

## **CASC Survey Results**

### **Overview**

Youth participating at a California Association of Student Councils (CASC) program completed pre and post surveys during a Summer Student Leadership Institute in 2015. The survey was administered anonymously. No demographic information was collected. The only identifying information is a random student code assigned to each student for pre-post survey matching purposes. 219 students completed a pre and a post survey.

### **Survey Questions and Study Summary**

Program participants completed pre and post surveys during a summer student leadership institute. The survey was administered anonymously. No demographic information was collected. The only identifying information is a random student code assigned to each student for pre-post survey matching purposes. The survey measures two distinct variables, self-esteem and perception of oneself as a leader. The self-esteem portion of the survey is an adaptation of Rosenberg's self-esteem scale. Each item was measured using a 4 point Likert type scale with 1 indicating "strongly disagree" and 4 "strongly agree".

Prior to analysis, all data were cleaned and tests for inter item reliability were conducted:

Self Esteem (SE) Items: 1-10 (Alpha .83)

Perception of Self as a Leader Items (Leadership Perception (LP)): 11-20 (Alpha .81)

Reverse Code Items: 3, 5, 8, 9, 10, 12, 13, 15, 18, 19.

The survey consisted of 20 items:

1. (SE1) I feel that I am a person of worth, at least on an equal plane with others.
2. (SE2) I feel that I have a number of good qualities
3. (SE3) All in all, I am inclined to feel that I am a failure.
4. (SE4) I am able to do things as well as most other people.
5. (SE5) I feel I do not have much to be proud of.
6. (SE6) I take a positive attitude toward myself.
7. (SE7) On the whole, I am satisfied with myself.
8. (SE8) I wish I could have more respect for myself.
9. (SE9) I certainly feel useless at times.
10. (SE10) At times I think I am no good at all.
11. (LP1) I realize that I have leadership potential.
12. (LP2) People do not listen to me when I speak.
13. (LP3) I have difficulty helping others working out conflicts.
14. (LP4) I express my thoughts well.
15. (LP5) I do not take on leadership roles in school activities.
16. (LP6) I recognize leadership qualities in others.
17. (LP7) I think that I can make change in my school.
18. (LP8) I prefer not to take on leadership roles.
19. (LP9) I have a difficult time working with others.
20. (LP10) I speak well in front of groups.

## **RESULTS**

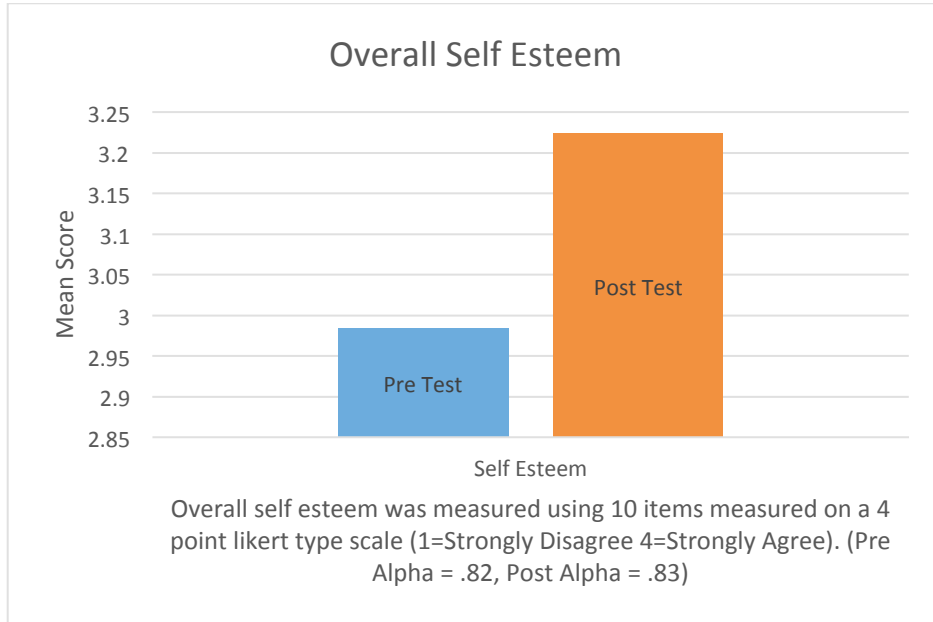
Analysis of the survey results indicates that the CASC Summer Leadership Institute has positive impacts on participants overall sense of self-esteem and perception of themselves as leaders. That is, students left the training institute feeling more confident about themselves and their abilities to take on leadership roles. Remarkably, all but two of the 20 indicators measured on the survey increased as a result of the training. Overall, the survey results suggest that the institute is highly successful at developing the attitudes and skills of young leaders.

The survey findings also show a strong correlation between an individual's self-esteem and their confidence/perception of themselves as leaders. Self-esteem was found to be a strong predictor of leadership, that is, the higher an individual's self-esteem the higher their leadership confidence. Notably, Leadership was a slightly stronger predictor of an individual's self-esteem score. This is remarkable because it suggests that training leaders (as the institute does through skill building seminars) simultaneously boosts a young person's self-esteem.

Overall results from pre-post surveys are presented below. These are followed by a brief discussion and recommendations for future training events.

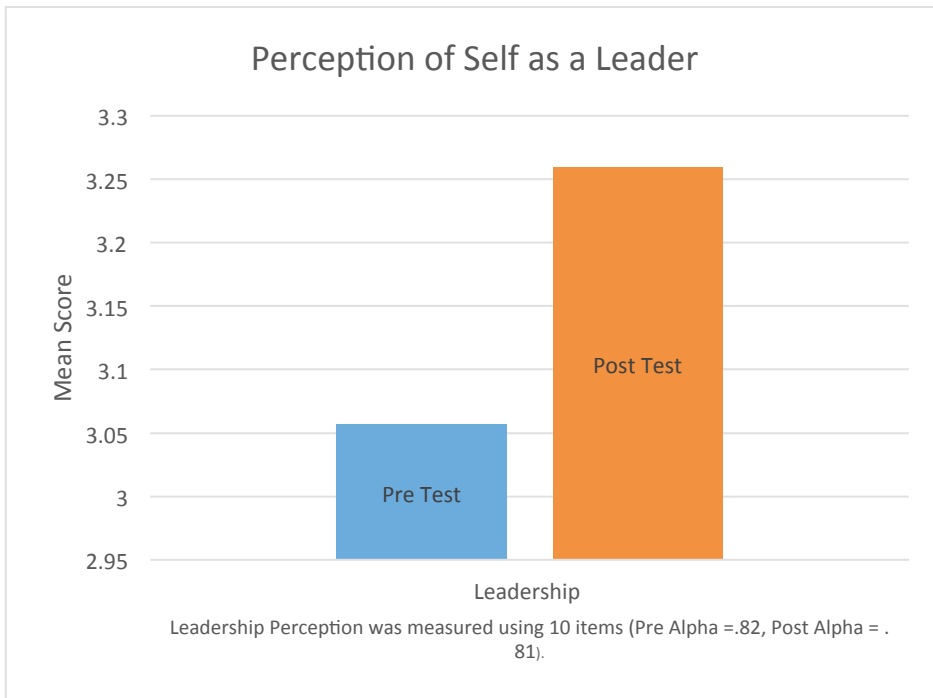
### Overall Self Esteem

Students overall (composite score) self-esteem significantly increased after completing the training event.



### Overall Leadership

Students overall (composite score) perception of themselves as leaders significantly increased after completing the training.



