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age affects movement support

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Introduction

Social movements group individuals together in order to fight a common cause. Tilly (2019) calls the term social movement as recognizable as a “trumpet call” to counterweight oppressive power and summon individuals to popular action against a number of concerns. Social change and law reform are top social movement goals that go hand in hand. Social movements seek to create law reform and in turn this creates changes in society (Coglianese, 2001). Following the resource mobilization theory, which focuses on resource management decisions, organizational direction and leadership (Canel, 1997; McCarthy & Zald, 1977). Social movements are highly dependent on the generosity and contribution of resources from others in order to reach these goal(s). The ability to acquire and mobilize resources is a major component of a movement’s success (Etzioni, 1968; Gamson, 1968; Rogers, 1974).

Leaders play a key role in helping secure and organize such resources (Ganz, 2010). They define goals, mobilize followers, forge a community and advance strategies (Nepstad & Bob, 2006). It is crucial for social movements and leaders to adequately prepare for obstacles and strategize their campaigns in order to gain the greatest amount of support and create the greatest level of impact. Yet, leadership significance remains a neglected topic in social movement literature. Leaders have and require numerous qualities and strengths in order to help move their cause(s) forward but how an individual or potential supporter views those qualities can contribute to their behavior of support, for the cause of behavior is in turn a function of attitude (Ajzen & Fishbein, 1977).

Leadership evaluations, much like in politics, can be a crucial part of major decisions, such as voting behavior (Bean, 1993) and in this case support for a social movement. These evaluations pose a direct challenge to leaders, especially when it comes to being judged on characteristics they cannot change, such as age. When we know or assume another individual's age it changes how we think about them, how we address them, and what we

think their views are (Nelson, 2004). Racism and sexism are topics that are vastly investigated and discussed, yet the study of ageism lacks attention. More specifically, the study of stereotyping and discriminating against young people, also referred to as reverse ageism or adultism. This study wishes to contribute to the field by studying the discrimination and assumptions made on youth based on their age, who are active leaders of social movements. Moreover, there exists a research gap regarding leadership evaluation effects on social movement support.

This study addresses the research by exploring: (a) a brief overview of social movements and two popular social movement theories, (b) social movement resource conceptualization, (c) leadership evaluations, and (d) ageism and reverse ageism. The analysis focuses specifically on the topic of environmentalism and environmental movements. This study wishes to contribute to the field by studying how movement leaders affect their leadership evaluations and movement's support based on their age.

Social movements and social movement theory

Social movements have been the empowerment of the people, to have their opinions and voices heard, and to change public policy directly by protesting and lobbying (Andrews, 2001; Cress & Snow, 2000; McCammon et al., 2001; Minkoff, 1999; Soule et al., 1999; Vasi & King, 2012). Social movements generally target state institutions (Amenta, 2013) as well as corporations and universities in order to see these policy changes go into action (Rao, 2008; Sine & Lee 2009; Vasi, 2009, 2011; Zald, Morill, & Rao 2005). Piven calls social movements “disruption”, the mobilization of disruptive power. Alberto Melucci describes a movement as pushing conflict “beyond the limits of compatibility with the system in question, i.e. it breaks the rules of the game, puts forward non-negotiable objectives, questions the legitimacy of power.” (Piven, 2006, p. 29). Amenta defines social movements

as “actors and organizations seeking to alter power deficits and to effect social transformations through the state by mobilizing regular citizens for sustained political action” (Amenta et al., 2010, p. 288). Although there are various definitions for social movements most researchers agree that there must be (1) individuals or groups, (2) shared collective identity, (3) societal change and (4) non-institutionalized tactics. Therefore, the following working definition for this paper states social movements as: social networks or individuals grouped together by a shared identity in order to promote societal change through non-institutionalized tactics.

Social movements emerge as a reaction to the restrictions of personal autonomy by the government (Dahl, 1967; Rohrschneider, 1990). In initial theoretical investigations of social movements, researchers agreed that social movement organizations (SMOs) were the creation of shared grievances, generalized beliefs (loose ideologies) and governmental conditions (Le Bon, 1897; Smelser, 2011; Turner & Killian, 1972) and that by engaging in unconventional political participation these grievances would be reduced. Such initial theory focused only on the social psychological aspects of SMOs and soon after researchers began to disagree with and find little to no support for this theory (Bowen et al., 1968; Crawford & Naditch, 1970; Muller, 1972; Snyder & Tilly, 1977), arguing that emotional grievances were not the only factor as to why individuals choose to take action.

