

The main goal of this dissertation is to prove that it is possible to evaluate under real-world conditions at school, in an unblinded study, the status of the individuals surveyed from the point of view of their identification as leaders and their classification according to the different adolescent leadership styles they demonstrate. It also focuses on the interpretation of leadership styles in adolescence through the prism of leading theories about leadership, recognition and acceptance of the leader in the educational environment, looking at that both from the perspective of the individuals, identified as leaders and that of their peers. An attempt has also been made to connect this phenomenon to some specific personality traits.

The study was conducted among 312 students, aged between 14 and 19.

In the experimental part of the study, seven research tasks were conducted and four working hypotheses were tested. The assumptions that it is possible to identify adolescent leaders and to associate their behavior with particular leadership styles, and the relation of those to certain personal constructs and situational factors in an educational environment, have been largely confirmed. Thus, the hypothesis that it is possible for leadership styles in adolescents to be predicted based on some personal constructs and situations in the educational environment, has been also confirmed to a certain extent.

The socio-psychological analysis of leadership and the specific characteristics of this phenomenon in adolescence, as well as the results presented in the third chapter of the empirical study of adolescents, aged 14-19, suggest that following main conclusions can be drawn as a result of the research conducted for this dissertation:

The review of scientific literature on this topic has shown a variety of models and approaches for exploring leadership as a phenomenon. The charismatic, situational, and transformational leadership models chosen for the theoretical justification of the empirical results seem to encompass very accurately the phenomenon of adolescent leadership, as this is a period when the behavioral patterns are influenced by peers. The situational theory of leadership corresponds very well with the educational environment and the leaders there, who make use of different leadership styles in different situations. On the other hand, transformational leadership implies active involvement in the processes of achieving success in the present and creating better future prospects for development of the community, in this case the school class.

Adolescent leaders can be identified in the educational environment and their behavior can be associated with a particular leadership styles. Due to the age-specific traits, the adolescent leaders can use more than one leadership style, and the choice of style can also be influenced by the kind of situation they may find themselves in. This conclusion can be made on the basis of the high level of correlation between the different styles defined in the study: Authoritarian, Referential, Dionysian and Pro-social.

The different styles of leadership behavior are associated with particular personal constructs, as well as situations that can provoke the demonstration of leadership behavior. The Authoritarian leadership style is associated with manipulation, in the sense of demonstrating superiority over others as well as the

leader's conviction that he or she can impose their beliefs on them. The Referential style is associated with the individual's closeness with the parents, feeling of adequacy, high social stress resistance, narcissism and self-admiration. The Dionysian leadership style implies the existence of narcissism, self-admiration, manipulation and sensation seeking. The Pro-social leadership style is associated with the existence of closeness of the individuals with their parents, good relationships with the teachers, lack of depression, sense of adequacy, high self-esteem and high social stress resistance.

Within a particular leadership style, the measured values for the personal constructs differ for leaders and non-leaders. For two of the styles – the Authoritarian and the Dionysian, the personality trait of “sensation seeking” has the highest value, and for the other two – The Referential and the Pro-social – the value for “closeness with parents” is high. These traits can be considered acceptable for this age group, because sensation seeking is a typical characteristic feature of adolescents. On the other hand, it is also typical for them to strive to emulate and seek the approval of authority figures, who have established themselves as role models for social behavior.

It is possible to predict the adolescent leadership styles based on personal constructs, including gender and different situational factors, leading to demonstration of leadership behavior. This means that the prerequisites for the development of different leadership styles can be studied.

What makes the subject matter of this dissertation important is the fact that it is devoted to the psychological research of the phenomenon of adolescent leadership as a basic prerequisite for the development of the contemporary society. It is crucial for that period of time that foundations are set and adolescents' strongest qualities are developed. Identifying leaders is essential for creating a successful, constantly developing and safe school community. The present study is a step in that direction. It makes an attempt to identify the leaders in the educational environment and the adolescents' behavior styles, by also finding the correlation between them and certain personal constructs as well as the way of dealing with particular kinds of situations. In that respect, the attempt to study the predictors, which can lead to the development of one or another leadership style in adolescent years, is a valuable contribution. The study aims to systematize the adolescent leadership styles and is among the few in the field of adolescent psychology, which manages to achieve that goal.