## Pre and Post Test at a Glance

### Full Results (Table 1)

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#### CASC Survey Results

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<u>Item Number</u>	<u>Pre-Training Mean (SE)</u>	<u>Post-Training Mean (SE)</u>	<u>t</u>
1. I feel that I am a person of worth, at least on an equal plane with others.	3.39 (.03)	3.71 (.03)	7.21***
2. I feel that I have a number of good qualities	3.32 (.03)	3.60 (.04)	5.97***
3. All in all, I am inclined to feel that I am a failure.	1.97 (.06)	1.75 (.05)	3.47***
4. I am able to do things as well as most other people.	3.11 (.04)	3.37 (.04)	4.49***
5. I feel I do not have much to be proud of.	2.02 (.05)	1.82 (.06)	2.86**
6. I take a positive attitude toward myself.	3.18 (.04)	3.38 (.04)	3.90**
7. On the whole, I am satisfied with myself.	3.04 (.04)	3.31 (.05)	4.68***
8. I wish I could have more respect for myself.	2.55 (.05)	2.38 (.06)	2.37*
9. I certainly feel useless at times.	2.31 (.05)	2.12 (.06)	2.97**
10. At times I think I am no good at all.	2.31 (.06)	2.09 (.06)	3.24**
11. I realize that I have leadership potential.	3.21 (.04)	3.47 (.05)	4.38***
12. People do not listen to me when I speak.	2.04 (.04)	1.78 (.05)	4.14***
13. I have difficulty helping others working out conflicts.	1.99 (.04)	1.87 (.06)	1.81
14. I express my thoughts well.	2.83 (.05)	3.17 (.05)	5.58***
15. I do not take on leadership roles in school activities.	1.96 (.06)	1.99 (.07)	-0.417
16. I recognize leadership qualities in others.	3.32 (.04)	3.46 (.04)	2.68**
17. I think that I can make change in my school.	3.13 (.05)	3.45 (.05)	5.37***
18. I prefer not to take on leadership roles.	1.85 (.05)	1.73 (.05)	2.07*
19. I have a difficult time working with others.	1.87 (.05)	1.68 (.05)	2.86**
20. I speak well in front of groups.	2.79 (.05)	3.07 (.05)	4.46***
21. **** Overall Self Esteem Scale	2.98 (.03)	3.22 (.03)	6.76***
22. **** Overall Leadership Scale	3.05 (.03)	3.25 (.03)	5.88***

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\*\*\*P<.001, \*\*P<.01, \*P<.05 (only two items were determined to have no significant differences/changes from pre to post test). Overall, Self Esteem and Leadership scores increased in post testing. This indicates an overall positive influence of the training on participants 'perception of self-esteem and leadership competency.

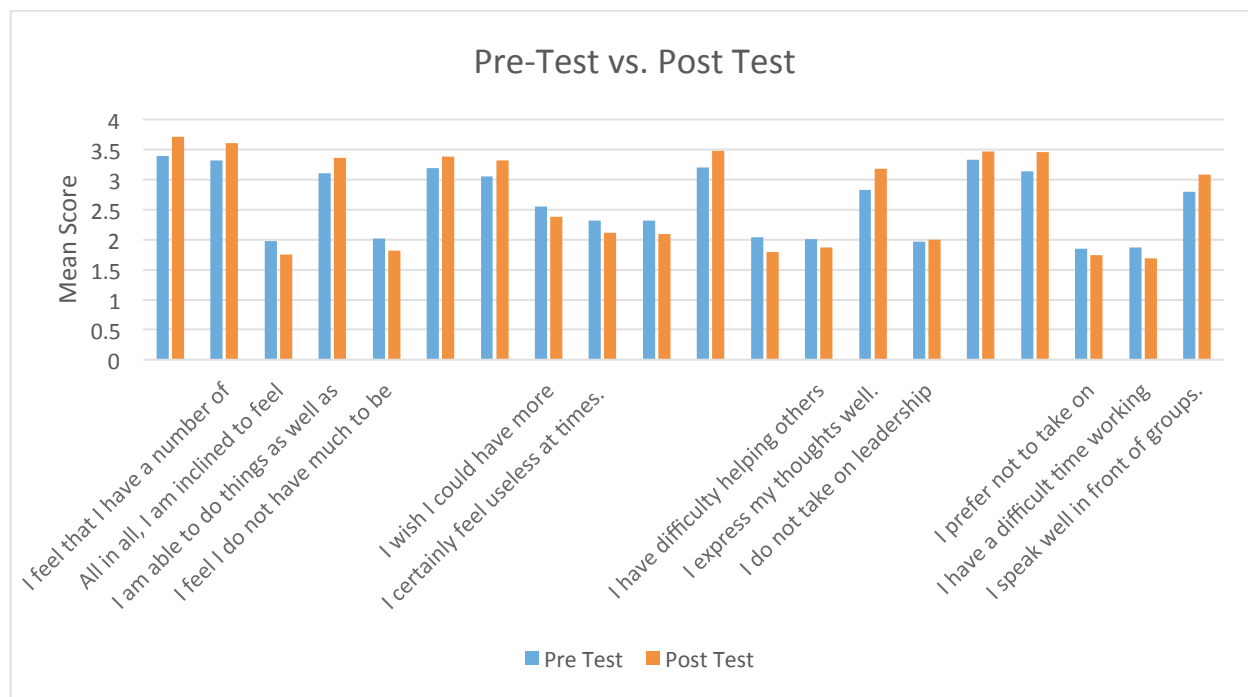
All Items measured on a 4-point Likert type scale with 1 "Strongly Disagree" and 4 "Strongly Agree".

Overall Self Esteem measured using 10 items (1-10). Inter-item reliability tests indicated that these items were a reliable indicator of the overall variable "self-esteem" (alpha .82 pre survey and alpha .83 post survey). Items 3,5,8,9,10 were reverse coded prior to establishing the overall scale.

Overall Perception of self as a leader (leadership) measured using 10 items (11-20). Inter-item reliability tests indicated that these items were a reliable indicator of the overall variable "leadership" (alpha .82 pre, alpha .81 post) . Items 12, 13,15,18,19 were reverse coded prior to establishing the overall scale.

Only items 13 and 15 did not improve as a result of participating in the training.

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Participating students entered the training with relatively high levels of self-esteem and leadership. The table below shows the overall change that occurred as a result of the training. \*

### Percentage of students who agreed or strongly agreed with each statement

Question	Pre Percent	Post Percent	Percent Change
1. I feel that I am a person of worth, at least on an equal plane with others.	95.9	98.7	2.8
2. I feel that I have a number of good qualities	94.5	96.3	1.8
3. All in all, I am inclined to feel that I am a failure.	20.6	19.8	-0.8
4. I am able to do things as well as most other people.	86.7	92.6	5.9
5. I feel I do not have much to be proud of.	25.1	19.9	-5.2
6. I take a positive attitude toward myself.	86.3	90.2	3.9
7. On the whole, I am satisfied with myself.	80.6	87.1	6.5
8. I wish I could have more respect for myself.	57.4	49.6	-7.8
9. I certainly feel useless at times.	46.7	38.7	-8
10. At times I think I am no good at all.	45.2	36.4	-8.8
11. I realize that I have leadership potential.	87.6	91.8	4.2
12. People do not listen to me when I speak.	20.1	14.2	-5.9
13. I have difficulty helping others working out conflicts.	21.1	20.8	-0.3
14. I express my thoughts well.	69.9	81.2	11.3
15. I do not take on leadership roles in school activities.	27.4	29.9	2.5