McCarthy and Zald (1977), along with other researchers, began moving away from the initial social psychological theory of SMOs, developing and supporting a resource mobilization theory instead (Breton & Breton, 1969; Etzioni, 1968; Jenkins & Perrow, 1977; Salisbury, 1969; Strickland & Johnston, 1970; Tullock, 1966; Wilson, 1973). Emerging as a political sociological and economic theory and challenging the social psychological theory previously established. Resource mobilization theory aims at making deprivation and grievances a second or weak component of SMOs and focuses more on the aggregation of

resources (i.e. money and labor), third party involvement in SMOs, supply and demand of resources, and cost and reward for individuals and organizations involved (McCarthy & Zald, 1977). The biggest difference, and argument, between the social psychological theory and resource mobilization theory being that individuals who can or do provide SMOs with financial, facility, or labor support may not actually have any commitment to the values or grievances of the social movement.

Social movement resources and support

Scholars in social movement studies have gone on to argue about which resources are most significant for social movement success (Edwards & McCarthy, 2004; Etzioni, 1968; Gamson, 1968; Jenkins, 1983; Rogers, 1974), each establishing their own unique classification scheme. Even though various competing opinions exist about what resources are most valuable, the unanimous consensus is that the greater amount of resources a social movement can obtain, the greater chance it can mobilize those resources to reach its goal(s).

Every social movement has a set of goals, a set of changes it is working on obtaining. Ganz (2000) argues that having resources cannot buy success but that they can be channeled through specific actions in order to obtain it. The most common and effective goals for social movements to make a difference include societal and constitutional law changes (Polletta, 1998). Judges make their rulings according to the laws and not according to claims by social movement groups (Rehnquist, 1986). Coglianese (2001) argues that when law reform happens and as a result societal change follows.

Fitting with the resource mobilization theory, the first fundamental argument of this paper is that resources are positively related to movement success. Surprisingly, the conceptualization of social movement resources still remains vague and elusive. The tendency to conceptualize social movement resources has been to name or include anything

and everything that movements need or use in order to progress towards their goal(s) (McAdam, McCarthy, & Zald, 1988; McCarthy & Zald, 1977; Oberschall, 1973; Tilly, 1978). General categories used are that of money, legitimacy, people, and expertise (Freeman, 1979; Lofland, 1993). Oliver and Marwell (1992) regard money and human labor as the two most important resources to social movement success. Researchers have attempted to contribute to the ambiguity of the literature by specifying how resources are used (Edwards & McCarthy, 2004; Gamson, Fireman, & Rytina, 1982; Jenkins, 1983, Rogers, 1974). This study focuses solely on the resource categories of money (i.e. financial donations) and people (i.e. volunteers, spreading awareness, support), by conducting a quantitative study to assess what type of support a survey respondent would contribute to a specific type of social movement, in this case an environmental movement.

The utility of people as a resource has been further studied and evaluated as one of the most important resources for social movements to mobilize (Stern et al., 1999) and to achieve movement goals (Johnston et al., 1994). Additionally, an extensive research of over 323 violent and nonviolent movements between 1900 - 2006 concluded that nonviolent movements were twice as likely to succeed (53 percent of the time) in political change than violent ones, which only achieved success 26 percent of the time (Chenoweth, Stephan, & Stephan, 2011). Chenoweth et al. (2011) attributes this success to a movement's strength in numbers and states that once a movements' active participant number reaches 3.5 percent of the country's population, success seems inevitable.

Leadership evaluation

There exists a gap in social movement studies, in that of leadership and its impact on a social movement support. Researchers accredit the discrepancy in the literature from a failure to appropriately address structure and agency (Morris & Staggenborg, 2004), as well

as a structural bias (Ganz, 2008). Leadership in social movements has been studied to identify different types of leaders: charismatic or task oriented, enthusiasts or bureaucrats (Roche & Sachs, 1955), ideological or pragmatic (Wilson, 1973), symbolic or decision-making (Turner & Killian, 1957). Although this categorization of leadership is useful, researchers failed to investigate how such characteristics affect the movement's ability to acquire support. A research gap this study wishes to address.

Leaders are "strategic decision-makers who inspire and organize others to participate in social movements" (Morris & Staggenborg, 2004, p. 171). "Effective leadership requires layers of people who share strategic ideas and can win over others" (Barker, Johnson, & Lavalette, 2001, p.13). Leaders play a key role in social movement success, they unite a movement's community and mobilize resources (Ganz, 2010; Smelser, 1962). Social movement leaders tend to be highly educated, or more educated than their followers, and tend to come from middle and upper social classes (Flacks, 1971; Oberschall, 1973; Rejai & Phillips, 1988; Veltmeyer & Petras, 2002). Ganz (2000) argues that leaders must have useful knowledge and political skills, as well as, be held accountable for their constituents. A number of qualities have been deemed necessary when leading a social movement; strong passion, self-confidence, commitment, knowledge of 'speech genres' (Bakhtin, 2010), and ability to communicate, just to name a few.

