

The Impact of Selected Variables on Developing Opinion Leadership among Agricultural Students at King Saud University⁽¹⁾

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Abstract. Agricultural education in universities should be developed to fit the individual circumstances and meet the rapidly changing needs of society. We should provide the agricultural students with the appropriate knowledge, training and skills to deal with agricultural programs and farmers in rural areas. The current study aims at determining some important environmental and socio-economic factors which affect the ability of opinion leadership among the students in the College of Agriculture such as: age, family residence, social participation, social class, father's education, mother's education, father's occupation, family income, media exposure, cosmopolitanism, progressiveness, fatalism, organizational membership, and family opinion leadership. A stratified random sample of 94 students was chosen. Results of the study show a tendency for a higher percentage of students to have a high level of opinion leadership (34.9%) compared with the percentage of families with a high level of opinion leadership (24.5%). Among other results, there are significant relationships between the dependent variable, student opinion leadership level, and only three of the independent variables: media exposure, progressiveness, and family opinion leadership.

Introduction

Several studies have indicated that leaders with active roles in community programs have the capability and power to control and influence other participants. They have the capacity to direct social change in the local society and play crucial roles in the decision-making process because of their reputational power and because of their prestigious positions, higher income, higher education, better sources of communication, and other socio-economic and environmental factors [1;2;3, p.271; 4;5, p.24; 6;7, pp.98-122; 8, pp.14-49].

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During the fifties and sixties, social scientists put emphasis on the important role of informal groups and informal leaders. We can find informal groups within different social settings which may exist either within a formal organization or out of it [8, pp.14-49]. Informal leaders have high social mobility in integrating their groups with others and they also play the role of bridges between informal and formal structures. They may be more effective than formal communication media. The informal leaders articulate their groups with formal structure through transmission of their group's sentiments and values to formal leaders. Their high degree of face-to-face interaction with the followers or group members enables them to know the intimate feelings of their followers [8, pp.14-49; 9, pp.104-117].

Opinion leaders are a very crucial type of informal local leaders defined by Theodorson and Theodorson [10, p.285] as individuals within a community who have important impact on the opinion of others as a source of information and advice where they shape the public opinion with regard to new ideas. Rogers *et al.* [11, p.311] define opinion leadership as the ability to informally influence individuals' attitudes or behavior in a desired way and with relative frequency. Such leadership is obtained and maintained by technical competence, social availability, and conformity to a system's norms.

Since the majority of graduates of agricultural colleges choose jobs in agriculture either in actual farming or in related rural or agricultural organizations [12; 13], it is important to study the orientation of opinion leadership among these students who will possibly be the leaders in the future. Discovering these leadership-oriented students and identifying their various characteristics will enable us to modify the agricultural curriculum to develop, train, and motivate these students to improve their leadership ability and prepare them to do a good job in their future field work. Some studies concluded that providing students of agricultural colleges with some units of course work in management, technical skills, and vocational agriculture strongly affects the students' involvement in leadership activities and improves their chances for future success and job satisfaction. Some American institutes have developed special programs to prepare young leaders to work in agriculture and rural communities. One such program is the Minnesota/Iowa Leadership Empowerment for Agricultural Development (M/I LEAD) which is designed to develop outstanding young leaders from agricultural and rural communities for this decade and the 21st century [12; pp.14-16].

Due to the lack of research in this area, the current study aims at the following:

- 1) Identifying the opinion leaders among the students of the College of Agriculture.

2) Identifying the relationship between the degree of the opinion leadership of the student and the following 14 independent variables: age, family residence, social participation, social class, father's education, mother's education, father's occupation, family income, media exposure, cosmopolitanism, progressiveness, fatalism, organization membership, and family leadership.

Theoretical Framework

Sociologists view leadership as a social phenomenon which is more widespread and pervasive than commonly perceived. It is a rational process which exists in each social situation and affects the activities of the groups, organizations, and communities, influences the behavior of the members, and enhances the achievement of the desired goals [8, pp.14-49; 10, p.285]. An informal aspect or type of leadership is opinion leadership which is looked at as the degree of a person's ability to informally influence other people's attitudes and behavior in a desired way [3, p.271].

Theories of leadership

Several theories are known to classify the nature of leadership and provide some understanding of leadership behavior and explain this social phenomenon [8, pp.14-49; 17, pp. 60-95; 18, pp.49-73; 19, pp.121-189]. Among these theories are:

1) The Personal Trait Theory which assumes that leadership has a hereditary nature in that leaders maintain some unique physical and intellectual traits inherited from the parents.