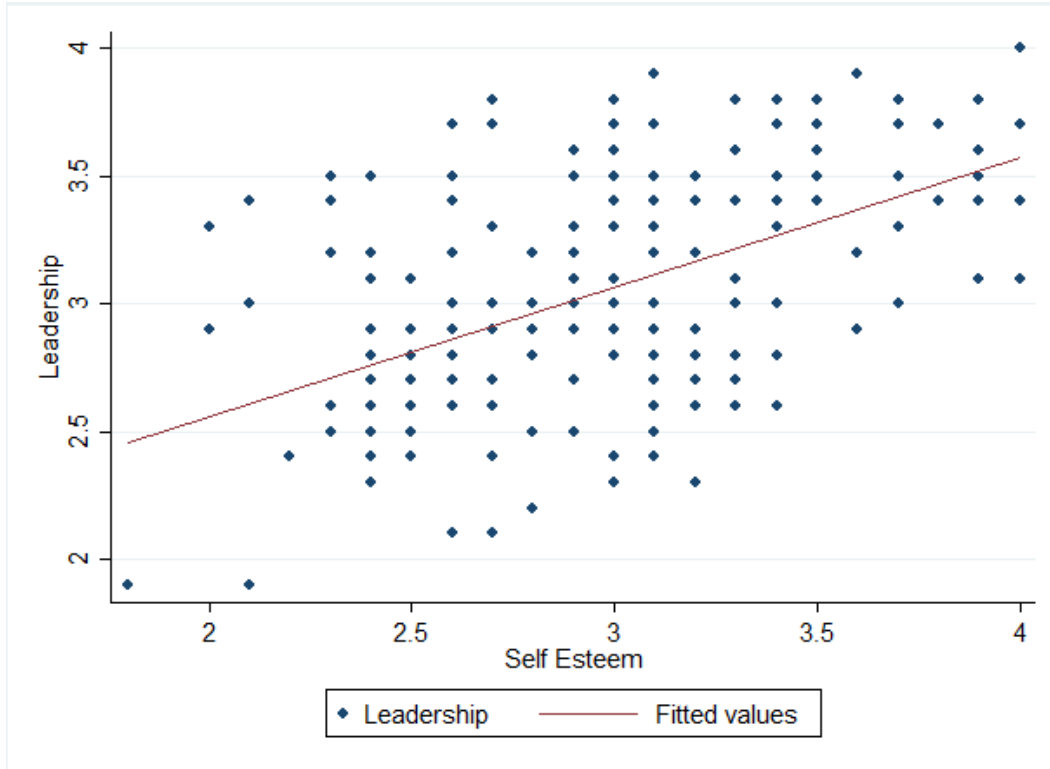
16. I recognize leadership qualities in others.	93.1	93.1	0
17. I think that I can make change in my school.	81.7	91.3	9.6
18. I prefer not to take on leadership roles.	19.5	16.6	-2.9
19. I have a difficult time working with others.	20.6	12.9	-7.7
20. I speak well in front of groups.	66	76	10
21.**** Overall Self Esteem Scale	54.00	70.00	16.00
22.**** Overall Leadership Scale	55.40	76.90	21.50

\*\*\* Overall Self Esteem measured using 10 items (1-10). Inter-item reliability tests indicated that these items were a reliable indicator of the overall variable “self-esteem” (alpha .82 pre survey and alpha .83 post survey). Items 3,5,8,9,10 were reverse coded prior to establishing the overall scale. Resulting scores indicate an individuals composite self esteem where 1 is low and 4 is high. Values in this table are % of students who had composite scores of 3 or higher.

\*\*\*Overall Perception of self as a leader (leadership) measured using 10 items (11-20). Inter-item reliability tests indicated that these items were a reliable indicator of the overall variable “leadership” (alpha .82 pre, alpha .81 post) . Items 12, 13,15,18,19 were reverse coded prior to establishing the overall scale. Resulting scores indicate an individuals composite perception of themselves as a leader. Values in this table are the % of students who had a composite score of 3 or higher.

### Leadership and Self Esteem

Leadership is strongly correlated with self-esteem. As an individual's self esteem increases, so does their perception of themselves as leaders. ( $F(1,203) = 75.39^{***}$ ,  $B = .50^{***}$ ,  $R\text{-Squared} = .27$ ). Likewise, as Leadership increases, so does self-esteem.

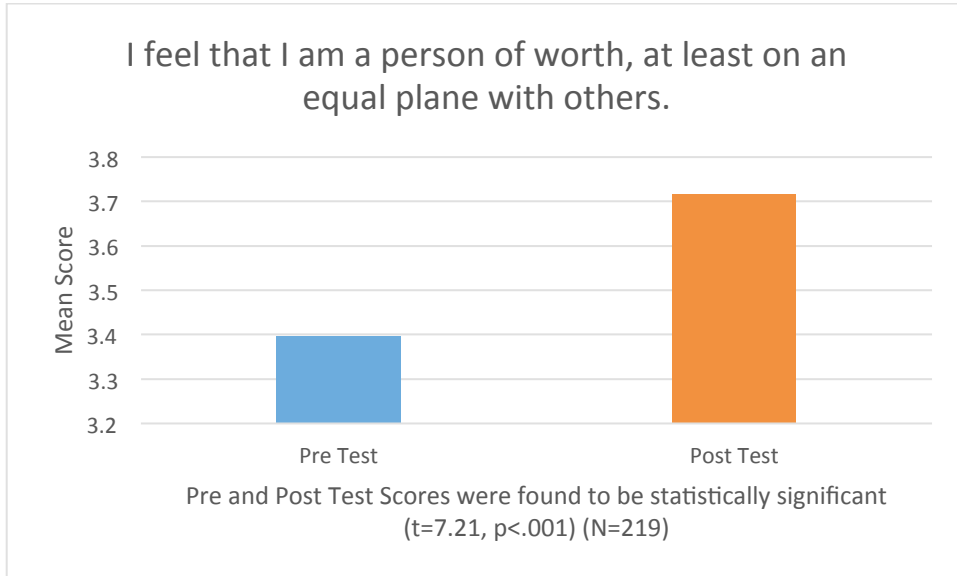


### Individual Survey Items – Pre Training vs. Post Training

Statistically significant pre and post training differences were found in all but two (item 13 and item 15) survey items. This suggests that the training has a positive impact on self-esteem and perception of oneself as a leader in a variety of categories. Pre and Post training scores for each individual survey item are outlined below:

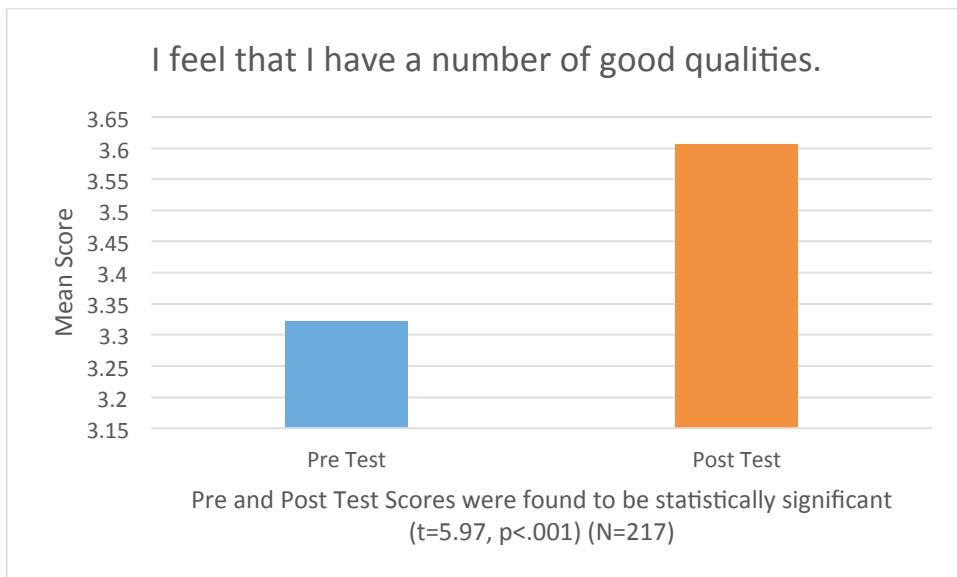
#### Item 1

After attending the leadership training, students reported increased feelings of self-worth.



