in understanding of democratic leadership but no change was seen in the control group. A similar study was carried out by Hand and Slocum about four years later. They compared the experimental group which was given training in human relations with a control group before and 18 months after training. The experimental group was found to change toward a more positive attitude to the human relations aspects of the job. They also found that this attitude was reflected in corresponding changes in job performance.

Cassel and Shafer (1961) completed an experiment in leadership training which involved two classes of high school students. Their leadership program involved six basic areas: self-evaluation and understanding, critical
thinking, problem solving, human motivation and frustra-
tion, leadership ability, and interaction with community
leaders. Tests in the areas of leadership values, leader-
ship decision patterns social insight, personality tension
and needs were utilized for assessment purposes. The find-
ings indicated significant growth in leadership and social
insight during the training period as indicated by improved
test scores.

Although leadership training could not completely change
leadership performance, the effect of leadership training
as shown by measured test scores and observed performances
has been found to be significantly positive (Biggs et al.,
1966; Campbell and Dunnettee, 1968; Cooper, 1974; Koile and

SUMMARY

This review of literature has provided an overview of
the concept of leadership and leadership behavior, the dif-
f erent types of leadership styles, the factors affecting
leadership traits, and the impact on leadership training.

Among the definitions which described the concept of
leadership in this study, Stogdill's definition seemed to
be the most pertinent in the context of this research.
According to Stogdill, leadership is brought about in a
working relationship among members of a group. Leadership status, on the other hand, can be acquired through active participation and demonstration of capability of completing cooperative tasks.

Many studies have conceptualized leadership behavior in a variety of ways. Nevertheless, the studies have agreed that certain dimensions of leadership behavior were important. The common aspect of leadership behavior is usually directed toward planning, coordinating, and organizing operations. Besides supervising subordinates, leaders are expected to establish and maintain good and effective relations with subordinates, associates, superiors, and outsiders. A leader is also required to observe organizational policies, carry out designated duties, and make necessary decisions.

Leadership style was perceived differently by different authors. Basically, leadership styles are an extension of leaders' personalities (Bothwell, 1983). Major leadership styles were discussed in this chapter. They vary from two to ten styles and seemed to be applicable for different situations.

Leadership can be influenced by many factors. Studies have indicated that the effect of these factors have changed over the years. Occassionally they were found to be contradictory to one another. Nevertheless, leadership
traits should not be forgotten when discussing leadership. Age, economic status, education, socialibility, heredity, and sex could have an effect on leadership style and leadership behavior.

Although leadership training may have its negative sides, many positive studies concerning its impact have encouraged organizations to recognize the importance of leadership training.
CHAPTER III
METHODOLOGY

This chapter will discuss the research methodology used in this study. The focus will be on the design, sample size, instrument, data collection, and data analysis.

Research Design

This study was descriptive research of a survey type. The researcher used both descriptive and correlational methods in the final analysis of data. As a descriptive research, this study described the leadership behavior and style, and the background of SABERKAS leaders at the district level. As a correlational study, the researcher wanted to determine the relationship between the nine dimensions of leadership behavior and the selected demographic variables. At the same time, the researcher anticipated to discover how selected demographic variables correlated with leadership styles and the present position of the district leaders.
Population and Sample

Population

SABERKAS is the largest youth organization in the state of Sarawak. It is the only youth organization which represents the youths in the state. The membership is comprised of youths and adults of different ages, races, beliefs, cultural background and economic status.

The frame of the study was based on the list of 305 members of the 26 district committees obtained from SABERKAS headquarters. This was taken as the population of the leaders of SABERKAS at the district level.

Sample Size

Due to the vast area of land and the number of district leaders in the state, random sampling was used to identify the subjects for the study. The sample size was obtained by using Cochran’s (1977) formula:

\[ n = \frac{t^2 \cdot s^2}{d^2} \]  (1)

Where:
- \( n \) = sample size
- \( t \) = confidence probability
- \( s \) = estimated variance in population
- \( d \) = acceptable margin of error
With a confidence probability of 95 percent, an estimated standard deviation of 1.56 and a degree of precision of 2.2, the sample size was found to be 211 from a total of 305 District committee members of the organization.

**Instrument**

The major portion of the questionnaire covers leadership behavior. The leadership behavior statements were derived from the Ohio State University’s Leader Behavior Description Questionnaire. The original version of the statements was not altered but the number was reduced from 150 to 54 statements. Although the number of statements were reduced from 150 to 54, they still covered the original nine dimensions namely organization, domination, communication, initiation representation, production, recognition, integration, and membership. The reduction in the number of the statements was based on their similarity and applicability to the local situation. The nine dimensions were purposely deleted but the related statements were systematically arranged in the questionnaire. A reliability test was computed on the nine dimensions and Cronbach Alpha was found to be .88.

The ten statements of leadership styles were taken from Lin Bothwell’s Ten Leadership Style Model. Like
the statements in the leadership behavior, no modification of any kind was done to the leadership styles statements. The five categories of leadership styles (authoritarian, influenced, consultative, participative, and withdrawal) were not included in the questionnaire to avoid giving hints to the subjects.

The other variables or questions in the questionnaire were designed by the researcher based on the variables stated in the objectives of the study.

**Procedures**

**Outcome Measures**

The questionnaire was pilot-tested before it was utilized in the data collection. The reading committee and several graduate students of the Department of Agricultural Education at the Ohio State University and lecturers from the Center for Extension and Continuing Education of Universiti Pertanian Malaysia were used to pilot-test the questionnaire.

The researcher studied the responses from the pilot-test and then designed a new questionnaire. Although a new questionnaire was designed, it was not appreciably different from the original one designed in Columbus. At this point the questionnaire was still written in English. With
the help of an experienced language teacher, the researcher translated the questionnaire into the Malaysian national language.

The translated questionnaire was printed and given to twenty-one randomly selected SABERKAS leaders in the First Division of Sarawak. The researcher purposely selected the less educated leaders to determine the legibility and comprehensibility of the questionnaire. Two of the respondents never participated in any formal education but were able to understand and answer every question in the questionnaire satisfactorily. The researcher in this pilot effort concerning the questionnaire attempted to show that if a person who had no formal education could understand the questionnaire, understanding for persons who had attended school would not be difficult.

Conditions of Testing

After giving due consideration to the nature of the roads, weather at that particular time of the year (moonson season), and places to be visited, a careful schedule was designed. A letter was then written by the researcher informing respondents of the arrival date at the 26 locations (Appendix A). Before the researcher departed to any location, he was interviewed by the RTM Kuching (Radio Television Malaysia stationed in Kuching, the capital city of Sarawak). With this opportunity, the researcher was
able to elaborate on his research and further stress the importance of the selected respondents meeting with him on the day specified in the letter.

The researcher spent one night at every district headquarters. This enabled him to meet the respondents from that district. During the meeting, the researcher described the research and answered related questions. The researcher also explained the procedure of filling out the questionnaire to the respondents. Before the end of any meeting he would encourage the respondents to ask questions regarding the answering of the questions in the questionnaire and always allocate sufficient time for this purpose.

Every questionnaire (Appendix B) and a letter from SABERKAS headquarters (Appendix A) were put in an envelope together with a stamped self-addressed envelope to the researcher. The respondents were always reminded to hand in their questionnaire as soon as possible. Some of the questionnaires were received before the researcher left for another district while the balance were received through the mail.

For the identified respondents who were not present at the meeting, their addresses were sought for mailing purposes. Most often, the members present at the meeting were willing to hand the questionnaires personally to their friends.
Analysis of Data

The data obtained from the respondents were transferred into the computer at the Instruction and Research Computer Center of the Ohio State University. The Statistics Package for Social Sciences (SPSSx) was then used to analyze the data.

Presentation of Data

There are two types of data used in this research: primary and secondary data. The nature of each of these data is described briefly as follows:

Primary Data. Primary data consisted of the responses to statements on the Leadership Behavior and Leadership Styles. They are also comprised of the responses to the demographic questions or background of the district leaders. In other words, the primary data are the responses to the first three sections of the questionnaire (Appendix B).

Secondary Data. The secondary data of this study are the responses to Section IV and Section V of the questionnaire. These sections mainly consisted of ideas and personal views on leadership training needs, their relationship with the parent organization and other concerns.

In organizing and summarizing the primary data, tables and figures are used. In some cases, tables of terms and concepts have been designed for the purpose of clearer presentation of data.
The secondary data, on the other hand, are generally summarized in tables or lists of statements or concepts.

Statistical Procedures

Major parts of sections I, II, and III, and some parts of sections IV and V are presented in the form of frequency tables. Some data on the demographic variables are analyzed using means, variance, and standard deviations.

In determining the relationship of variables as described in the Research Hypothesis section, Pearson Product Moment Correlation Coefficient is used.

Non-response

One hundred and eighty five (87.7%) of the 211 identified respondents for the study answered and returned the questionnaires. During the meetings with the respondents at the districts, the researcher discovered that twelve of the identified respondents had either resigned from the District committee or migrated to other parts of the country. In order to replace this group of respondents, twelve new respondents were identified from the remaining population (94) by means of random sampling. Questionnaires were mailed to them but unfortunately no response was received. Five notes from five respondents' offices and/or their
secretaries said that they were away. Two notes indicated that the non-respondents were not in the country, one note stated the non-respondent was on vacation, and the other two notes suggested respondents were "away." The rest of the non-respondents did not provide any response. By the time the notes were received, the closing date for returning the questionnaires was over. At this time the researcher was preparing to leave for Columbus and therefore he was unable to contact the non-respondents. Follow-up could have been done while the researcher was in Columbus, but due to the exhaustion of budget and time, this procedure had to be abandoned.
CHAPTER IV
FINDINGS

The purpose of the study was to investigate the behavior of SABERKAS leaders at the District level. This chapter will discuss the relationship between leadership behavior and demographic variables. In addition, leadership styles possessed by SABERKAS leaders and their relationships with other attributes will also be described. Discussion on the background of SABERKAS leaders will also be made in this chapter.

Characteristics of Respondents

The questionnaire was designed to generate adequate information on selected demographic and other related situational variables. These selected variables will help provide partial description about the leaders of SABERKAS at the District level. The demographic variables will also provide data for testing the hypotheses presented under the Research Hypothesis section in Chapter III.
Demographic Variables

Age. The age of respondents ranged from below 21 to above 45 years. Table 1 presents the distribution of respondents by age. Although the organization studied was a youth organization, a large majority (96.8%) of the district leaders who responded were above 21 years of age. The data also indicate that a large proportion (47.5%) of the respondents fall between the ages of 31 and 40 years.