2) The Great Man Theory in which supporters of this theory believe that leaders are geniuses and have great characteristics that enable them to lead the followers to carry out the desired change regardless of the situation which might face them.

3) The Situational Theory which assumes that leadership depends on the different situations and environmental circumstances and does not depend basically on personal traits of the leaders such as assumed in the previous two theories.

4) Functional Theory which refers to leadership as performing the functions of the group in order to carry out the goals of the group and maintain the structure of the group and the interaction between its members.

5) Interactional Theory which is a combination of the trait, situational and functional theories and assumes that leadership is based on the coordination and interac-

tion of all main variables involved in the leadership phenomenon such as (a) the leader, his personality and his effort with the group, (b) the followers, their problems, needs and attitudes, (c) the goals and structure of the group, and (d) the situational and environmental factors and the interaction between the leader and the followers. Thus, interactional theory concludes that leadership is an outcome of both the environmental and hereditary variables.

In practice, each single theory has its own advantages and disadvantages. There is no sharp line dividing these five overlapping theories. The current study will be guided by interactional theory.

Methods of identifying leaders

There are different approaches used in both rural and urban communities to locate and select the community leaders. Bell, Hill, and Wright [20] classified these methods into five main techniques for selecting community leaders. These five types are:

1) Positional leadership, 2) Reputational leadership, 3) Social participation, 4) Personal influence or opinion leadership, and 5) Event analysis or decision-making leadership. The fourth approach is the one that will be used in the current study. This method assumes that in each community there are opinion leaders who influence the daily activities of others in the community. These leaders are found among business and professional people and also among unskilled workers [4]. The advantages of this approach are: its ability to directly analyze the formation of opinions by the community actors and its easiness to apply so as to discover the formation of political, economic and religious opinions. However, like the rest of the approaches, the opinion leadership approach has some disadvantages one of which is its limitations in studying power actors [3, pp.281-288].

The approach of personal influence or opinion leadership includes four different techniques for measuring opinion leadership and diffusion network links: sociometric, informant's ratings, self-designation, and observational techniques [3, p.277; 21]. The results of the related research show that the choice of any one of the four methods could depend on convenience since all four techniques are about equally valid [3, p.280]. The current study uses both the self-designation and observational techniques to identify leaders.

The self-designation technique, which is used in the current study, depends upon the accuracy with which respondents can identify and report their self-images. This

measure of opinion leadership is suitable for a random sample of respondents in a system. The advantage of this technique is measuring the person's perceptions of his or her opinion leadership which indicates and affects the actual behavior of the leader [3, pp.279-280].

With relation to the characteristics of the opinion leaders, there is a general tendency of research findings that opinion leaders have more exposure to sources of information and expert sources, greater cosmopolitanism, more contact with change reformers, greater social participation, better socioeconomic status, more motiveness and progressiveness, more membership and holding offices in formal organizations [3, pp.281-284; 21-29].

These opinion leaders are, therefore, key individuals in the process of introducing new ideas into the social system because of the striking difference in characteristics between opinion leaders who are most consulted in the community by the farmers and the other members and the followers or the non-opinion leaders who have the least or no consultations by the same audience [26; 30].

Several studies concluded the influence of the social, biological and environmental factors on the social development of the individual in a positive or negative way. The parent's socio-economic status beside the treatment, socialization and the interaction between parents and their children and the siblings shape the personality and form the child's characteristics, motivations, beliefs, values and attitudes beside the inherited physical and intellectual traits. All these variables play vital roles in forming and developing the degree of one's leadership [8, pp.14-49; 18, pp.49-73; 31; 32, pp.135-150; 33].

Data and Methods

A stratified random sample of 94 students was taken from the male student population of 674 listed officially in the first semester of 1992 in the College of Agriculture, King Saud University (about 14% of the total). Data were collected through personal interview using a questionnaire designed specifically for that purpose. Before collecting the data, the questionnaire was reviewed by seven jurists (three full professors in general sociology, three associate professors in rural sociology and one full professor in agricultural extension). The questionnaire was also pre-tested on a group of students from the College of Agriculture and the suggested corrections were made.