#### Item 2

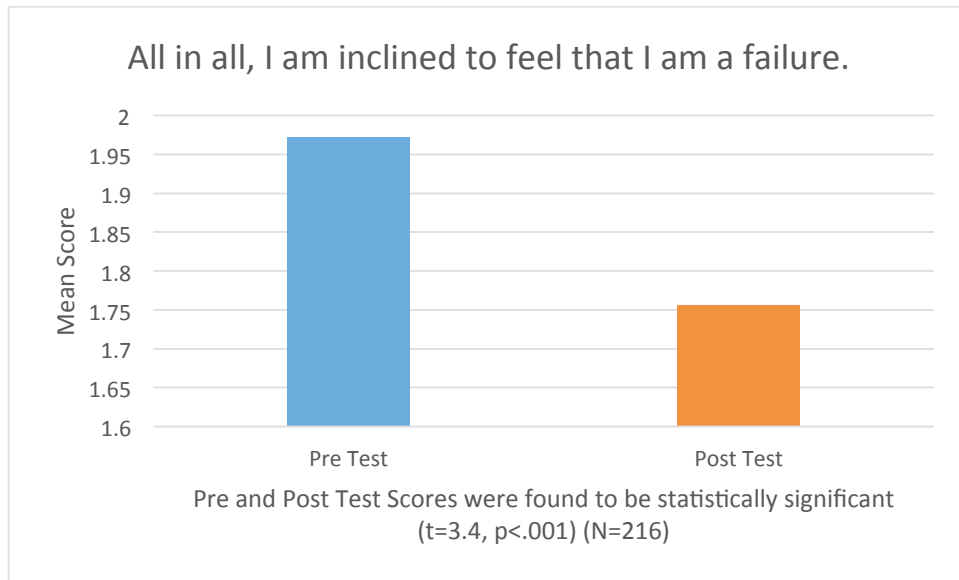
After the training, students felt they possessed good qualities. This suggests the training is useful for helping students understand their personal skills and character traits.





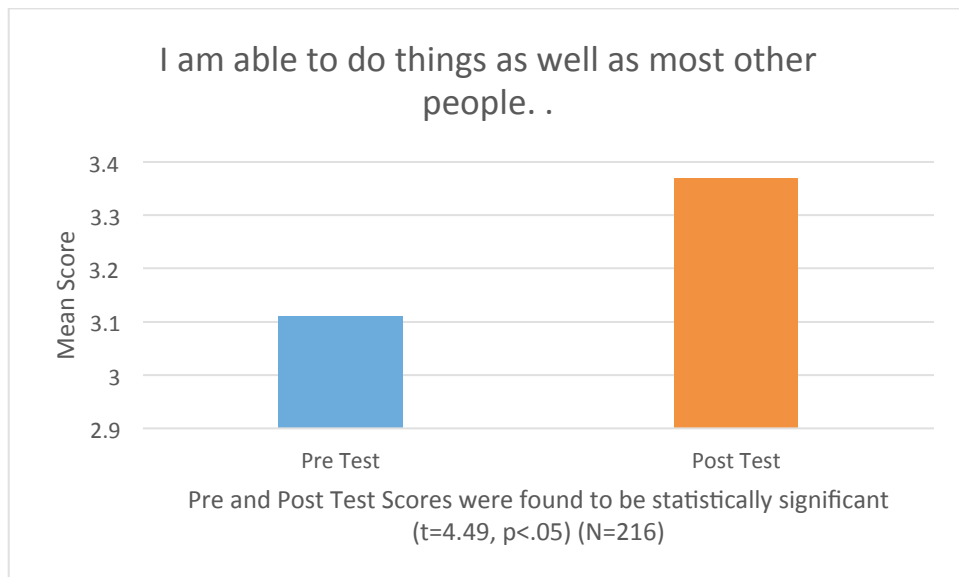
### Item 3

Students were less inclined to report feeling like a failure after participating in the training.



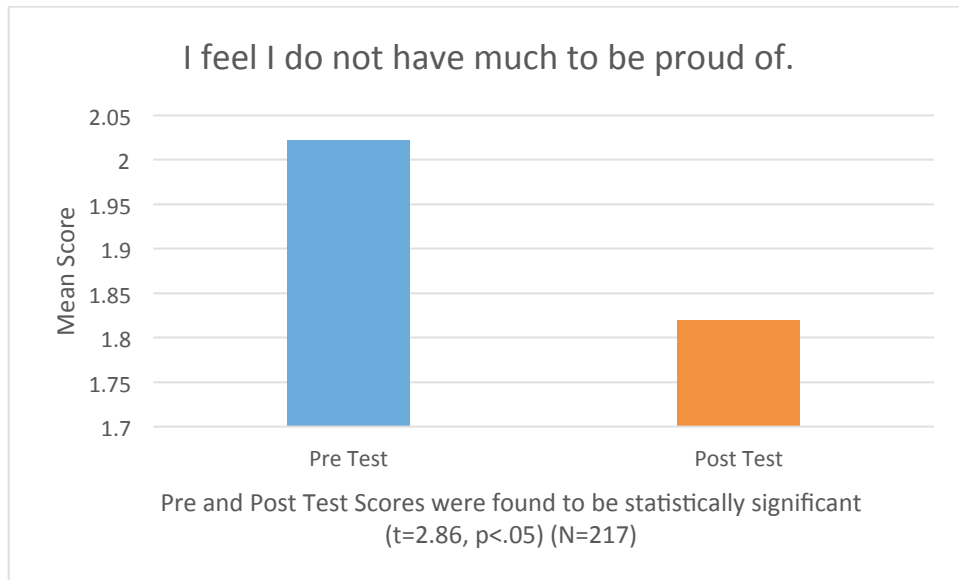
### Item 4

After participating in the training, students felt more strongly equipped to do perform tasks at a level equal to others.