Table 1

<table>
<thead>
<tr>
<th>Age in Years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 21</td>
<td>6</td>
<td>3.2</td>
</tr>
<tr>
<td>21 - 25</td>
<td>16</td>
<td>8.6</td>
</tr>
<tr>
<td>26 - 30</td>
<td>29</td>
<td>15.7</td>
</tr>
<tr>
<td>31 - 35</td>
<td>45</td>
<td>24.3</td>
</tr>
<tr>
<td>36 - 40</td>
<td>43</td>
<td>23.2</td>
</tr>
<tr>
<td>41 - 45</td>
<td>25</td>
<td>13.5</td>
</tr>
<tr>
<td>Above 45</td>
<td>21</td>
<td>11.4</td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Sex. Table 2 shows the sex of the respondents. The data clearly indicate that majority of the District SABEREAS leaders were male. From a total of 185 respondents, only 21 were female.

Table 2

Sex of Respondents

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>164</td>
<td>88.6</td>
</tr>
<tr>
<td>Female</td>
<td>21</td>
<td>11.4</td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Marital Status. Most of the District youth leaders of SABEREAS were married. Table 3 shows that about 77 percent of the respondents were married. 17 percent single and 6 percent were either divorced or widowed.
Table 3

Marital Status of Respondents

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never Married</td>
<td>32</td>
<td>17.3</td>
</tr>
<tr>
<td>Married</td>
<td>142</td>
<td>76.8</td>
</tr>
<tr>
<td>Divorced</td>
<td>5</td>
<td>2.7</td>
</tr>
<tr>
<td>Widowed</td>
<td>6</td>
<td>3.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>185</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Occupation.** A large proportion of the respondents were government employees. Table 4 displays the distribution of respondents by employment categories. Although a large majority of the respondents have a source of income, about 4 percent were still not employed. The data also indicate about 30 percent of the respondents were engaged in farming and/or fishing.
Table 4

**Occupation of Respondents**

<table>
<thead>
<tr>
<th>Types of Occupation</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Employee:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>23</td>
<td>12.4</td>
</tr>
<tr>
<td>Teachers</td>
<td>21</td>
<td>11.4</td>
</tr>
<tr>
<td>General Staff</td>
<td>60</td>
<td>32.4</td>
</tr>
<tr>
<td>Private Agency Employee</td>
<td>6</td>
<td>3.2</td>
</tr>
<tr>
<td>Own Business</td>
<td>13</td>
<td>7.0</td>
</tr>
<tr>
<td>Farming/Fishing</td>
<td>55</td>
<td>29.7</td>
</tr>
<tr>
<td>Not Employed</td>
<td>7</td>
<td>3.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>185</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Educational Background.** Table 5 provides the breakdown of the sample according to level of education. The level of education of SABERKAS leaders ranged from no formal education to beyond first degree. It should be noted here that although no formal education means the persons never attended any formal school system, they went through "adult education classes" where they were taught how to read and write. There were approximately seven percent of the respondents who went through this system. Almost 85 percent of the respondents had between Standard Six and Form Five levels of education. This is equivalent to six to eleven years of formal schooling.
Table 5

Educational Levels of Respondents

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Formal Education</td>
<td>14</td>
<td>7.6</td>
</tr>
<tr>
<td>Standard Six (6 yrs of education)</td>
<td>59</td>
<td>31.9</td>
</tr>
<tr>
<td>Form Three (9 yrs of education)</td>
<td>52</td>
<td>28.1</td>
</tr>
<tr>
<td>Form Five (11 yrs of education)</td>
<td>46</td>
<td>24.9</td>
</tr>
<tr>
<td>Form Six (13 yrs of education)</td>
<td>4</td>
<td>2.2</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
<td>3.2</td>
</tr>
<tr>
<td>1st Degree</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td>Above 1st Degree</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>185</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Length of Membership. The length of membership of SABERKAS leaders at the District level ranged from less than one year to more than 9 years. Some leaders had been with the organization since it was formed in 1972. Table 6 shows the distribution of respondents by their length of membership. Although approximately 34 percent of the respondents were in SABERKAS more than nine years, about 5 percent became members within the last year.
Table 6
Length of Membership of Respondents in SABERKAS

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Than One</td>
<td>9</td>
<td>4.9</td>
</tr>
<tr>
<td>1 - 3</td>
<td>34</td>
<td>18.4</td>
</tr>
<tr>
<td>4 - 6</td>
<td>45</td>
<td>24.3</td>
</tr>
<tr>
<td>7 - 9</td>
<td>34</td>
<td>18.4</td>
</tr>
<tr>
<td>More Than 9</td>
<td>63</td>
<td>34.1</td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Affiliation With Other Organizations. One hundred and eight respondents were involved in other organizations besides SABERKAS. Table 7 presents the breakdown of the sample by membership in different types of organizations. The data indicate that most of the respondents involved in other organizations were members of social and or community based organizations. A significant number were also involved in other youth organizations and political parties.
Table 8 shows the distribution of respondents in relation to the number of organizations with which they were affiliated. About 45 percent of the respondents who were affiliated with other organizations were involved in only one organization. Twenty-four percent of them were affiliated with two organizations and about 20 percent held membership in three organizations.

Table 7
Affiliation of Respondents With Other Organizations

<table>
<thead>
<tr>
<th>Types of Organizations</th>
<th>Frequency*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social/Community</td>
<td>59</td>
<td>58.4</td>
</tr>
<tr>
<td>Youth</td>
<td>38</td>
<td>37.6</td>
</tr>
<tr>
<td>Political</td>
<td>34</td>
<td>33.7</td>
</tr>
<tr>
<td>Religious</td>
<td>24</td>
<td>23.8</td>
</tr>
<tr>
<td>Sports</td>
<td>20</td>
<td>19.8</td>
</tr>
<tr>
<td>Workers Union</td>
<td>10</td>
<td>9.9</td>
</tr>
<tr>
<td>Business</td>
<td>5</td>
<td>4.9</td>
</tr>
<tr>
<td>Other Types of Organizations**</td>
<td>22</td>
<td>21.8</td>
</tr>
</tbody>
</table>

* One respondent could have been affiliated with more than one organization.
** Other types of organizations besides the types mentioned above.
Table 8

Number of Affiliations with Other Organizations

<table>
<thead>
<tr>
<th>Number</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>49</td>
<td>45.4</td>
</tr>
<tr>
<td>2</td>
<td>26</td>
<td>24.0</td>
</tr>
<tr>
<td>3</td>
<td>22</td>
<td>20.4</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>9.3</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>.9</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Participation in Leadership Training. Slightly over half of the respondents had attended some kind of leadership training (50.3%). Table 9 indicates the types of leadership training attended by these respondents. About 42 percent of those respondents who participated in leadership training attended Basic Leadership Training. The data also indicate that quite a number of the respondents had participated in other types of training while in SABERKAS.
Table 9
Leadership Training Attended by Respondents

N = 93

<table>
<thead>
<tr>
<th>Types of Training</th>
<th>Frequency*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Leadership</td>
<td>74</td>
<td>79.6</td>
</tr>
<tr>
<td>Organizational Management</td>
<td>17</td>
<td>18.3</td>
</tr>
<tr>
<td>Intermediate/Advance Leadership</td>
<td>7</td>
<td>7.5</td>
</tr>
<tr>
<td>Other Types of Training**</td>
<td>38</td>
<td>40.9</td>
</tr>
</tbody>
</table>

* One respondent could have attended more than one type of leadership training.
** Other types of leadership training besides those mentioned above.

Involvement of Relatives in Leadership Activities.
Approximately 20 percent of the respondents admitted that they have relatives involved in leadership activities. Table 10 presents the breakdown of the sample by close relatives categories. More than 55 percent of the respondents (whose relatives were involved in leadership activities) declared that their brothers or sisters were also engaged in leadership activities.
Table 10
Involvement of Relatives in Leadership Activities

<table>
<thead>
<tr>
<th>Relatives</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandfather</td>
<td>2</td>
<td>5.3</td>
</tr>
<tr>
<td>Father</td>
<td>11</td>
<td>28.9</td>
</tr>
<tr>
<td>Mother</td>
<td>2</td>
<td>5.3</td>
</tr>
<tr>
<td>Uncle</td>
<td>4</td>
<td>10.5</td>
</tr>
<tr>
<td>Aunt</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Siblings</td>
<td>25</td>
<td>65.8</td>
</tr>
</tbody>
</table>

* One respondent could have more than one relative involved in leadership activities.

Situational Factors

Position in the District Committee

Slightly below 50 percent of the respondent did not declare their positions in the District committee. Table 11 shows the positions of respondents in the District Committee. About 20 percent of the respondents held 'committee member' positions.
Table 11
Position of Respondents in the District Committee

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairperson</td>
<td>9</td>
<td>4.9</td>
</tr>
<tr>
<td>Vice Chairperson</td>
<td>14</td>
<td>7.6</td>
</tr>
<tr>
<td>Secretary</td>
<td>10</td>
<td>5.4</td>
</tr>
<tr>
<td>Assistant Secretary</td>
<td>18</td>
<td>9.7</td>
</tr>
<tr>
<td>Treasurer</td>
<td>7</td>
<td>3.8</td>
</tr>
<tr>
<td>Committee Member</td>
<td>36</td>
<td>19.4</td>
</tr>
<tr>
<td>No response</td>
<td>91</td>
<td>49.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>185</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Position in the Unit Committee

Only two respondents did not declare their positions in the Unit Committee. Table 12 shows the positions of the respondents in their Unit Committees. In most cases, the elected members of the Unit are required to represent the unit at the district election. The 56.2 percent of Unit chairpersons in the District Committee confirmed that most units were represented by their chairpersons.
Table 12

Position of Respondents in the Unit Committee

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairperson</td>
<td>104</td>
<td>56.2</td>
</tr>
<tr>
<td>Vice Chairperson</td>
<td>8</td>
<td>4.3</td>
</tr>
<tr>
<td>Secretary</td>
<td>30</td>
<td>16.2</td>
</tr>
<tr>
<td>Assistant Secretary</td>
<td>9</td>
<td>4.9</td>
</tr>
<tr>
<td>Treasurer</td>
<td>11</td>
<td>5.9</td>
</tr>
<tr>
<td>Committee Member</td>
<td>6</td>
<td>3.2</td>
</tr>
<tr>
<td>Ordinary Member</td>
<td>15</td>
<td>8.2</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>185</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Leadership Competence

There were five choices given to the respondents concerning their personal leadership competence: excellent, good, satisfactory, needs some improvement, and needs lots of improvement. The data in Table 13 show that less than two percent of the respondents declared their leadership competence as excellent. Slightly over 37 percent of the respondents felt their leadership competence was satisfactory. Approximately 28 percent of the respondents admitted that they need a lot of improvement in their leadership capabilities.
Table 13

Leadership Competence of Respondents

<table>
<thead>
<tr>
<th>Leadership Competence</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td>Good</td>
<td>23</td>
<td>12.4</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>69</td>
<td>37.3</td>
</tr>
<tr>
<td>Needs some improvement</td>
<td>38</td>
<td>20.5</td>
</tr>
<tr>
<td>Needs lots of improvement</td>
<td>51</td>
<td>27.7</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>185</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Leadership Training

One hundred and fifty respondents agreed that youth leaders should be given leadership training. Six questions were designed to determine the perception of the respondents concerning youth leadership training.