The independent variables of the present study are:

- 1) Age of the student.
- 2) Family residence which is defined as the current place of living for the family with choices of either village or city.
- 3) Social participation which is measured by an accumulative score out of 12 points for participating in and outside the college in 4 types of activities: sports, social, cultural, and religious.
- 4) Social class which is measured by asking each student to classify himself as poor, lower-middle, middle, upper-middle and rich and then assigned a point value from 1-5 accordingly.
- 5) Father's education which is defined as the number of years of formal education and grouped as 0 = no education, 1 = from one to six years, and 2 = seven or more years of education.
- 6) Mother's education which is also defined as the number of years of formal education and grouped as in the father's case.
- 7) Father's occupation which is measured as one of no job, a governmental job, or a private job.
- 8) Family income which is defined as the total monthly income from all sources for all family members.
- 9) Media exposure which is measured by an accumulative score out of 18 points for a person who is always exposed to six different media: television, radio, newspaper, videos/movies, general lectures, and non-academic books with 3 points per medium depending on the degree of exposure (1 = rarely, 2 = sometimes, 3 = always).
- 10) Cosmopolitanism which is based on the frequency of travelling in and outside the country and measured as a score which weighs local to international travel in a ratio of 1 to 2.
- 11) Progressiveness which is measured by a score out of 8 points given to the one who greatly agrees with two statements which reflect and explain the concept of progressiveness.
- 12) Fatalism which is measured by a score out of 8 points given to the one who greatly agrees with two statements which reflect the concept of fatalism.
- 13) Organization membership which is measured an accumulative score of up to 6 points based on the nature of membership and the frequency of attending meetings.

The maximum of 6 points was given for a person who is a member of the executive committee in an organization and always attends its meetings.

14) Family opinion leadership which is measured as an accumulative score out of 15 points obtained by asking each student to what extent others sought his family's opinion or advice concerning five different activities: education, social subjects, economic affairs, health matters, and everyday life problems.

Having an educated child, in this case a son, who observes and witnesses the opinion leadership behavior of his own family might allow the researcher avoid the shortcoming of having these observations taken by an outsider. When a strange researcher observes the actual interpersonal interaction as it happens, especially in a small system, observation may be a very obtrusive data-gathering technique [3, 280]. Indeed, in a conservative community such as Saudi Arabia, this type of observation would not only be obtrusive but also very hard and highly sensitive.

The dependent variable, student opinion leadership, was measured similarly to the family opinion leadership with the student now identifying to what extent he himself served as a source of advice to others. The student was then given a score out of 15 points. To analyze the data, chi-square (X^2) tests for independence, simple correlation and percentages were obtained using the SAS program.

Findings and Discussion

Identifying the student and family opinion leadership

Using the self-designation technique to identify student opinion leaders and the observational technique to identify through their sons the family opinion leaders, the frequency of the degrees of opinion leadership are given in Table 1 where the degrees

Table 1. The opinion leadership of students and their families

Degree of leadership	Number of students	%	Number of families	%
Low	13	13.8	20	21.3
Average	44	46.8	51	54.2
High	37	39.4	23	24.5
Total	94	100.0	94	100.0

$$X^2 = 5.267, p < 0.10$$

are defined as “low” if the combined score was less than or equal to 5, “average” if the score was from 6 to 9, and “high” if the score was 10 or more. Reasons for the observed tendency of the higher percentage of a high student leadership category (39.4%) compared with the percentage of a high family leadership category (24.5%) are probably due to students’ higher level of education and to the relatively greater homogeneity among the students than the parents. This mentioned tendency is illustrated by a chi-square test for homogeneity significant only at the 0.10 level.

Age and student opinion leadership

A greater percentage of students who have a high degree of leadership (16 out of 37 or 43.2%) fall in the category of 21-22 years old while 32.4% are between 23 and 25 years old and only 24.4% are between 18 and 20. Overall, results do not show any relationship between the degree of student opinion leadership and the age using the chi-square test ($X^2 = 2.976$; $p > 0.1$) but using a test for simple correlation indicated a significant relationship at the 0.05 level with $r = 0.23$ (see Tables 2 and 3). It is clear that there is a high degree of homogeneity among these university students especially in age. The range of ages was from 18 to 25 with the average age being 21.5 years. Although studies show the opinion leaders are older than their followers in traditional societies, such leaders can be found to be younger than their followers in non-traditional societies [3, pp. 281-288] with student groups being a special case of such non-traditional societies.