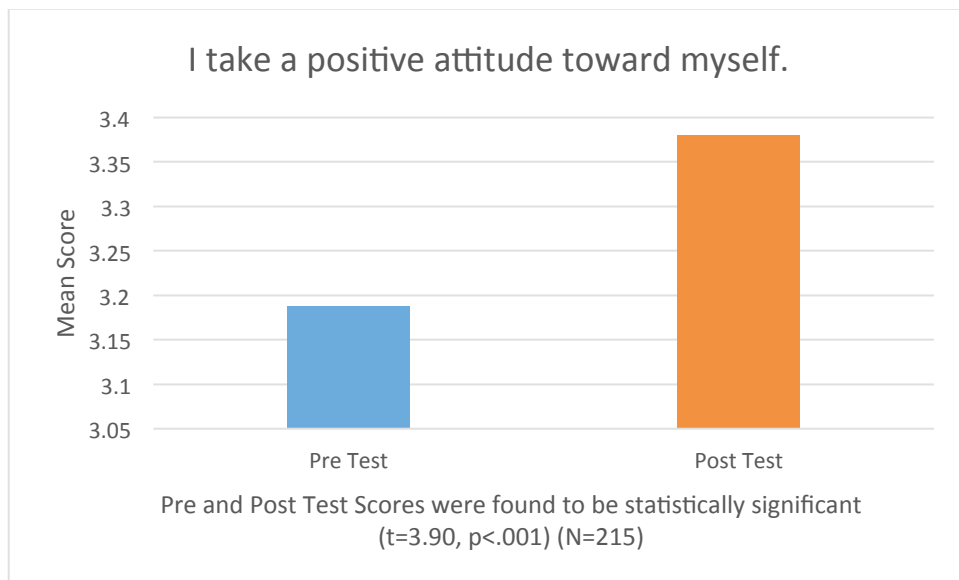
Item 5

After participating in the training, students felt more proud of themselves.



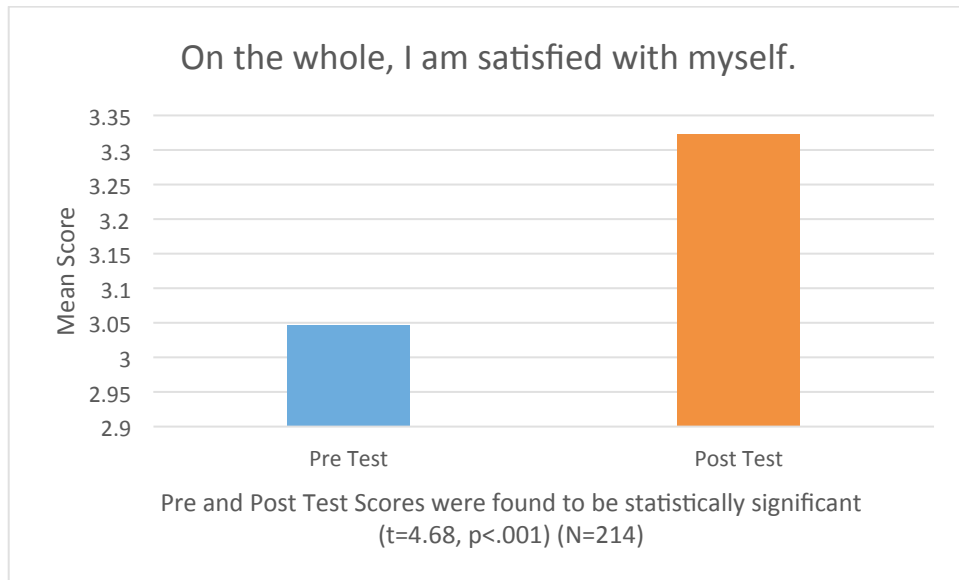
Item 6

Student's reported higher levels of positive attitude after the training.



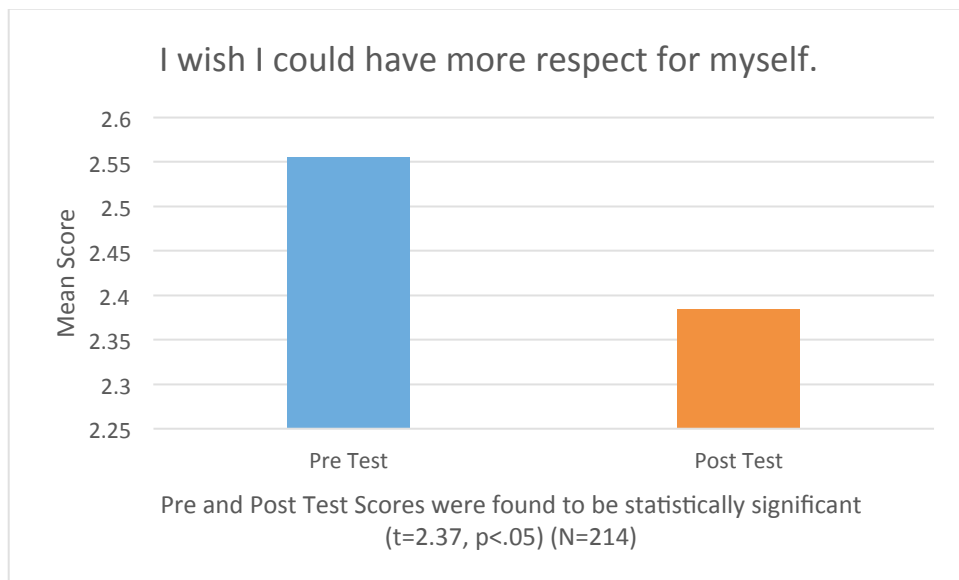
### Item 7

After the training, students reported higher levels of self-satisfaction.



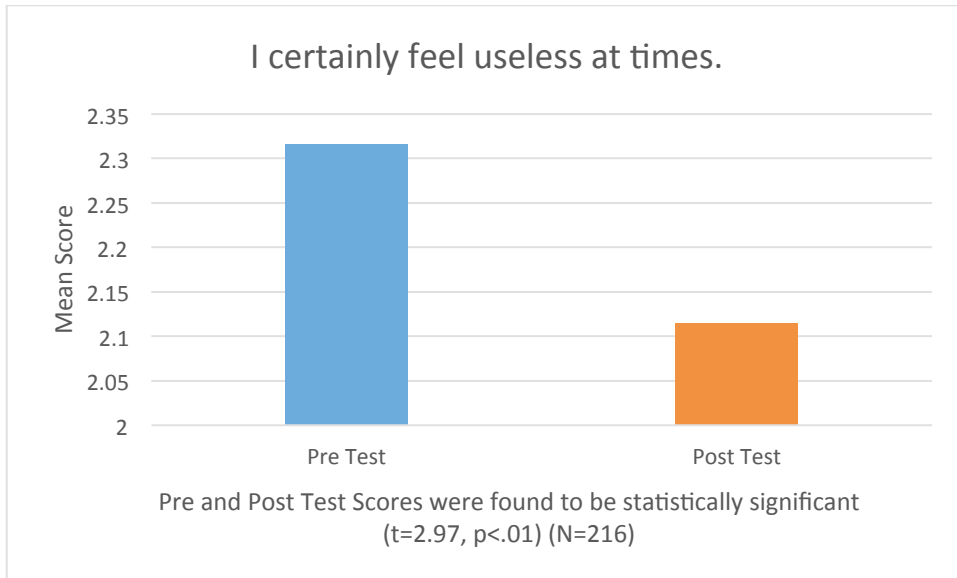
### Item 8

After the training, students reported higher levels of self-respect.