Suggested Topics for Youth Leadership Training.

Table 14 shows the distribution of suggested topics for youth leadership training. The majority of the respondents felt that youth leaders should be given Basic Leadership Training. They also suggested that youth leaders should be taught how to manage their organization.
Table 14

Topics for Youth Leadership Training

N = 150

<table>
<thead>
<tr>
<th>Suggested Topics</th>
<th>Frequency*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Leadership</td>
<td>108</td>
<td>72.0</td>
</tr>
<tr>
<td>Organizational Management</td>
<td>42</td>
<td>28.0</td>
</tr>
<tr>
<td>Civics</td>
<td>22</td>
<td>14.7*</td>
</tr>
<tr>
<td>Business</td>
<td>18</td>
<td>12.0</td>
</tr>
<tr>
<td>Recreation (Culture/Sports)</td>
<td>10</td>
<td>6.7</td>
</tr>
<tr>
<td>Agriculture</td>
<td>9</td>
<td>6.0</td>
</tr>
<tr>
<td>Religious</td>
<td>3</td>
<td>2.0</td>
</tr>
</tbody>
</table>

* One respondent could have suggested more than one topic for youth leadership training.

Preferred Methods of Leadership Training

The respondents were asked to identify their preference for the methods of leadership training. Table 15 shows the distribution of preferred methods of leadership training. The data indicate that the three most preferred methods of training were (1) short courses/training, (2) workshops, and (3) seminars.
Table 15

Methods of Leadership Training

N = 150

<table>
<thead>
<tr>
<th>Preferred Types of Training</th>
<th>Frequency*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Courses/Training</td>
<td>87</td>
<td>58.0</td>
</tr>
<tr>
<td>Workshops</td>
<td>71</td>
<td>47.0</td>
</tr>
<tr>
<td>Seminar</td>
<td>68</td>
<td>45.3</td>
</tr>
<tr>
<td>Dialogue</td>
<td>10</td>
<td>6.7</td>
</tr>
<tr>
<td>Conference</td>
<td>9</td>
<td>6.0</td>
</tr>
</tbody>
</table>

* One respondent could have preferred more than one methods of leadership training.

Preferred Techniques of Presentation in leadership Training

Table 16 presents the distribution of preferred techniques of presentation in leadership training. More than 50 percent of the respondents who claimed that youth leaders should be given leadership training preferred the lecture/discussion technique in leadership training. They were also in favor of small group discussion, lecture, role playing, and brainstorming.
Table 16
Technique Preference in Leadership Training

N = 150

<table>
<thead>
<tr>
<th>Technique for Presentation</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture/Discussion</td>
<td>85</td>
<td>56.7</td>
</tr>
<tr>
<td>Small Group Discussion</td>
<td>42</td>
<td>28.0</td>
</tr>
<tr>
<td>Lecture</td>
<td>30</td>
<td>20.0</td>
</tr>
<tr>
<td>Role Playing</td>
<td>23</td>
<td>15.3</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>19</td>
<td>12.7</td>
</tr>
</tbody>
</table>

* One respondent could have preferred more than one technique of presentation.

Preferred Trainers for Leadership Training

In order to obtain suggestions for trainers for leadership training, the respondents were asked to rank groups of people. Then multiplying factors were assigned to each rank or choices to obtain the total points for each group.

1st Choice x 5
2nd Choice x 4
3rd Choice x 3
4th Choice x 2
5th Choice x 1
The results obtained are shown in Table 17. The results indicate that the staff from the Ministry of Youth, Sports and Culture were the most preferred trainers for leadership training. This group was followed by the state SABERKAS leaders and university professors. Outstanding unit/district leaders were rated fourth in terms of giving leadership training to youth leaders.

| Table 17 |
|------------------|------------------|
| Trainers for Leadership Training |
| N varied from 127 to 133 |
| Preferred Training Personnel | Total Points |
| Staff of the Ministry of Youth, Sports, and Culture | 529 |
| State SABERKAS Leaders | 499 |
| University Professors | 430 |
| Outstanding Unit/District Leaders | 320 |
| Other Training Personnel* | 207 |

* other groups of people besides those mentioned above.
Location for Leadership Training

The respondents were asked to rank five locations as to their desirability as leadership training locations. Multiplying factors were assigned to the ranks or choices to obtain the total points for each training location.

1st Choice x 5
2nd Choice x 4
3rd Choice x 3
4th Choice x 2
5th Choice x 1

Table 18 shows the total points for each location. The most preferred place for leadership training was "any location decided by the organizers." The respondents also would like to have their training at SABERKAS headquarters. Fewer respondents favored their district headquarters and own place for training purposes.
Table 18
Location for Leadership Training

N varied from 119 to 126

<table>
<thead>
<tr>
<th>Preferred Location</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Place Decided by the Organizer(s)</td>
<td>507</td>
</tr>
<tr>
<td>SABERKAS Headquarters</td>
<td>503</td>
</tr>
<tr>
<td>District Headquarters</td>
<td>407</td>
</tr>
<tr>
<td>Own Place</td>
<td>287</td>
</tr>
<tr>
<td>Other Locations*</td>
<td>170</td>
</tr>
</tbody>
</table>

* Other locations besides those mentioned above.

Number of Leadership Training Sessions Per Year

The respondents were asked to give the number of leadership training session they could attend in one year assuming each training session averaged four days. The data in Table 19 indicate that about 66 percent of the respondents were willing to attend between one to three leadership training sessions per year. Approximately 6 percent of the respondents were willing to participate in more than seven training sessions in one year.
Table 19

Number of Leadership Training Sessions Per Year

<table>
<thead>
<tr>
<th>Sessions Per Year</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>51</td>
<td>27.6</td>
</tr>
<tr>
<td>2 - 3</td>
<td>45</td>
<td>24.3</td>
</tr>
<tr>
<td>4 - 5</td>
<td>24</td>
<td>12.9</td>
</tr>
<tr>
<td>6 - 7</td>
<td>12</td>
<td>6.5</td>
</tr>
<tr>
<td>&gt; 7</td>
<td>12</td>
<td>6.5</td>
</tr>
<tr>
<td>No response</td>
<td>41</td>
<td>22.2</td>
</tr>
<tr>
<td>Total</td>
<td>185</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Relationship of Respondents with SABERKAS Headquarters

Visiting SABERKAS Headquarters

Slightly over 50 percent of the respondents (101) admitted that they had been at SABERKAS headquarters at least once. Most of the respondents who visited their headquarters did so for official or organization-related reasons. Table 20 shows the distribution of reasons for visiting SABERKAS headquarters. Table 21, on the other hand, presents the sponsors of their trips to headquarters. About 50 percent of the respondents who went to SABERKAS headquarters were either sponsored by their units/districts or went on their own.
Table 20

Reasons for Visiting SABERKAS Headquarters

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official/Business</td>
<td>97</td>
<td>96.0</td>
</tr>
<tr>
<td>Personal</td>
<td>3</td>
<td>2.9</td>
</tr>
<tr>
<td>Other reasons**</td>
<td>6</td>
<td>5.9</td>
</tr>
</tbody>
</table>

* One respondent could have more than one reason for visiting SABERKAS headquarters.
** Other reasons were for reasons besides personal and official reasons.

Table 21

Sponsors of Trips to SABERKAS Headquarters

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myself</td>
<td>52</td>
<td>51.5</td>
</tr>
<tr>
<td>Unit/District</td>
<td>51</td>
<td>50.5</td>
</tr>
<tr>
<td>SABERKAS Headquarters</td>
<td>31</td>
<td>30.7</td>
</tr>
<tr>
<td>Other Sponsors**</td>
<td>7</td>
<td>6.9</td>
</tr>
</tbody>
</table>

* One respondent could have been sponsored by more than one sponsor.
** Other sponsors were sponsors besides those mentioned above.
Reasons for Not Visiting SABERKAS Headquarters

Although many respondents were proud to have visited SABERKAS headquarters, other respondents had other reasons for not visiting SABERKAS headquarters. Out of 81 respondents who did not visit SABERKAS headquarters, only 40 gave their reasons. Table 22 presents some of the reasons why they did not visit SABERKAS headquarters. The data indicate that many of them felt it was not necessary for them to visit their headquarters.

Table 22

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Necessary</td>
<td>30</td>
<td>75.0</td>
</tr>
<tr>
<td>Too Far</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>No Money</td>
<td>6</td>
<td>15.0</td>
</tr>
<tr>
<td>No Time</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Other Reasons**</td>
<td>10</td>
<td>25.0</td>
</tr>
</tbody>
</table>

* One respondent could have given more than one reason.
** Other reasons were reasons besides those mentioned above.
Official Visit of the State Committee Members

Approximately 82 percent of the respondents agreed that state committee members should visit the units throughout the state. Table 23 shows the reasons why state committee members should visit the units or districts. Most of the respondents who agreed that official visits from the state committee was necessary believed that the purpose was for observation reasons. Quite a number indicated that the presence of the state committee members could be used to exchange ideas with the unit or district committee members. They also indicated that the state committee members could update the units/districts with the latest news from the organization.
Table 23  
Reasons for State Committee Visit

N = 152

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>To observe development of units and districts</td>
<td>76</td>
<td>50.0</td>
</tr>
<tr>
<td>To exchange ideas</td>
<td>69</td>
<td>45.4</td>
</tr>
<tr>
<td>To update with latest organizational news</td>
<td>44</td>
<td>28.9</td>
</tr>
<tr>
<td>To hear/understand local problems</td>
<td>41</td>
<td>27.0</td>
</tr>
<tr>
<td>To tighten ties with unit/district</td>
<td>38</td>
<td>25.0</td>
</tr>
<tr>
<td>Other reasons**</td>
<td>6</td>
<td>3.9</td>
</tr>
</tbody>
</table>

* One respondent could have given more than one reason for State committee visit.
** Other reasons were reasons besides those mentioned above.