Table 2. The degree of student opinion leadership and its relationship with the independent variables

Independent variables	X^2	p	Significance
Age	2.976	0.562	N.S.
Family residence	0.178	0.915	N.S.
Social participation	1.387	0.847	N.S.
Social class	1.668	0.434	N.S.
Father’s education	0.069	0.966	N.S.
Mother’s education	5.516	0.238	N.S.
Father’s occupation	0.565	0.754	N.S.
Family income	6.478	0.166	N.S.
Media exposure	5.262	0.072	*
Cosmopolitanism	1.844	0.398	N.S.
Progressiveness	9.235	0.055	*
Fatalism	3.405	0.182	N.S.
Organization membership	2.805	0.246	N.S.
Family opinion leadership	12.363	0.002	***

* Significant at 0.10 and *** Significant at 0.01 level

Table 3. Correlation between student opinion leadership degree and some independent variables

Variables	Mean	S.D.	Correlation ^a
Independent			
Age	21.47	1.56	0.23**
Social participation	5.04	2.86	0.18*
Social class	2.43	0.71	0.03
Father's education	6.58	5.42	-0.07
Mother's education	2.22	3.59	-0.13
Family income	18.60	15.54	0.03
Media exposure	10.64	1.99	0.24**
Cosmopolitanism	3.98	2.03	0.17
Progressiveness	5.60	1.50	0.17
Fatalism	6.99	1.23	-0.05
Organization membership	1.24	1.94	0.18*
Family opinion leadership	7.46	2.93	0.48***
Dependent			
Student opinion leadership	8.71	2.69	

** if significant at 0.1, * if significant at 0.05 and *** if significant at 0.001 level.

Student opinion leadership and the place of residence

The results of this study indicate that the majority of the students with a high degree of opinion leadership (75.7%) have an urban background and only 24.3% have rural background. However, these percentages were very similar in the other degrees of leadership and thus, there was no significant relationship between the variables ($X^2 = 0.178$, $p > 0.1$). This is expected because the opinion leadership as a social phenomenon is not limited to a specific geographical area.

Student opinion leadership and social participation

Students with a high degree of opinion leadership have variation in the level of social participation with 14 of the students (37.9%) having high level of social participation and 15 (40.5%) having an average level of social participation. It seems that the majority of the student sample regardless of their leadership orientation have a good deal of social participation ($X^2 = 1.387$, $p > 0.1$) because of the nature of easy access to and the encouragement to participate in activities inside the university. Indeed, there is no consensus that opinion leaders always have higher social partici-

pation than their followers [3, p.309]. It is also noted that using a test for simple correlation showed a significant relationship at the 0.1 level with $r = 0.18$.

Student opinion leadership and social class

Although students were asked to choose one of the five social classes (rich, upper-middle, middle, lower-middle, and poor) which each of them represent and complete confidence and secrecy were promised, not one student chose the poor social class. It is believed that this is due to special Saudi cultural factors in that people, out of religious principles, are less likely to show or claim poverty. Therefore, it was decided to cluster the choices in two categories only: high (for the rich and upper-middle) and middle (for the middle and lower-middle). The majority of the students with a high level of opinion leadership (21 students, 56.8%) were from the middle class and 16 students (43.2%) from the high class. Results do not indicate a significant relationship between the student opinion leadership level and the social class of the student ($X^2 = 1.668$, $p > 0.1$, and $r = 0.03$).

Studies show that opinion leaders, or leaders in general, can hold a high, middle, or low rank of class depending on the social class of the followers and the type of leaders. For example, reputed leaders tend to have a high rank of class while concealed leaders tend to have a low rank of class and status [3, pp.281-308; 34]. However, Simon-ton reported on results of several studies. One study stated that 80% of the world's reputation characters in recent history come from a middle class family and only 6% of them come from poor ones. In another study, it was found that 60% of the world leaders come from middle class families [18, pp.49-73].

Student opinion leadership and father's education

In general, the level of education of the whole sample's fathers is very low; about 25% of them have no education and only 13% of them have higher education. The rest (about 62%) have education ranging from 6 to 13 years. The majority of the students who have a high degree of opinion leadership (60.6%) have their fathers belonging to this last educational category. About 12% only of the students with a high degree of opinion leadership have fathers with higher education. The results of this study indicate no significant relationship between the two variables mentioned above ($X^2 = 0.069$, $p > 0.1$, $r = -0.07$). This is likely due to the lack of educational institutions and facilities in the past although the students' parents possibly sought education.