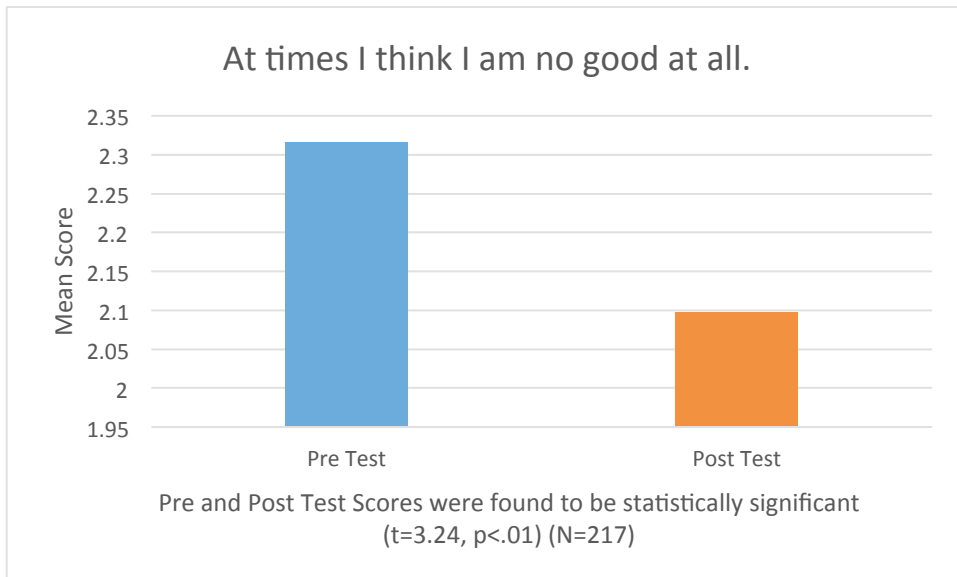
### Item 9

Students were less likely to feel “useless” after participating in the training. This suggests the training helps students feel proud, confident, and contributing.



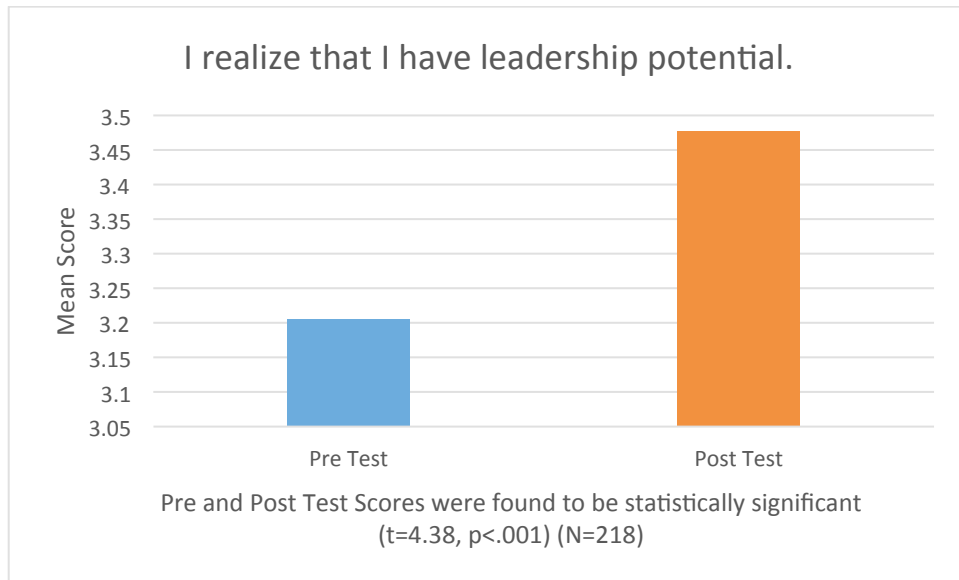
### Item 10

After the training, students were less likely to report feeling no good. This suggests the training helps students identify their strengths and become confident in their abilities.



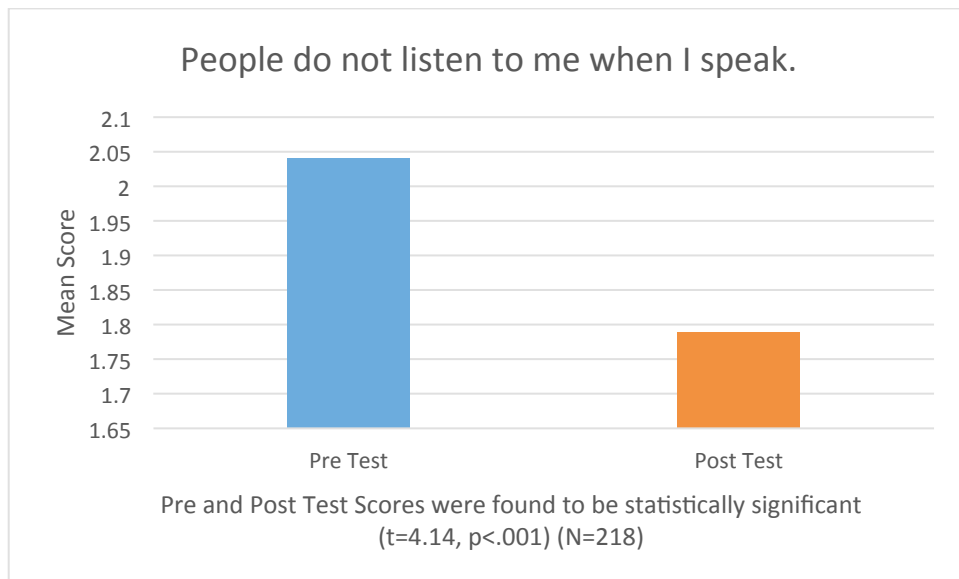
### Item 11

After participating in the training, students reported higher levels of leadership potential.



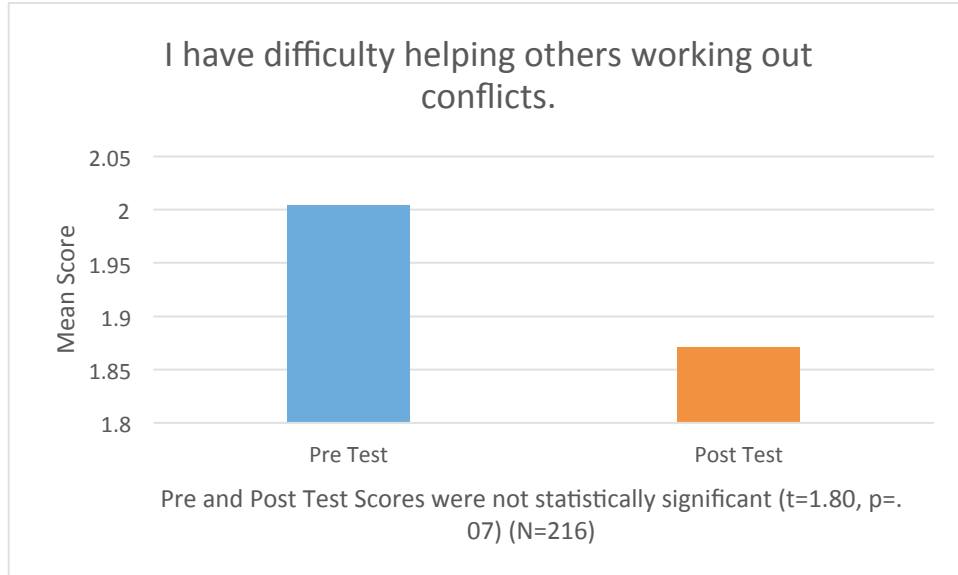
### Item 12

After the training, students were less likely to report being ignored. This suggests the training helps students become confident in their speaking ability.