Suggested Frequency of State Committee Visit

Table 24 presents the breakdown of suggested visits from the state committee by frequencies. The data indicate that slightly under 50 percent of the respondents suggested that state committee visits should be made at least once a year. However, about 22 percent indicated they would like to see members of the state committee every three months.
Table 24
Frequency of State Committee Visit

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
<td>9</td>
<td>6.1</td>
</tr>
<tr>
<td>Quarterly</td>
<td>33</td>
<td>22.4</td>
</tr>
<tr>
<td>Twice/year</td>
<td>16</td>
<td>10.9</td>
</tr>
<tr>
<td>Annually</td>
<td>72</td>
<td>49.0</td>
</tr>
<tr>
<td>Other frequencies</td>
<td>17</td>
<td>11.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>147</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Reasons for Not Supporting State Committee Visit

Although many unit leaders were anxious to meet state committee members, others were not as willing to receive the visits from state committee members. Thirty-one of the respondents were not in favor of state committee visit. Table 25 shows some of the reasons why certain leaders thought visits unnecessary from members of the state committee. The data indicate that it would be a waste of the organization's money to send members of the state committee travelling in the state. This may be related to the point that there was nothing for them to see at the district or unit level especially if they were perfectly comfortable with their units' achievement and progress.
Table 25

Reasons for Not Supporting State Committee Visit

N = 31

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste of organization's money</td>
<td>15</td>
<td>48.4</td>
</tr>
<tr>
<td>Nothing for them to see</td>
<td>12</td>
<td>38.7</td>
</tr>
<tr>
<td>Have been comfortable by themselves</td>
<td>11</td>
<td>35.5</td>
</tr>
<tr>
<td>Other Reasons**</td>
<td>3</td>
<td>9.7</td>
</tr>
</tbody>
</table>

* One respondent could have given more than one reason for not supporting state committee visit.
** Other reasons were reasons besides those mentioned above.

Leadership Style

Lin Bothwell's Leadership Styles Model was used to measure the leadership styles of the respondents. Table 26 discloses the distribution of leadership styles of the SABERKAS District Committee members. The data show that about 55 percent of the respondents possessed a Consultative style of leadership with approximately one quarter of them adopting a Participative style of leadership. It is interesting to note that no respondent declared that they practiced an Authoritative style of leadership.
Table 26

**Leadership Style of Respondents**

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influenced</td>
<td>30</td>
<td>16.2</td>
</tr>
<tr>
<td>Consultative</td>
<td>102</td>
<td>55.1</td>
</tr>
<tr>
<td>Participative</td>
<td>47</td>
<td>25.4</td>
</tr>
<tr>
<td>Withdrawl</td>
<td>6</td>
<td>3.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>185</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**Relationship Between Variables**

The hypotheses tested in this study are the main focus in this section.

Each of the nine dimensions of Leadership Behavior has nine statements. The respondents were asked to rate the statements using the following scale:

- 5 - Always
- 4 - Often
- 3 - Occassionally
- 2 - Seldom
- 1 - Never

The means and standard deviation of the 54 statements on Leadership Behavior are presented in Table 27.
<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet with the group at regularly schedule time.</td>
<td>4.11</td>
<td>1.12</td>
</tr>
<tr>
<td>2. Share with members in making decision(s).</td>
<td>4.48</td>
<td>1.00</td>
</tr>
<tr>
<td>3. Keep the group informed of outside activities which are related to the organization.</td>
<td>4.51</td>
<td>.76</td>
</tr>
<tr>
<td>4. Stress the need for new practices.</td>
<td>3.90</td>
<td>1.05</td>
</tr>
<tr>
<td>5. Defend group against criticism.</td>
<td>4.12</td>
<td>1.11</td>
</tr>
<tr>
<td>6. Encourage overtime work.</td>
<td>3.85</td>
<td>1.21</td>
</tr>
<tr>
<td>7. Encourage members to work as a team.</td>
<td>4.65</td>
<td>.79</td>
</tr>
<tr>
<td>8. Compliment a member on his/her work infront of others.</td>
<td>3.14</td>
<td>1.47</td>
</tr>
<tr>
<td>9. Help members with their personal problems.</td>
<td>3.79</td>
<td>1.19</td>
</tr>
<tr>
<td>10. Assign members to particular tasks.</td>
<td>4.24</td>
<td>.96</td>
</tr>
<tr>
<td>11. Encourage members to express their ideas.</td>
<td>4.62</td>
<td>.91</td>
</tr>
<tr>
<td>12. Report group's progress/poor performance to the group.</td>
<td>4.01</td>
<td>1.15</td>
</tr>
<tr>
<td>13. Push new ideas/ways of doing things.</td>
<td>4.09</td>
<td>.95</td>
</tr>
<tr>
<td>14. Stand up for your group even if it makes you unpopular.</td>
<td>4.02</td>
<td>1.28</td>
</tr>
<tr>
<td>15. Ask for more than the members can get done.</td>
<td>2.21</td>
<td>1.29</td>
</tr>
</tbody>
</table>
16. Help new members make adjustments. 4.48  0.82
17. See that a member is rewarded for a job well done. 3.37  1.38
18. Work along with the group. 4.68  0.79
19. Let others do their work the way they think best. 3.41  1.30
20. Make sure your part in the group is understood by members. 4.37  0.84
21. Encourage members to start new activities. 4.48  0.89
22. Ask for sacrifices from individual for the good of the group. 3.91  1.15
23. Use constructive criticism. 4.07  1.13
24. Look out for the personal welfare of members. 4.37  0.92
25. See that the work of members are coordinated. 4.41  0.84
26. Let members know what is expected of them. 4.14  1.04
27. Become the first person to make things started. 4.43  0.88
28. Take the blame when outsiders criticize the group. 4.12  1.09
29. Set an example by working hard. 4.71  0.60
30. Encourage understanding of points of view of other members. 4.56  0.74
31. Criticize a specific act rather than a person. 4.04  1.17
32. Attend social event of the group. 4.41  0.84
33. Schedule the work to be done. 4.45  0.91
<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.</td>
<td>Regard what members do outside the group as no concern to you.</td>
<td>2.79</td>
<td>1.43</td>
</tr>
<tr>
<td>35.</td>
<td>Aware of conflicts when they occur in the group.</td>
<td>3.84</td>
<td>1.16</td>
</tr>
<tr>
<td>36.</td>
<td>Try to keep the group in good standing with those in higher authority.</td>
<td>4.58</td>
<td>0.84</td>
</tr>
<tr>
<td>37.</td>
<td>See to it that members are working up to capacity.</td>
<td>4.01</td>
<td>1.10</td>
</tr>
<tr>
<td>38.</td>
<td>Discourage members from pursuing their individual aims.</td>
<td>3.17</td>
<td>1.58</td>
</tr>
<tr>
<td>39.</td>
<td>Associate with members regardless of their positions.</td>
<td>4.70</td>
<td>0.75</td>
</tr>
<tr>
<td>40.</td>
<td>Emphasize meeting of date lines.</td>
<td>4.23</td>
<td>1.05</td>
</tr>
<tr>
<td>41.</td>
<td>Get group approval on minor matters before going ahead.</td>
<td>4.16</td>
<td>1.04</td>
</tr>
<tr>
<td>42.</td>
<td>Want to be informed on decisions made by members.</td>
<td>4.40</td>
<td>0.87</td>
</tr>
<tr>
<td>43.</td>
<td>Try to keep things as they are.</td>
<td>3.44</td>
<td>1.26</td>
</tr>
<tr>
<td>44.</td>
<td>Back up the members in their action.</td>
<td>3.55</td>
<td>1.22</td>
</tr>
<tr>
<td>45.</td>
<td>Emphasize the quality of work.</td>
<td>4.31</td>
<td>1.03</td>
</tr>
<tr>
<td>46.</td>
<td>Criticize a member infront of others.</td>
<td>1.78</td>
<td>1.14</td>
</tr>
<tr>
<td>47.</td>
<td>Treat all members as your equal.</td>
<td>4.39</td>
<td>1.15</td>
</tr>
<tr>
<td>48.</td>
<td>Ask members to follow organizational or certain uniform procedures.</td>
<td>4.73</td>
<td>0.67</td>
</tr>
<tr>
<td>49.</td>
<td>Get group approval on important matters before going ahead.</td>
<td>4.68</td>
<td>0.69</td>
</tr>
<tr>
<td>50.</td>
<td>Wait for the group to push new ideas.</td>
<td>3.65</td>
<td>1.16</td>
</tr>
<tr>
<td>51.</td>
<td>Use influence with outsiders in the interest of the group.</td>
<td>3.42</td>
<td>1.38</td>
</tr>
</tbody>
</table>
52. Stress being ahead of competing groups. 3.66 1.31
53. Put group welfare above the welfare of any member. 3.86 1.35
54. Tell a member when he/she does a particularly good job. 3.76 1.31

The mean scores and Standard Deviation of the respondents on the nine dimensions are shown in Table 28. The data reveal that the communication dimension has the highest mean score. In other words, the respondents were high in the communication dimension. This was followed by the domination and membership dimensions. The respondents were low in the organization and recognition dimensions.

Relationship Among Nine Dimensions of Leadership Behavior

Pearson Product Moment Correlation Coefficient was used to determine the relationship between the nine dimensions. As revealed in Table 29, a moderate to substantial correlation existed between the nine dimensions. Of all the dimensions, initiation and organization had the highest average association with the other dimensions. The dimension of integration, on the other hand, had the lowest average association with the other dimensions. While the highest association was found between the communication and membership dimensions, the lowest association was found between the dimensions of organization and representation.
Table 28

Item Means and Std Dev of the Nine Dimensions

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>4.50</td>
<td>.84</td>
</tr>
<tr>
<td>Domination</td>
<td>4.29</td>
<td>1.06</td>
</tr>
<tr>
<td>Membership</td>
<td>4.26</td>
<td>1.02</td>
</tr>
<tr>
<td>Initiation</td>
<td>4.14</td>
<td>1.02</td>
</tr>
<tr>
<td>Representation</td>
<td>4.07</td>
<td>1.10</td>
</tr>
<tr>
<td>Integration</td>
<td>3.91</td>
<td>1.11</td>
</tr>
<tr>
<td>Production</td>
<td>3.78</td>
<td>1.12</td>
</tr>
<tr>
<td>Recognition</td>
<td>3.65</td>
<td>1.28</td>
</tr>
<tr>
<td>Organization</td>
<td>3.61</td>
<td>1.12</td>
</tr>
</tbody>
</table>