Student opinion leadership and mother's education

The majority of the mothers (65.1%) have no education, 26.8% have up to 6 years of education and only about 8.1% have 7 or more years of education. Almost

68% of the students with a high degree of opinion leadership have mothers with no education. No significant relationship is found between student opinion leadership and their mother's education ($X^2 = 5.52$, $p > 0.1$, and $r = -0.13$). However, an uneducated mother or one who is a housewife could still be an opinion leader, and such mothers influence their children effectively during socialization [35].

Student opinion leadership and father's occupation

Among the environmental factors which affect the student's leadership orientation is their father's job nature. Results show that 9.1% of the students with a high degree of opinion leadership are related to a father with no occupation, about 51.5% have a father employed in a governmental job and 39.4% have a father in private business. It is clear from the results that there is no significant relationship between the two variables ($X^2 = 0.565$, $p > 0.1$). Lazarsfeld *et al.* [35] reported that opinion leaders are found in all occupation groups such as: professional, proprietary, managerial, clerical, commercial, sales, workers (with high, low, or no skills), farmers, housewives, unemployed and retired individuals.

Student opinion leadership and family income

Another economic factor which affects the student's leadership orientation is their families' income or properties. Results of this study show that 27% of the students with a high degree of opinion leadership come from families with a monthly income of 20,000 SR or more and about 30% of these students come from families with monthly incomes ranging from 10,000 SR to 19,000 SR. Almost 43% of them belong to a family with 9,000 SR or less. No significant relationship was found in this concern ($X^2 = 6.48$, $p > 0.1$; $r = 0.03$). Although opinion leaders tend to have higher incomes and economic resources [3, p.308; 22; 24]. Other studies show that opinion leaders are not the richest in the community [35].

Student opinion leadership and media exposure

The majority of the students who have a high degree of opinion leadership (67.6%) have a high media exposure which is much higher than students with no or low degree of opinion leadership. Results of the current study show a significant relationship between these two variables ($X^2 = 5.262$, $p > 0.1$; $r = 0.24$). There is a general agreement in the literature that opinion leaders tend to have more exposure to mass media as Rogers [3, p.308] reported results of ten studies with nine of them supporting that generalization. Many other studies report the same finding [25;26;35].

Student opinion leadership and cosmopolitanism

There is a close resemblance between students with a high degree of opinion leadership and those with no or low degree of opinion leadership concerning their

degree of cosmopolitanism. Of students with a high degree of opinion leadership, 48.65% of them have a high degree of cosmopolitanism and 51.35% have a low degree of cosmopolitanism. There is no significant relationship shown in this study between these two variables ($X^2 = 1.844$, $p > 0.1$; $r = 0.17$). Although some studies indicated the relationship between the two mentioned variables [3, p.308; 27], the current study does not. The possible reasons for this result are the scale used to measure the independent variable which should be reconsidered in future similar studies, the nature of travelling, the openness, reasons and willingness to travel, etc. However, there are some studies that do not indicate a relationship between the two variables [3, p.309].

Student opinion leadership and progressiveness

A high percentage of students with a high degree of opinion leadership (43.2%) have a high level of progressiveness while 27.0% have an average level and 29.7% have a low level of progressiveness. A significant relationship is found in the current study between the dependent variable and progressiveness using the chi-square test ($X^2 = 9.235$, $p > 0.1$). This is supported by some other research outcomes in the literature [3, pp.281-288; 23; 36]. It is noted that using a test of simple correlation, there was no significant relationship ($r = 0.17$, $p = 0.11$).

Student opinion leadership and fatalism

The majority of the students with a high degree of opinion leadership (67.6%) have a low degree of fatalism and 32.4% have a high degree of fatalism. However, there is no significant relationship between the two variables in the current study ($X^2 = 3.405$, $p > 0.1$; $r = 0.05$). Among the possible reasons for the nonsignificance of the relationship is the traditional cultural characteristics of the individuals in some Saudi communities. Similar results were found in other studies [27].

Student opinion leadership and organization membership

The majority of the students in the sample (67.0%) regardless of the leadership orientation have no membership. However, 40.5% of the students with a high degree of opinion leadership are members in different organizations and some of them are active members in local organizations. Using the chi-square test, results of this study do not show a significant relationship between the two variables ($X^2 = 2.805$, $p > 0.1$). This is probably due to the lack of the organizations available to the students in general and/or the lack of time and interest of the students themselves. Using the simple correlation test, results were almost similar and a significant relationship was found at the 0.1 level ($r = 0.18$).

