

THE EFFECTS OF ACQUISITION PROCESS OF LEADERSHIP AND PERSONAL BENEFIT ON THE PERCEPTION OF JUSTICE AND AUTHORITY'S CREDIBILITY

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128 and 240 six-grade elementary school children were studied to verify the group-value theory and referent cognitive theory by means of a field experiment and a scenario experiment in which the acquisition process of class leadership, whether the subject him/herself getting the leader position and the ability of the leader were manipulated as independent variables. The results revealed that the perceptions of procedure justice, outcome justice, feeling for the authority's credibility, and positive emotional feeling are all higher in the leader-elected-by-class condition than in the leader-assigned-by-teacher condition. It is also found that the perception of outcome justice is higher when a classmate of lower ability is elected as a leader than when a classmate of high ability is assigned to be a leader by the teacher. The feeling of the elected leaders is better than that of the assigned leaders. All the results indicate that even at the elementary level, the execution of democratic procedure plays a much more important role than the factors of subjects' personal outcome and the elected leader's ability to influence the group members' trust and support for the teacher-authority. Based on the results, it is suggested that the "procedure" education in school should be emphasized such that the students would learn to respect and follow the decision making obtained from well-justified group processes.

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