Relationship Between the Nine Dimensions and Demographic variables

When Pearson Production Moment Correlation Coefficient was calculated to determine the relationship between each of the nine dimensions of leadership behavior and the demographic variables (age, sex, marital status, occupation, educational level, length of membership, affiliation to other organizations, and participation in leadership training), it was found that there was a low (.22) to almost zero correlation between the variables as shown in Table 30.
Table 29

Relationship Between Nine Dimensions of Leadership Behavior

<table>
<thead>
<tr>
<th>Var.</th>
<th>X1</th>
<th>X2</th>
<th>X3</th>
<th>X4</th>
<th>X5</th>
<th>X6</th>
<th>X7</th>
<th>X8</th>
<th>X9</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X2</td>
<td>.54</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X3</td>
<td>.53</td>
<td>.47</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X4</td>
<td>.34</td>
<td>.37</td>
<td>.46</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X5</td>
<td>.58</td>
<td>.55</td>
<td>.53</td>
<td>.33</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X6</td>
<td>.38</td>
<td>.40</td>
<td>.46</td>
<td>.42</td>
<td>.40</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X7</td>
<td>.46</td>
<td>.38</td>
<td>.48</td>
<td>.47</td>
<td>.45</td>
<td>.58</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X8</td>
<td>.33</td>
<td>.32</td>
<td>.46</td>
<td>.45</td>
<td>.44</td>
<td>.41</td>
<td>.53</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>X9</td>
<td>.46</td>
<td>.47</td>
<td>.43</td>
<td>.31</td>
<td>.50</td>
<td>.30</td>
<td>.47</td>
<td>.34</td>
<td>1.00</td>
</tr>
</tbody>
</table>

Average inter-item correlations = .44
Cronbach's Standardized Alpha = .88
X1 - Communication
X2 - Domination
X3 - Initiation
X4 - Integration
X5 - Membership
X6 - Organization
X7 - Production
X8 - Recognition
X9 - Representation

While the other demographic variables had no or very low relationship with the nine dimensions, educational level, affiliation with other organizations, and participation in leadership training are worth mentioning here. Although
they have a low (.18 to .22) correlation, they indicated a positive relationship between the variables. The higher the educational level of the respondents, the higher they are in the initiation and recognition dimensions. When the respondents are involved or affiliated with other organizations, they tend to be higher in the initiation dimension compared to those who are not involved in other organizations. Participation in leadership training also increased scores in the communication dimension.

Relationship Between Leadership Style and Demographic Variables

The Leadership Style was correlated with the demographic variables by means of the Pearson Product Moment statistics. The result was found to be a low to a negligible correlation between the variables as presented in Table 31.

Out of the demographic variables, only age, marital status, and educational level are worthy of mention. In terms of age, the data indicate that the older the respondents, the more they tend to be authoritative in their leadership style. A similar trend is also noted concerning marital status. The respondents tend to be more authoritarian when they are divorced or widowed. With a significance level of .001, educational level also manages to show a positive relationship (.25). The higher the education the respondents possessed, the more they tend to practice withdrawl
Table 30

Relationship Between the Dimensions & Demographic Variables

<table>
<thead>
<tr>
<th>Var.</th>
<th>X10</th>
<th>X11</th>
<th>X12</th>
<th>X13</th>
<th>X14</th>
<th>X15</th>
<th>X16</th>
<th>X17</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>-.01</td>
<td>.11</td>
<td>-.01</td>
<td>-.01</td>
<td>.15</td>
<td>-.05</td>
<td>-.16</td>
<td>-.18*</td>
</tr>
<tr>
<td>X2</td>
<td>.02</td>
<td>.02</td>
<td>.11</td>
<td>-.07</td>
<td>.15</td>
<td>-.11</td>
<td>-.08</td>
<td>.08</td>
</tr>
<tr>
<td>X3</td>
<td>.04</td>
<td>-.01</td>
<td>.05</td>
<td>-.08</td>
<td>.22*</td>
<td>.01</td>
<td>-.18*</td>
<td>-.11</td>
</tr>
<tr>
<td>X4</td>
<td>-.14</td>
<td>.13</td>
<td>-.06</td>
<td>-.10</td>
<td>.07</td>
<td>-.15</td>
<td>-.04</td>
<td>.08</td>
</tr>
<tr>
<td>X5</td>
<td>.02</td>
<td>.03</td>
<td>.11</td>
<td>-.05</td>
<td>.16</td>
<td>-.06</td>
<td>-.14</td>
<td>-.04</td>
</tr>
<tr>
<td>X6</td>
<td>.01</td>
<td>.13</td>
<td>.09</td>
<td>-.09</td>
<td>.06</td>
<td>-.04</td>
<td>-.01</td>
<td>-.03</td>
</tr>
<tr>
<td>X7</td>
<td>-.03</td>
<td>.13</td>
<td>.06</td>
<td>-.09</td>
<td>.10</td>
<td>-.11</td>
<td>-.12</td>
<td>.05</td>
</tr>
<tr>
<td>X8</td>
<td>-.03</td>
<td>-.01</td>
<td>-.03</td>
<td>-.08</td>
<td>.21*</td>
<td>-.07</td>
<td>-.11</td>
<td>-.02</td>
</tr>
<tr>
<td>X9</td>
<td>.01</td>
<td>.01</td>
<td>.14</td>
<td>.08</td>
<td>-.05</td>
<td>-.08</td>
<td>-.06</td>
<td>-.05</td>
</tr>
</tbody>
</table>

* Significant at the .01 level.

X1 - Communication
X2 - Domination
X3 - Initiation
X4 - Integration
X5 - Membership
X6 - Organization
X7 - Production
X8 - Recognition
X9 - Representation
X10 - Age
X11 - Sex
X12 - Marital Status
X13 - Occupation
X14 - Educational Level
X15 - Length of Membership
X16 - Affiliation with Other Organizations
X17 - Participation in Leadership Training

type of leadership. In other words, the less education one
has, there is a greater tendency for him or her to adopt an authoritative style of leadership.

### Table 31

**Relationship Between Leadership Style and Demographic Variables**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Leadership Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>-.20*</td>
</tr>
<tr>
<td>Sex</td>
<td>.03</td>
</tr>
<tr>
<td>Marital Status</td>
<td>-.19*</td>
</tr>
<tr>
<td>Occupation</td>
<td>-.04</td>
</tr>
<tr>
<td>Education</td>
<td>.25**</td>
</tr>
<tr>
<td>Length of Membership</td>
<td>-.14</td>
</tr>
<tr>
<td>Participation in Leadership Training</td>
<td>-.01</td>
</tr>
<tr>
<td>Affiliation with Other Organizations</td>
<td>-.05</td>
</tr>
</tbody>
</table>

* Significant at the .01 level  
** Significant at the .001 level

Relationship Between Present Position and Selected Demographic Variables

Pearson Product Moment Correlation was calculated to determine the relationship between the present position and the age, occupation, educational level, length of membership, affiliation to other organizations, participation in
leadership training, and involvement of relatives in leadership activities. The results in Table 32 indicate that only age seems to show a reasonable relationship with leadership style. Although the correlation was low (.27) and at a significance level of .01, the correlation indicates that the older the respondents, the better the chance for them to be elected to the District committee.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>.27*</td>
</tr>
<tr>
<td>Occupation</td>
<td>.07</td>
</tr>
<tr>
<td>Educational Level</td>
<td>-.13</td>
</tr>
<tr>
<td>Length of Membership</td>
<td>-.11</td>
</tr>
<tr>
<td>Affiliation with Other Organizations</td>
<td>.08</td>
</tr>
<tr>
<td>Participation in Leadership Training</td>
<td>-.11</td>
</tr>
<tr>
<td>Involvement of Relatives in Leadership Activities</td>
<td>-.02</td>
</tr>
</tbody>
</table>

* Significant at the .01 level.
Pertubuhan Belia Kebangsaan Bersatu Sarawak (literally translated as the Sarawak National Youth Organization), which is more popularly known as SABERKAS is the biggest youth organization in the state of Sarawak, Malaysia. The organization was formed on July 22, 1972 in the interest of multi-racial unity and the infusion of national pride. The principal objective of the organization is to instill in its members a sense of devotion and undivided national unity and loyalty toward the achievement of national goals.

Although the formation of SABERKAS goes back to 1972, there is no written document existing about its leaders. As of today very little is known about the leadership behavior and style of SABERKAS' leaders. There is no record to document the background and activities of the leaders. Also there has been no effort to find out the training and other needs of the leaders of SABERKAS.

The purpose of this study was to obtain answers to the above statements and to aid the government in their
continuing exploration of many other related areas of SABERKAS leadership that are yet to be discovered.

Objectives of the Study

The leadership behavior of SABERKAS leaders at the District level was examined under nine dimensions namely communication, domination, initiation, integration, membership, organization, production, recognition, and representation. The study also tried to determine the type of leadership styles possessed by the leaders. Other objectives of the study were as follows:

1. To describe the general background of the leaders of SABERKAS in terms of their age, marital status, education, and occupation.

2. To determine their experiences in leadership activities.

3. To obtain their ideas concerning leadership training and their relationship with their parent organization.

4. To obtain their concerns regarding their organization and their needs as leaders.
**Procedure**

**Sample Size**

The frame of the study was based on a list of 305 members of the district committees obtained from SABERKAS headquarters. Random sampling was used to identify the subjects for the study. With a confidence probability of 95 percent, an estimated standard deviation of 1.56 and a degree of precision of 2.2, the sample size was found to be 211.

**Instrument**

The Ohio State University's Leader Behavior Description Questionnaire was adopted to determine leadership behavior of the district leaders. The original version of the statements was not altered but the number was reduced from 150 to 54 statements. The reduction in the number of statements was made on the basis of their similarity and applicability to the local situation. The 54 statements, however, still covered the original nine dimensions of leadership behavior namely communication, domination, initiation, integration, membership, organization, production, recognition and representation. Lin Bothwell's Ten Leadership Style Model was used to determine the style of leadership possessed by the SABERKAS leaders. This model covered five categories of leadership style, which Bothwell
labelled as authoritarian, influenced, consultative, participative, and withdrawl. The other sections of the questionnaire were designed by the researcher based on the variables stated in the objectives of the study.

Outcome Measures

The questionnaire, after being pilot-tested both at Columbus, Ohio and Serdang, Malaysia, was further modified. Later it was translated into the Malaysian national language. Before the questionnaire was printed and distributed to the respondents, it was field-tested to determine its legibility and comprehensibility.