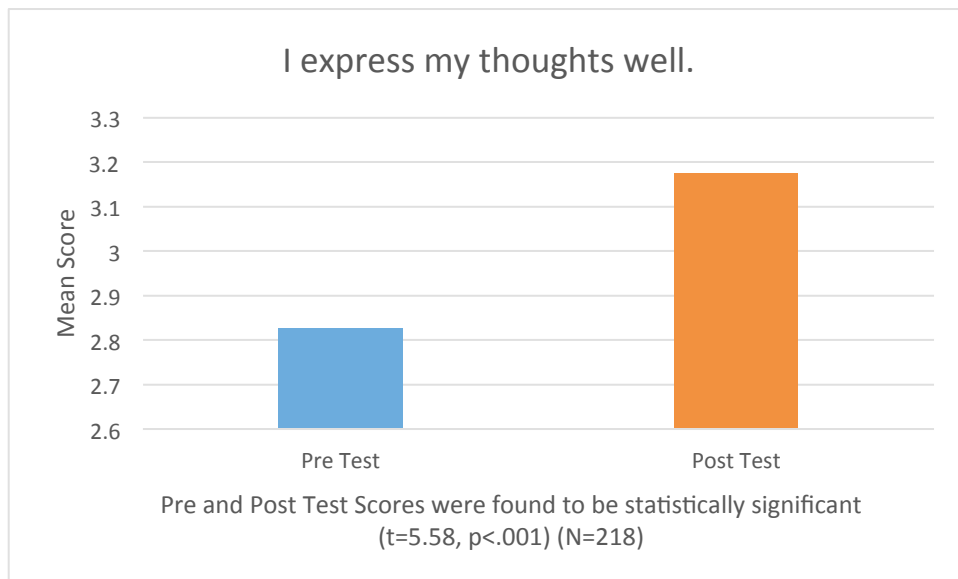
### Item 13

Students reported feeling slightly more confident in their ability to mediate conflicts. However this change was not statistically significant. This suggests that the training has little impact on improving conflict negotiation skills.



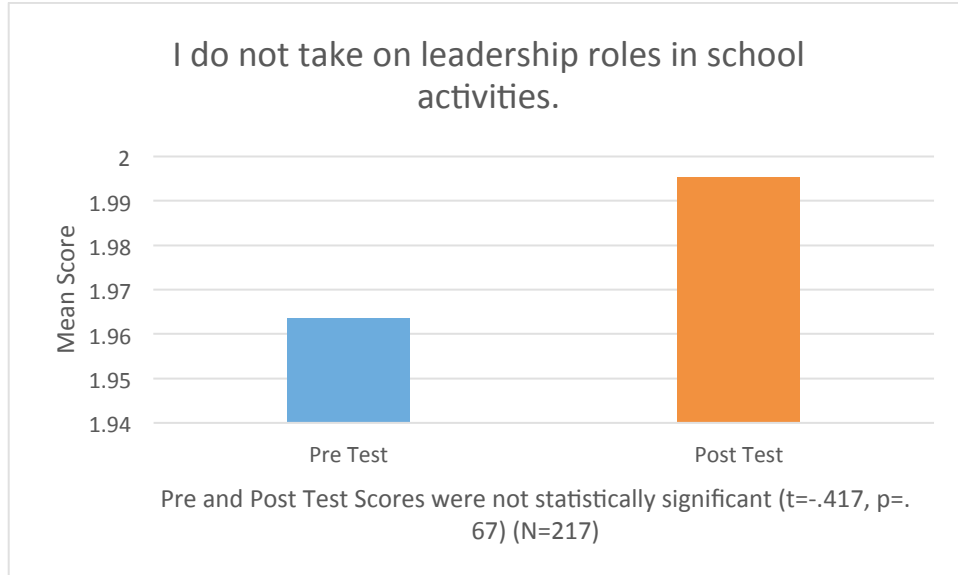
### Item 14

After the training, students reported an increased ability / perception of expressing their opinion.



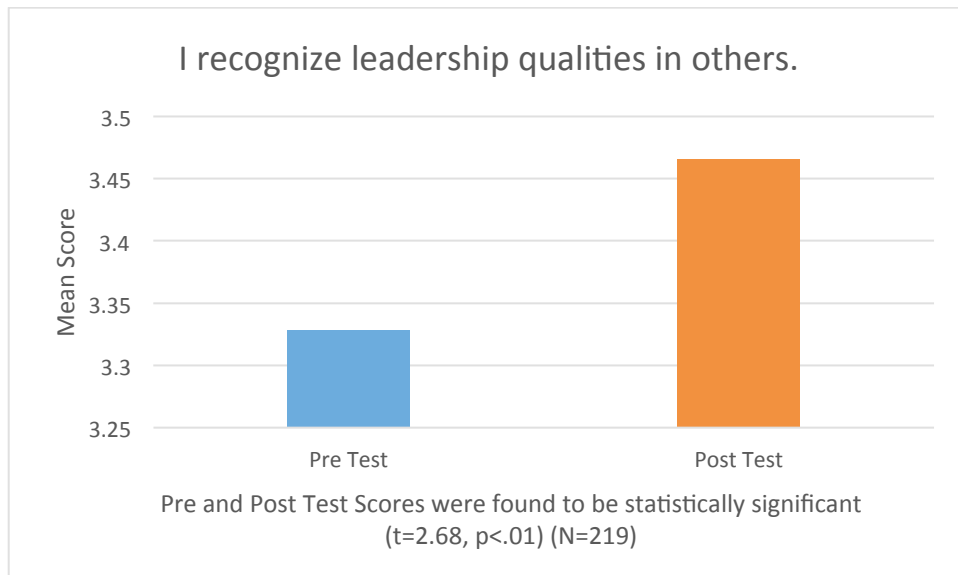
### Item 15

Although the mean score for this item increased slightly, the change was not statistically significant. This suggests the training has little impact on a student's participation in leadership roles at the school (at least immediately).



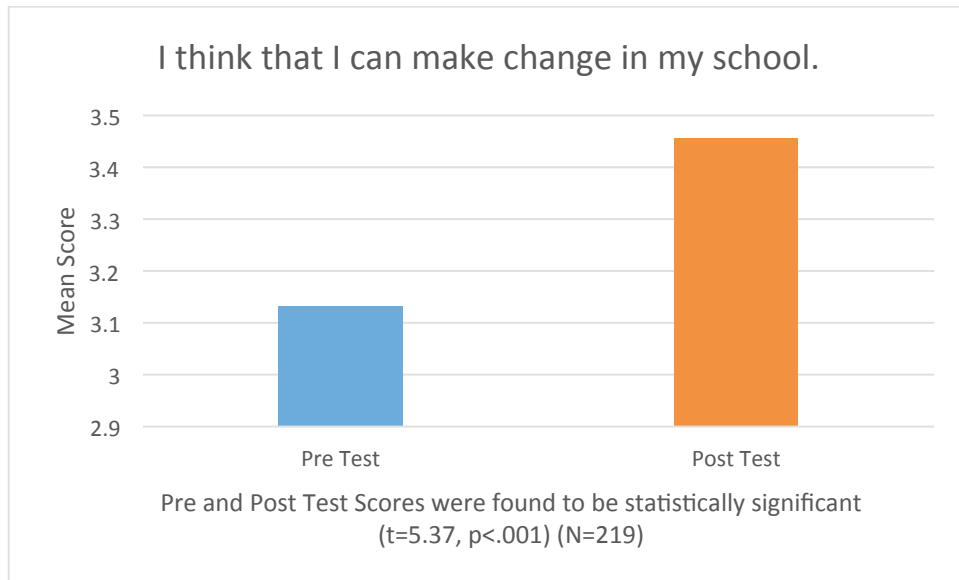
### Item 16

Students were more likely to recognize the leadership qualities in others after participating in the training.