Student opinion leadership and their families' leadership

Most of the students with a high degree of opinion leadership (75.7%) come from families who also have a high degree of opinion leadership. Only 24.3% of these particular students come from families with no or a low degree of opinion leadership. A significant relationship was found in the current study ($X^2 = 12.363$, $p > 0.01$ and $r = 0.48$). These results are supported by both the theories of Personal Traits and Great Man and partially by the Interactional Theory. Adams [32, pp.135-150] refers to the influence of the environmental factors starting with the home conditions and the parents' personality, education, attitude and beliefs which have great importance in the development of the individual in addition to some hereditary factors such as intelligence and physical traits or personal qualities [8, pp.14-49].

A summary of the results of this study is shown for the chi-square tests in Table 2 and for simple correlation in Table 3.

Summary and Implications

The philosophy of agricultural education should stimulate and generate a reasonable interest of the individuals in both urban and rural areas. Colleges of agriculture should offer not only agricultural knowledge but also contribute to developing the leadership skills of students in terms of preparing them to play active roles in rural communities in the future. The current study aimed at determining some important factors which affect the ability of opinion leadership among the students of the College of Agriculture at King Saud University. Results of the current study indicated significant relationships between student opinion leadership levels and three of the independent variables: media exposure, progressiveness and family opinion leadership when using chi-square. Using correlation, age, social participation and organization membership showed slight significance with the dependent variable.

It is recommended to conduct similar studies inside and outside of colleges of agriculture to reach a clear and confirmed picture of the nature and the patterns of opinion leadership. Due to the crucial role of opinion leaders in developing rural communities, it is important to discover these types of leaders before they start their actual contribution and during their education in agricultural institutions, training centers, and rural-related organizations. There is a need to involve them in special programs designed to prepare skillful local leaders to work in agriculture and rural communities.

It is important to modify the agricultural curriculum to develop, train and motivate these students to increase their leadership ability. Courses and workshops in management, technical skills, vocational agriculture, communication, supervision and leadership should be included as required units of course work in the curriculum. Coordination between agriculture institutions and other formal and informal, rural and agriculture-related organizations such as cooperatives, extension agencies, and private agricultural investors is very much needed.

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تأثير بعض العوامل المختارة على تطوير قيادة الرأي بين طلبة كلية الزراعة بجامعة الملك سعود

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(قُدِّم للنشر في ٢٠/١/١٤١٥هـ؛ وقبل للنشر في ٦/٨/١٤١٥هـ)

ملخص البحث. يجب تطوير التعليم بالجامعات بما يناسب الظروف والإمكانات الفردية ويقابل احتياجات المجتمع التي تتسم بالتغير السريع. ويجب تزويد طلبة كلية الزراعة بقدر مناسب من المعرفة والتدريب والمهارات التي تمكنهم من التعامل مع المزارعين والبرامج الزراعية بالمناطق الريفية. وتهدف الدراسة الحالية إلى تحديد بعض العوامل البيئية والاجتماعية الاقتصادية المهمة المؤثرة على القدرات القيادية الفكرية بين طلبة كلية الزراعة مثل: العمر، مكان إقامة الأسرة، المشاركة الاجتماعية، الطبقة الاجتماعية، درجة تعليم كل من الأب والأم، وظيفة الأب، الدخل الأسري، التعرض لوسائل الإعلام، الانفتاحية، التقدمية، القدرية، عضوية المنظمات، درجة قيادة الرأي الأسري. وقد تم اختيار عينة عشوائية طبقية مكونة من ٩٤ طالباً ممثلين لأقسام كلية الزراعة المختلفة. وقد توصلت الدراسة إلى وجود مجموعات قيادة متعددة وأنماط غير محددة الشكل من قيادة الرأي بين الطلبة. وقد بلغت نسبة الدرجة القيادية العالية بين فئات الطلاب (٩, ٣٤٪) وهي أعلى من نظيرتها بين فئات عائلات الطلاب (٥, ٢٤٪). وأظهرت النتائج كذلك وجود علاقة معنوية بين المتغير التابع (درجة قيادة الرأي) وبين ثلاثة متغيرات مستقلة فقط وهي التعرض لوسائل الإعلام ودرجة التقدمية ودرجة قيادة الرأي الأسرية.