Conditions of Testing

A travelling schedule was designed for the researcher to meet the respondents at the 26 district headquarters. The respondents were informed by means of letter on the objective of the study and the arrival date of the researcher at the 26 locations (Appendix A). The researcher spent one night at each of the locations to enable him to meet the respondents from that district. At the meeting the study was explained by the researcher and the questionnaires were distributed to the respondents. At some locations the questionnaires were collected the next day while others were received through the mail. For the identified respondents who were absent from the meetings, questionnaires were either mailed or distributed through friends.
Statistical Analysis

Because of the nature of the study, the data were analyzed by means of both descriptive and correlational methods. Major parts of the demographic variables were presented in the form of frequency tables. Other data were analyzed by utilizing means and standard deviations. In determining the relationship among the variables, Pearson Product Moment Correlation Coefficient was used.

Non-response

Twenty-six respondents did not return their questionnaires. Twelve "lost" respondents were replaced but they also did not provide any response. Among the non-respondents, five were "away" and were unable to give any response to their questionnaires.

Because of the limited time and budget allocated for the study, the researcher was unable to carry out a follow-up procedure on the non-respondents.
SUMMARY OF FINDINGS

The results of the study are summarized in this section.

Demographic Variables

Age. The age ranged from below 21 to above 45 years of age. A large majority (96.8%) of the district leaders were above 21 years of age and a large proportion (47.5%) of them fell between the ages of 31 and 40 years.

Sex. A large majority (88.6%) of the district leaders were male.

Marital Status. Approximately 77 percent of the respondents were married, 17 percent single, and 6 percent were either divorced or widowed.

Occupation. A large proportion of the respondents were government employees (66.2%). About 30 percent were involved in farming and/or fishing, 7 percent in private business, and 3 percent had worked in private agencies. Four percent were not employed at the time of the study.

Educational Level. The educational level of the respondents ranged from no formal education to one person with a Masters degree. Although approximately 8 percent never attended formal educational system, 75 percent had between 6 to 11 years of education. The data also indicate that 2 percent had a first degree.
Length of Membership. The length of membership varied from less than one year to more than 9 years. While slightly over 42 percent had been with SABERKAS between 7 years and since the organization was created, 5 percent joined SABERKAS within the last year.

Affiliation with Other Organization. About 58 percent of the respondents were involved in other organizations besides SABERKAS. Forty-five percent of the respondents who were affiliated with other organizations were involved in only one organization. Approximately 44 percent of the respondents involved in other organizations were affiliated with two to three organizations.

Participation in Leadership Training. Slightly over half of the respondents had attended some form of leadership training. Approximately 20 percent of those who participated in leadership training attended Basic Leadership Training.

Involvement of Relatives in Leadership Activities. Only about 20 percent of the respondents declared that they had relatives involved in leadership activities. Fifty-five percent of them indicated that their bothers or sisters were involved in leadership activities.
Situational Factors

Position in the District Committee. Out of ninety-four respondents who declared their positions in the district committee, 38 percent were committee members, 19 percent were assistant secretaries, 15 percent were vice chairpersons, 11 percent were secretaries, 10 percent were chairpersons, and 7 percent were treasurers.

Position in the Unit Committee. One hundred and four of the respondents were chairpersons at the unit level. Sixteen percent were secretaries and the other positions the respondents occupied comprised less than 10 percent of the responses.

Leadership Style

The leadership style possessed by the leaders of SABERKAS at the district level varied from influenced to withdrawal. Forty-five percent of the respondents declared that they practiced a consultative style of leadership. One quarter of the respondents were participative in their leadership style while 16 percent used the influenced style over their followers.
Leadership Competence

The leadership competence of SABERKAS leaders at the district level varied from 'excellent' to 'needs lots of improvement.' While about 37 percent of the respondents believed that they were satisfactory in their leadership performance, 39 percent stated they either needed some or lots of improvement to increase their leadership competence.

Leadership Training

A majority (61%) of the respondents agreed that youth leaders should be given leadership training. They suggested that besides Basic Leadership training, the leaders should also be taught how to manage their groups. In terms of methods of training, they preferred short courses/training, workshops and seminars. They would like to have lecture/discussion technique of presentation in their training. They were also in favor of small group discussion, lecture, roleplaying, and brainstorming. Out of five choices, they seemed to prefer the staff of the Ministry of Youth, Sports, and Culture and state SABERKAS leaders to provide leadership training. The university professors were placed third followed by outstanding unit/district leaders. On the location of training, they stated they would come to any place as directed by the organizers.
SABERKAS headquarters was also rated high on their choice of training locations. Assuming one leadership training session takes an average of four days, many respondents could attend between 1 to 3 training sessions per year. On the other hand, eight percent who responded were willing to participate in more than 7 training sessions per year.

Relationship with Headquarters

The relationship of the District Leaders and their headquarters was satisfactory. About 65 percent of them had been at SABERKAS headquarters at least once. A large majority of them were there for official or organizational purposes. Their travelling expenses were either provided personally or sponsored by the organization at all levels.

State Committee Visit

The official visits of the state committee members are welcomed by 82 percent of the respondents. Among the reasons given were for observation of the progress at the unit/district levels, exchanging of ideas and updating the latest news concerning the organization. Fifty per-cent of the respondents suggested that state committee visits should be made at least once a year.
Relationship Among Nine Dimensions of Leadership Behavior

Pearson Product Moment correlation coefficient indicated a moderate to substantial positive relationships among the nine dimensions of leadership behavior. The highest correlation was found between the dimensions of communication and membership, and between organization and production dimensions. The lowest correlation was indicated between the dimensions of integration and representation.

Relationship Between Nine Dimensions of Leadership Behavior and Demographic Variables

Low to negligible relationships were found between nine dimensions of leadership behavior and demographic variables. While the highest positive relationship existed between the dimension of initiation and educational level, the highest negative relationship was generated between initiation dimension and affiliation with other organizations and between communication dimension and participation in leadership training.

Relationship Between Leadership Style and Demographic Variables

There was a relationship exhibited between leadership style and demographic variables. A low positive
relationship was generated between leadership style and educational level. The relationships between leadership style and age, marital status, and length of membership were found to be low negative relationships.

Relationship Between Present Position and Selected Demographic Variables

A low positive relationship was indicated between present position and age. Another low but negative relationship was found between present position and educational level, length of membership, and participation in leadership training.

CONCLUSIONS

The main purpose of the study was to determine the leadership behavior of SABERKAS leaders at the district level. According to the responses obtained from the returned questionnaire, the leaders possessed all the nine dimensions of leadership behavior. They not only possessed the nine dimensions, they were also high in terms of their practices. The high level of practice here refers to the questionnaire where the responses were within the range of never (lowest) to always (highest).
Out of the nine dimensions, the dimension of Communication was the highest with a mean of 4.5 (5 being the highest). This was followed by the dimensions of Domination and Membership with means of 4.29 and 4.26 respectively. The lowest of the nine dimensions was Organization with a mean of 3.61 and the second lowest was the dimension of Recognition with a mean of 3.65.

The leadership style possessed by the leaders of SABERKAS at the District level though varied from Influenced to Withdrawal, mainly focused on the Consultative style. In other words, the respondents were more democratic rather than authoritative in their style of leadership.

A majority of the leaders of SABERKAS at the District level were male between 31 and 40 years of age, married and had between six to eleven years of education. They have been in SABERKAS between 7 to 14 years or since SABERKAS was formed. More than half of the District leaders were involved in other organizations and had participated in leadership training. Not all the leaders at the District level came from families of leaders. This was indicated by only 20 percent of them having relatives involved in leadership activities.

The high percentage of the respondents being chairpersons at the unit level revealed that most units were represented by their chairpersons at district committee elections.
Although the respondents were willing to declare their positions at the unit committee, approximately 50 percent refused to expose their positions at the district level. The researcher speculated that this refusal arose from the fear of being recognized. This was especially true for persons who may have written sensitive issues but were not willing to face the consequences.

In the range of 'excellent' to 'needs lots of improvement,' the leadership competence of the District leaders fell in the middle. They were mostly satisfied with their leadership competence. While some felt their leadership competence was good or better, others needed some or a lot of improvement. Leadership training is essential for youth leaders. Basic leadership training is necessary for every youth leader. At the same time they should be taught how to manage their groups. In terms of methods of training, short courses/training, workshop and seminars are most desired and should be presented by means of lecture/discussion and other techniques. The staff of the Ministry of Youth, Sports and Culture and the state SABERKAS leaders are preferred presenters or trainers at any leadership training. University professors and outstanding unit/district leaders too can also help in the training. On the location of the training, the choice is given to the organizer(s).
However, SABERKAS headquarters in Kuching and District headquarters are also suggested. Assuming one leadership training session takes four days, many leaders can attend 1 to 3 training sessions per year.

The relationship between the District leaders and their headquarters is satisfactory. A large majority of them were at SABERKAS headquarters for either official or organizational purposes. With regard to this purpose, their trips were sponsored by their organization.

The official visits of the state committee members to the units or district are warmly encouraged. The visit should at least be made once a year.

With regard to hypotheses tested in the study, relationships were found to exist in all the hypotheses.

There were moderate to substantial relationships generated among the nine dimensions of leadership behavior. This exhibited that one dimension of leadership behavior was a good indicator of one's performance in the other dimensions.

Low and negligible correlations existed between the nine dimensions of leadership behavior and demographic variables. In other words, age, sex, marital status, occupation, educational level, length of membership, affiliation with other organizations, and participation in leadership training were not strong indicators of leadership behavior.
for the group studied. Nevertheless, some variables are worth mentioning. The educational level shows a positive relation with the dimensions of Initiation and Recognition. Those who were affiliated with other organizations were higher in the Initiation dimension than those who were not involved in other organizations. The scores on the Communication dimension made by those who participated in leadership training were higher than those who did not participate in leadership training.

The relationship between the leadership style and the demographic variables were in the range of low to negligible. However, three variables are worthy of mention. The older the age of the respondents, the more they tend to be authoritative in their leadership style. Divorced or widowed are more authoritarian than married or unmarried leaders. This refers back to age because divorced or widowed leaders are usually older in terms of age. The leaders with higher education are less authoritative than those who have less education.

Age is the only reasonable indicator of position at the District committee. Older members are likely to be elected to the District committee. Educational level, length of membership, and participation in leadership training, on the other hand, did not have a strong impact on the leadership at the District level. As a matter of fact, they indicated a negative relationship with district position.
IMPLICATIONS AND RECOMMENDATIONS

Although this study was limited to the leaders of SABERKAS at the District level, the findings have some important implications not only to the organization but also to other parties indirectly indicated in the study. The implications and recommendations outlined in this section are based upon the results of the study, the comments made in the returned questionnaire, and the facts gathered during the meetings of the researcher and the respondents.