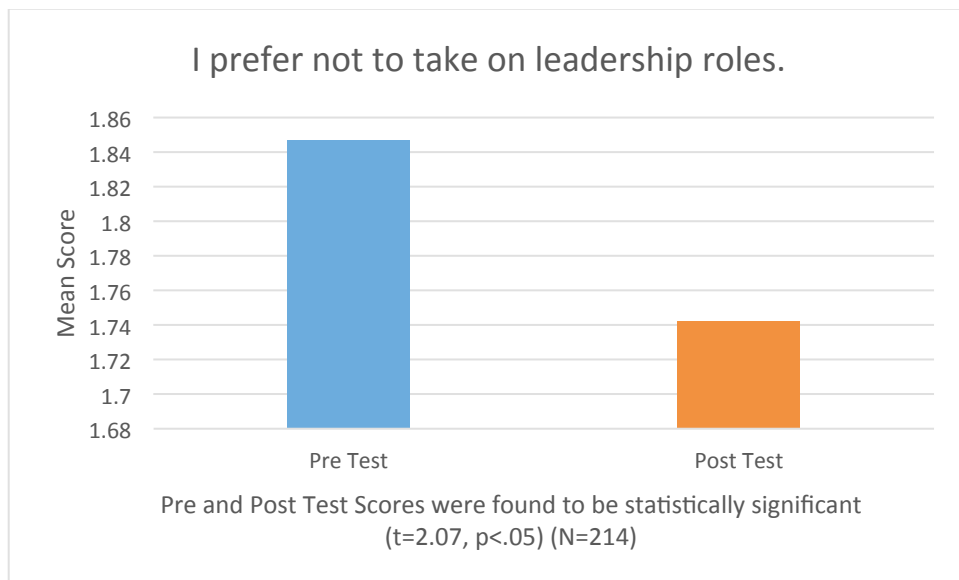
Item 17

After the training, Students were more likely to believe they could make changes in their school.



Item 18

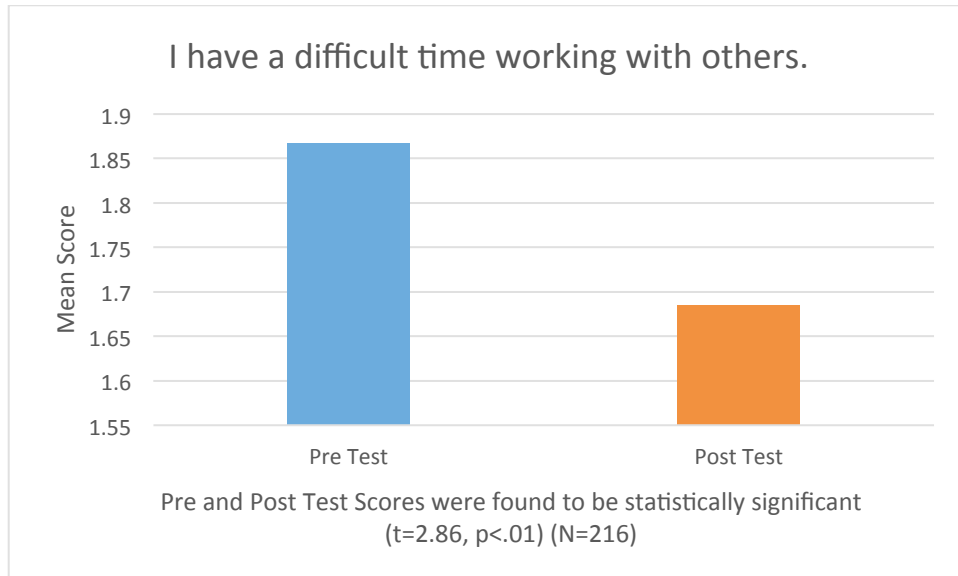
Students increased their preference to taking on leadership roles after the training.





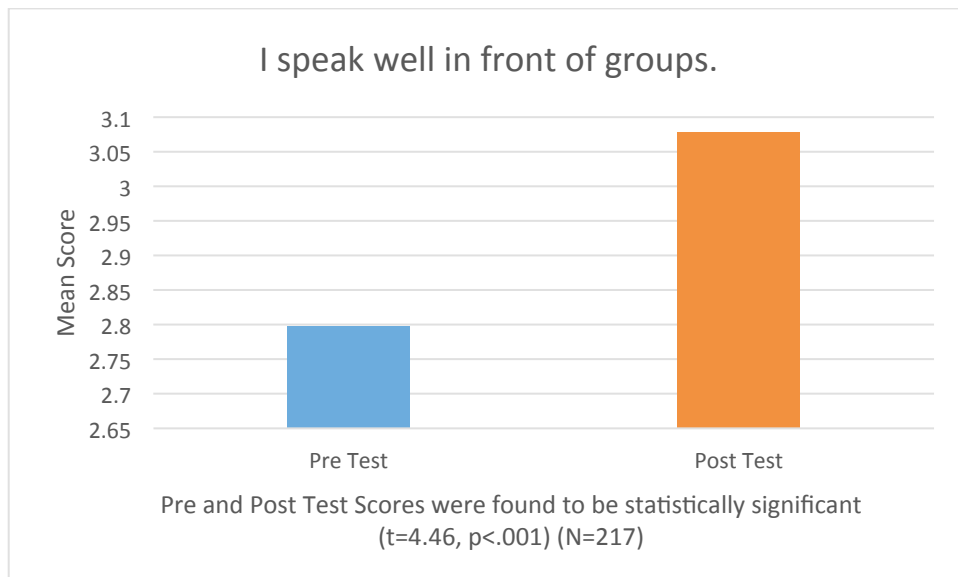
### Item 19

After participating in the training, fewer students reported difficulty working with others. This suggests the training is effective in improving participants' team work skills and confidence.



### Item 20

After the training, students were more confident in their ability to speak well in front of groups.



## Discussion and Recommendations

### Overall

The survey data presented here indicate that the leadership institute / training has significant positive effects on students' perception of themselves as leaders and on their self-esteem. On average, participating students entered the training with moderate to high levels of both self-esteem and leadership perception, yet were able to improve in both of those areas as a result of participating. Prior to the training 54% of the participants reported having moderate to high levels of self-esteem. After the training, this increased to 70% of the participants. Similarly 55% of participants reported moderate to high levels of leadership prior to the training. This increased to 77% in the post training survey.\*

### Strengths

While the training, as a whole benefited self-esteem, the survey results indicate that the leadership training is highly effective at:

- 1) Helping students to express their thoughts well (item 14)
- 2) Improving students satisfaction with themselves (item 7)
- 3) Helping students believe they can make change happen (item 17)
- 4) Improving students public speaking skills (item 20).
- 5) While self-esteem and leadership are highly correlated, leadership was a stronger predictor of self-esteem. This suggests that focusing on leadership skill building will result in increased self-esteem.

### Weaknesses

Two areas where the training was ineffective (on average) was at helping students to work out conflicts (item 13) and improving students participation leadership roles in school activities (item 15). Students may benefit if future trainings include sessions on conflict resolution. While the pre and post for students reported participation in school did not increase, this is likely because they are reporting their existing participation at school (which will likely improve when they return to their schools).

### **Recommendations for future surveys**

Demographic information for participants would be useful for more in depth analysis. Demographic items such as gender, age, year at school (freshman, soph..), number of years in leadership, race, income (or mother's level of education as a proxy), and grades in school (mostly As, mostly Bs, etc.).

Adding additional survey items using scales for variables such as "optimism", "self efficacy", "empowerment", youth voice in decision making, and supportive adults may also allow for more robust analysis related to student leadership. However, the current survey is simple and allows CASC to answer the simple question: "Was the training successful for building leadership perception and self esteem?" which is powerful in itself.

\*Tables and Graphs depicting the increases for each item will be available soon.