SABERKAS has stressed the importance of leadership training. This was indicated by about half of the respondents who had gone through leadership training. Leadership training is therefore necessary for all leaders. The District leaders who had never gone to any leadership training are very much concerned over this matter. The forty-eight percent of the respondents who indicated that they need some or lots of improvement in leadership competence may have been caused by no or lack of leadership training. SABERKAS should put more emphasis on leadership training for its members in the future. Method of selection for training was voiced out by many leaders. The inconsistent method of selection practiced by the headquarters have deprived many members. Therefore, this procedure should be modified so that every leader or member has an equal chance of participating in leadership training.
With respect to leadership training, combined effort of SABERKAS, Ministry of Youth, Sports, and Culture, and local university should be achieved. The cooperation and coordination of expertise of the related personnel from the before mentioned organizations can produce a meaningful and high quality training. This is where the Center for Extension and Continuing Education of Universiti Pertanian Malaysia which had offered a number of training sessions for various organizations in the country play its role. With its adequate facilities and sufficient number of qualified personnel, the Center can be used for this purpose.

Farming was one of the major occupation of the leaders of SABERKAS. This factor can be associated with the rural units leaders and can become an important asset to Extension agents. Being leaders of a well-known organization in the rural areas, they have a high level of influence on their fellow community members. Extension workers should be aware and make use of their influence when initiating new programs in the rural areas.

The rural units or those further from the headquarters seemed to be missing a lot of activities of the organization. In order to be up-to-date with the growth of the organization, the state leaders should be encouraged to visit the units throughout the state. The visit will not only create the atmosphere of unity but also the exchanging
of ideas between state and unit leaders can further improve their organization in the long run.

There was a strong indication from the leaders that allocated funds to run the unit/district activities are becoming inconsistent and insufficient. Therefore, the parent organization should provide adequate funds for approved or specific activities to keep the unit/district progressing or at least to 'stay alive.'

This study has a focus on the leaders of SABERKAS at the District level. It would be a better and more complete study on leadership behavior of SABERKAS if all the leaders at all levels were studied. Therefore, replication of this study on all leaders is deemed as essential to determine the leadership behavior of the leaders of SABERKAS.

The high reliability of the instrument on leadership behavior implies that the instrument can be used to study leadership behavior of leaders of other youth organizations.
Universiti Pertanian Malaysia  
Sarawak Branch Campus  
P. O. Box 396  
97008 Bintulu  
Sarawak.

October 21, 1985.

Dear Sir/Madam,

Characteristics of SABERKAS Leaders

Congratulations! You have been chosen (by means of random selection) to participate in the above study. SABERKAS headquarters has given full support and approval of the study. In brief, the purpose of the study is (a) to investigate the leadership characteristics, (b) to find out the background of leaders, and (c) to obtain leadership training needs and other concerns regarding the organization. Further clarification about the approval and objectives of this study will be made during our meeting at the District headquarters as indicated in my travelling schedule.

Because of the nature of transport, I won't be able to state the exact time of my arrival at your place. However, I will contact one of your District committee members as soon as I am certain of my arrival time. The place and time of our group meeting will be at your convenience. For your information, I plan to spend a night at every district and therefore we can meet as a group at night if necessary.

Your cooperation in making this study a success is very much appreciated.

Yours Truly,

Esmawi B. Othman

cc.
SABERKAS Secretary General
SABERKAS Headquarters
P. O. Box 263
93704 Kuching
Sarawak.

Enclosure
TRAVELLING SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/28/85</td>
<td>Kuching</td>
</tr>
<tr>
<td>10/29/85</td>
<td>Bau</td>
</tr>
<tr>
<td>10/30/85</td>
<td>Lundu</td>
</tr>
<tr>
<td>10/31/85</td>
<td>Muara Tuang</td>
</tr>
<tr>
<td>11/01/85</td>
<td>Serian</td>
</tr>
<tr>
<td>11/02/85</td>
<td>Simunjan</td>
</tr>
<tr>
<td>11/04/85</td>
<td>Sri Aman</td>
</tr>
<tr>
<td>11/05/85</td>
<td>Engkilili</td>
</tr>
<tr>
<td>11/06/85</td>
<td>Betong</td>
</tr>
<tr>
<td>11/07/85</td>
<td>Saratok</td>
</tr>
<tr>
<td>11/08/85</td>
<td>Sarakei</td>
</tr>
<tr>
<td>11/09/85</td>
<td>Bintangor</td>
</tr>
<tr>
<td>11/11/85</td>
<td>Julau</td>
</tr>
<tr>
<td>11/12/85</td>
<td>Kanowit</td>
</tr>
<tr>
<td>11/13/85</td>
<td>Kapit</td>
</tr>
<tr>
<td>11/14/85</td>
<td>Belaga</td>
</tr>
<tr>
<td>11/16/85</td>
<td>Song</td>
</tr>
<tr>
<td>11/18/85</td>
<td>Daro</td>
</tr>
<tr>
<td>11/19/85</td>
<td>Sibu</td>
</tr>
<tr>
<td>11/20/85</td>
<td>Dalat</td>
</tr>
<tr>
<td>11/21/85</td>
<td>Mukah</td>
</tr>
<tr>
<td>11/22/85</td>
<td>Miri</td>
</tr>
<tr>
<td>11/23/85</td>
<td>Marudi</td>
</tr>
<tr>
<td>11/26/85</td>
<td>Limbang</td>
</tr>
<tr>
<td>11/27/85</td>
<td>Lawas</td>
</tr>
<tr>
<td>11/29/85</td>
<td>Miri</td>
</tr>
<tr>
<td>11/30/85</td>
<td>Bintulu</td>
</tr>
</tbody>
</table>

Note: This letter was translated from its original version in the Malaysian national language for the purpose of this report.
October 21, 1985.

Dear ____________

Characteristics of SABERKAS Leadership

I am pleased to introduce that Mr. Esmawi Othman is an academic staff of the Universiti Pertanian Malaysia at the Sarawak Branch campus. He is now pursuing his graduate study in the Ph.D program at the Ohio State University, Columbus, Ohio, U.S.A.

One of the requirements of his degree is to conduct research and write a dissertation. We, the members of SABERKAS, are very fortunate because he has chosen to study our leadership characteristics at the District level.

The final product of the study will not only be useful to him but will also become an important contribution to our organization; because with the result (an accumulation of your ideas and concerns), we can design a better formula for the good of SABERKAS in the future.

SABERKAS headquarters has given full support toward this effort and likewise I urge you to contribute your part by filling in the questionnaire and returning it to him as soon as possible.

Your contribution to this study is very much appreciated.

Yours Truly,

Sidney Adam
Assistant Secretary General
Note: This letter was translated from its original version in the Malaysian national language for the purpose of this report.
CHARACTERISTICS OF SABERKAS’ LEADERS
AT THE DISTRICT LEVEL

CODE NUMBER
INTRODUCTION

The purpose of this study is to investigate the leadership characteristics of SABERKAS leaders at the District level. At the same time the researcher wishes to find out your background and your ideas and suggestions on leadership training. Your relationship with SABERKAS headquarters and your needs as leaders will also be determined.

The result of this study will not only fulfill the requirement of a dissertation but also can be utilized as an academic reference in the study of youth organization in our country. For SABERKAS, your ideas and suggestions can serve as a guide in designing new and meaningful strategy for the better future of the organization.

It must be borne in mind that any source of information in this study will be held in strict confidence.

Esmawi B. Othman
SECTION I

In this section you are required to give your respond to each of the statements/questions by circling the number of your choice.

1. PERSONAL INFORMATION

1.1 Age
1. < 21 YEARS
2. 21 - 25 YEARS
3. 26 - 30 YEARS
4. 31 - 35 YEARS
5. 36 - 40 YEARS
6. 41 - 45 YEARS
7. > 45 YEARS

1.2 Sex
1. MALE
2. FEMALE

1.3 Marital Status
1. NEVER MARRIED
2. MARRIED
3. DIVORCED
4. WIDOWED
1.4 Present Occupation

1. GOVERNMENT EMPLOYEE: ADMINISTRATORS
2. GOVERNMENT EMPLOYEE: TEACHERS
3. GOVERNMENT EMPLOYEE: GENERAL STAFF
4. PRIVATE AGENCY/COMPANY EMPLOYEE
5. OWN BUSINESS
6. FARMING/FISHING
7. NOT EMPLOYED
8. OTHERS

1.5 Educational Background

1. NO FORMAL EDUCATION
2. 6 YEARS (STANDARD 6)
3. 9 YEARS (FORM 3)
4. 11 YEARS (FORM 5)
5. 13 YEARS (FORM 6)
6. DIPLOMA
7. 1ST DEGREE
8. > 1ST DEGREE

2. INVOLVEMENT IN SABERKAS

2.1 Membership

1. < 1 YEAR
2. 1 - 3 YEARS
3. 4 - 6 YEARS
4. 7 - 9 YEARS
5. > 9 YEARS
2.2 Have you ever been elected to the State Committee?

1. YES
2. NO

2.21 If no, go to question 2.3.
2.22 If yes, which position?
   1. PRESIDENT
   2. DEPUTY PRESIDENT
   3. VICE PRESIDENT
   4. SECRETARY GENERAL
   5. ASSISTANT SECRETARY GENERAL
   6. TREASURER
   7. COMMITTEE MEMBER

2.3 What is your position in the District Committee?

1. CHAIRMAN
2. VICE CHAIRMAN
3. SECRETARY
4. ASSISTANT SECRETARY
5. TREASURER
6. COMMITTEE MEMBER
2.4 What is your position in the Unit Committee?

1. CHAIRMAN
2. VICE CHAIRMAN
3. SECRETARY
4. ASSISTANT SECRETARY
5. TREASURER
6. COMMITTEE MEMBER
7. ORDINARY MEMBER

3. ORGANIZATIONAL EXPERIENCE

3.1 Are you also a member of other organization(s)?

1. YES
2. NO

3.11 If no, go to question 4.1.
3.12 If yes, which type(s)?

1. YOUTH
2. SOCIAL/COMMUNITY
3. SPORT
4. POLITIC
5. BUSINESS
6. RELIGIOUS
7. WORKERS UNION
8. OTHERS
4. EXPERIENCE IN LEADERSHIP TRAINING

4.1 Have you ever particpate in leadership training?

1. YES

2. NO

4.11 If no, go to question 5.1.

4.12 If yes, which one?

1. BASIC LEADERSHIP

2. INTERMEDIATE/ADVANCE LEADERSHIP

3. ORGANIZATIONAL MANAGEMENT

4. OTHERS

5. INVOLVEMENT OF RELATIVES IN LEADERSHIP ACTIVITIES

5.1 Has any of your relatives been elected to a leadership position?

1. YES

2. NO

5.11 If no, go to Section II.

5.12 If yes, who?

1. GRANDFATHER

2. GRANDMOTHER

3. FATHER

4. MOTHER

5. UNCLE(S)

6. AUNT(S)

7. SIBLING(S)
SECTION II

The following statements are related to leadership style. With respect to your style choose ONE (by circling the number of that statement) closest to your way of handling your organization/association. You are advised to read all the statements before you make any choice.

1. DECIDE YOURSELF AND ORDER IT DONE.

2. DECIDE YOURSELF AND CONVINCE YOUR FOLLOWERS TO DO IT.

3. DECIDE YOURSELF, MODIFY WITH SUGGESTIONS, THEN HAVE YOUR FOLLOWERS DO IT.

4. DECIDE TENTATIVELY, YOUR FOLLOWERS CAN INFLUENCE WITH PERSUASIVE ARGUMENT.

5. CONSULT YOUR FOLLOWERS INDIVIDUALLY, DECIDE, THEN ANNOUNCE.

6. CONSULT IN A GROUP, DECIDE, THEN ANNOUNCE.

7. YOU AND YOUR FOLLOWERS EXPLORE AND DECIDE AS A GROUP BUT YOU STILL MAINTAIN THE VETO.

8. EXPLORE AND DECIDE AS A GROUP WHERE EVERY BODY IS TREATED EQUAL.

9. YOU DEFINE THE CONSTRAINTS THEN LET YOUR FOLLOWERS DECIDE WITHOUT YOU.

10. WITHDRAW COMPLETELY, YOUR FOLLOWERS MAKE DECISION.
SECTION III

Listed below are the common statements a leader would encounter throughout his/her leadership profession. Please respond to the statements by writing the number which correspond best to yourself using the following scales:

5 - ALWAYS
4 - OFTEN
3 - OCCASSIONALLY
2 - SELDOM
1 - NEVER

___ 01. MEET WITH THE GROUP AT REGULARLY SCHEDULE TIMES.
___ 02. SHARE WITH MEMBERS IN MAKING DECISION(S).
___ 03. KEEP THE GROUP INFORMED OF OUTSIDE ACTIVITIES WHICH ARE RELATED TO THE ORGANIZATION.
___ 04. STRESS THE NEED FOR NEW PRACTICES.
___ 05. DEFEND GROUP AGAINST CRITICISM.
___ 06. ENCOURAGE OVERTIME WORK.
___ 07. ENCOURAGE MEMBERS TO WORK AS A TEAM.
___ 08. COMPLIMENT A MEMBER ON HIS/HER WORK INFRONT OF OTHERS.
___ 09. HELP MEMBERS WITH THEIR PERSONAL PROBLEMS.
___ 10. ASSIGN MEMBERS TO PARTICULAR TASKS.
___ 11. ENCOURAGE MEMBERS TO EXPRESS THEIR IDEAS.
___ 12. REPORT GROUP'S PROGRESS/POOR PERFORMANCE TO THE GROUP.
___ 13. PUSH NEW IDEAS/WAYS OF DOING THINGS.
___ 14. STAND UP FOR YOUR GROUP EVEN IF IT MAKES YOU UN-POPULAR.
___ 15. ASK FOR MORE THAN THE MEMBERS CAN GET DONE.
17. See that a member is rewarded for a job well done.
18. Work along with the group.
19. Let other do their work the way they think best.
20. Make sure your part in the group is understood by members.
21. Encourage members to start new activities.
22. Ask for sacrifices from individual for the good of the group.
23. Use constructive criticism.
24. Look out for the personal welfare of individual members.
25. See that the work of members are coordinated.
26. Let members know what is expected of them.
27. Become the first person to make things started.
28. Take the blame when outsiders criticize the group.
29. Set an example by working hard.
30. Encourage understanding of points of view of other members.
31. Criticize a specific act rather than a person.
32. Attend social event of the group.
33. Schedule the work to be done.
34. Regard what members do outside the group as no concern to you.
35. Aware of conflicts when they occur in the group.
36. Try to keep the group in good standing with those in higher authority.
37. See to it that members are working up to capacity.
38. DISCOURAGE MEMBER FROM PURSUING THEIR INDIVIDUAL
AIMS.

39. ASSOCIATE WITH MEMBERS REGARDLESS OF THEIR POSI-
TION.

40. EMPHASIZE MEETING OF DATE LINES.

41. GET GROUP APPROVAL ON MINOR MATTERS BEFORE GOING
AHEAD.

42. WANT TO BE INFORMED ON DECISIONS MADE BY MEMBERS.

43. TRY TO KEEP THINGS AS THEY ARE.

44. BACK UP THE MEMBERS IN THEIR ACTION.

45. EMPHASIZE THE QUALITY OF WORK.

46. CRITICIZE A MEMBER IN FRONT OF OTHERS.

47. TREAT ALL MEMBERS AS YOUR EQUAL.

48. ASK MEMBERS TO FOLLOW ORGANIZATIONAL OR CERTAIN
UNIFORM PROCEDURES.

49. GET GROUP APPROVAL ON IMPORTANT MATTERS BEFORE
GOING AHEAD.

50. WAIT FOR THE GROUP TO PUSH NEW IDEAS.

51. USE INFLUENCE WITH OUTSIDERS IN THE INTEREST OF THE
GROUP.

52. STRESS BEING AHEAD OF COMPETING GROUPS.

53. PUT GROUP WELFARE ABOVE THE WELFARE OF ANY MEMBER.

54. TELL A MEMBER WHEN HE OR SHE DOES A PARTICULARLY
GOOD JOB.
SECTION IV

Listed below are questions related to leadership training and other concerns. Please circle the number of your answer when answering the questions. Also note that some questions can have more than one answer.

1. Based on your leadership background and experience, how do you feel about your present leadership competence?
   1. EXCELLENT
   2. GOOD
   3. SATISFACTORY
   4. NEEDS SOME IMPROVEMENT
   5. NEEDS LOTS OF IMPROVEMENT

2. Regardless of your answer to the above question, do you think leadership training should be given to youth leaders?
   1. NO
   2. YES

   2.1 If no, go to Section V.
   2.2 If yes;

   2.21 Which of the followings are beneficial to the members of SABERKAS.

   1. BASIC LEADERSHIP
   2. AGRICULTURE
   3. CIVIC
   4. BUSINESS
   5. RECREATION (culture/sport)
   6. ORGANIZATIONAL MANAGEMENT
   7. RELIGION
2. OTHERS

2.22 What method(s) of leadership training would you like to attend?
1. SEMINAR
2. CONFERENCE
3. WORKSHOPS
4. SHORT COURSES/TRAINING
5. DIALOGUE
6. OTHERS

2.23 Which technique(s) of presentation in leadership training appeal to you?
1. LECTURE
2. LECTURE/DISCUSSION
3. SMALL GROUP DISCUSSION
4. BRAINSTORMING
5. ROLE PLAYING
6. OTHERS

2.24 How many leadership training are you willing to attend in one year assuming one training takes about 4 days?
1. JUST ONE TIME
2. 2 - 3 TIMES
3. 4 - 5 TIMES
4. 6 - 7 TIMES
5. > 7 TIMES
2.25 Whom do you prefer to give leadership training? Give a number to each of the following groups with number 1 as your first choice, 2 as your second choice and so on.

___ 1. OUTSTANDING UNIT/DISTRICT LEADERS
___ 2. STATE SABERKAS LEADERS
___ 3. MINISTRY OF YOUTH, SPORTS & CULTURE STAFF
___ 4. UNIVERSITY'S PROFESSORS
___ 5. OTHERS

2.26 Where do you think leadership training should be held? Give a number to each of the following places with number 1 as your first choice, 2 as your second choice and so on.

___ 1. OWN PLACE
___ 2. DISTRICT HEADQUARTERS
___ 3. SABERKAS HEADQUARTERS (kuching)
___ 4. ANY PLACE DECIDED BY THE ORGANIZER(S)
___ 5. OTHERS
SECTION V

The questions in this section are related to your relationship with your parent organization. Please respond to the appropriate questions by circling the number of your answer. Also note that some question may have more than one answer.

1. Have you ever visited SABERKAS headquarters?
   1. NO
   2. YES

1.1 If not, why not?
   1. NOT NECESSARY
   2. TOO FAR
   3. NO TIME
   4. NO MONEY
   5. OTHERS

1.2 If yes,
   1.21 For what reason(s)?
      1. PERSONAL
      2. OFFICIAL
      3. OTHERS

1.22 Who sponsored your trip(s)?
   1. MYSELF
   2. MY UNIT/DISTRICT
   3. SABERKAS HEADQUARTERS
   4. OTHERS
2. Do you think SABERKAS state officers should visit your unit?

1. NO

2. YES

2.1 If no, why?

1. NOTHING FOR THEM TO SEE

2. WE HAVE BEEN PERFECTLY OK BY OURSELVES

3. WASTE OF ORGANIZATION's MONEY

4. OTHERS

2.2 If yes;

2.21 For what reason(s)?

1. TO HEAR/UNDERSTAND UNIT/DISTRICT'S PROBLEM PERSONALLY.

2. TO OBSERVE UNIT/DISTRICT'S DEVELOPMENT.

3. TO TIGHTEN TIES BETWEEN STATE AND UNIT/DISTRICT COMMITTEES.

4. TO UPDATE UNIT/DISTRICT WITH LATEST NEWS IN THE ORGANIZATION.

5. TO EXCHANGE IDEAS

6. OTHERS

2.22 How often?

1. MONTHLY

2. QUARTERLY

3. HALF-YEARLY

4. ANNUALLY

5. OTHERS
PLEASE EXPRESS ANY OTHER CONCERNS OR COMMENTS

_________________________________________

_________________________________________

_________________________________________

_________________________________________

_________________________________________

_________________________________________

_________________________________________

THANK YOU FOR YOUR COOPERATION
BIBLIOGRAPHY


Cooper, C. L. *Psychological disturbance following T-groups: Relationship between the Eysenck Personality Inventory and family/friends perceptions*. British Journal of Social Work, 1974, 4, 39-49.


Denmark, F. L., and Diggory, J. C. *Sex discrimination attitudes toward leaders' display of authoritarian behavior*. Psychology Reports, 1966, 18, 863-872.


Jacobson, M. B., and Effertz, I. Sex roles and leadership: Perceptions of the leaders and the led. Organizational Behavior and Human Performance, 1974, 12, 363-396.


Ministry to spend M$17 million on projects for youth. *New Straits Times,* February 14, 1986, p. 4.

Peterson, P. B., and Lippitt, G. L. Comparison of behavioral styles between entering and graduating students in officer candidate school. *Journal of Applied Psychology,* 1968, **52,** 66-70.