Having the qualities of good leadership does not always mean acceptance, support and success for a social movement. Leadership perception is formed in two ways: (1) it is recognized based on an individual's characteristics and the perceiver's ideas of what a leader is or (2) it is inferred based on outcomes of events of action from this certain individual (Lord & Maher, 2002). Perceptions about leaders, specifically political leaders, has been shown to affect overall evaluations and an individual's voting behavior (Bean, 1993; Pancer, Brown & Barr, 1999; Ohr & Oscarsson, 2003). The second fundamental argument this study makes is

that the leadership evaluation of a social movement leader does affect the amount of support an individual will commit to giving to the movement. In result of the lack of empirical studies of leadership evaluations in social movements, the frame of reference for leadership evaluations is adopted from political leader evaluations. The measures used by Ohr and Oscarsson (2003), competence, leadership, trustworthiness, empathy, and reliability will be used in the analyses. The five dimensions are believed to cover and assess the main leadership relevant and performance related aspects adequately.

The original political leader evaluation scale was developed by Kinder (1986) for the American national election studies and measured four dimensions of leader evaluation, namely competence, leadership, trustworthiness, and empathy. Bean (1993) uses an extensive seven-dimension measurement scale, namely competence, strength, integrity, harmony, policy/party/group, general likability, and other personal references. Political scientists conducting a multivariate analysis established the effect of individual leader traits on voting behavior, finding a positive impact when the assessment of trustworthiness, reliability, and empathy were high, arguing that evaluations do have an effect on the final outcome, voting behavior (Ohr & Oscarsson, 2003).

Ageism and reverse ageism

Diving deeper into the topic of social movement leadership, this study wishes to address the role of age. Research investigating leader specific characteristics such as gender, age, and race in social movement literature is scarce. Studies that do focus on such aspects have mainly focused on the aspect of gender. Gender and race are both topics extensively discussed and researched in various fields, but what about age? The term ‘ageism’ was first introduced by Robert Butler in 1969 and is seen as one of the three dimensions of interpersonal categorization (Fiske, 1998; Kite, Deaux, & Miele, 1991; Kunda, 1999), the

other two being racism and sexism. Webster's Dictionary (2019) definition of ageism is a "prejudice or discrimination against a particular age-group and especially the elderly".

Racism, sexism, and ageism all have one common outcome, they lead to bigotry and discrimination. This bigotry and discrimination are the solidifications of an attitude, an attitude being one of the major factors influencing behavior (Ajzen & Fishbein, 1972, 1973, 1977; Fishbein, 1967).

Although a ubiquitous and influencing topic, ageism has been highly neglected by researchers. As specified by its definition in Webster's Dictionary, ageism effects have been mostly studied on the elderly, focusing on various topics such as perception, elderly abuse, and the comparison of ageism to racism and sexism. Therefore, for the purpose of this study a more general definition of ageism is adopted as "the systematic stereotyping and discriminating against people on the basis of their age" (North, 2015, p.1), and focuses specifically on the youth age group.

The term "youth" varies in meaning based on era and geographical location. Many social scientists who focus on youth political participation studies in countries where the voting age is 18, identify youth as aged 18 to 24 (Sloam, Ehsan, & Henn, 2018; Arnett, 2000; Sherrod, 2006). Other researchers identify the youth age group as 16 to 24 as their country or population of interest gains the right to vote at the age of 16 (Flanagan & Sherrod, 1988; Kitanova, 2019). Therefore, for the purpose of this research the term "youth" will include individuals aged 15 to 24, as the main interest of this study pertains to participation in social movements, a political aspect where there is no age limitations.

Ageism directed at youth - also referred to as reverse ageism or adultism (Raymer, Reed, Spiegel, et al., 2017) - has been found to have some of the same discriminatory factors as ageism directed at the elderly. Reverse ageism when studied in the workplace finds that younger employees are viewed less favorable in the following work-related attributes:

leadership abilities and accountability (Collins, Hair, & Rocco, 2009; Holt, Marques, & Way, 2012), and are also overall viewed less favorably as employees in general (Ayalon, 2013).

Numerous studies have found that young employees are subject to higher levels of age discrimination, as compared to older employees (Kessler, Mickelson, & Williams, 1999; Marchiondo, Gonzales, & Ran, 2016; Snape & Redman, 2003).

In regards to reverse ageism and political behavior, Sigelman and Sigelman (1982) conducted an experimental analysis of different types of equally qualified candidates (male and female, young and old, African American and Caucasian) in order to assess which factor, racism, sexism, or ageism, played the biggest role in influencing the participants' voting behaviors for the candidates. The Sigelman study (1982) found that ageism had the biggest influencing role on a participants' voting behavior over racism and sexism, as the youngest candidate in their stimuli was found to be the most highly attractive candidate. Additionally, the youngest candidate received the highest level of support (votes) from the respondents while the oldest candidate was highly stigmatized, receiving far less votes than the expected share. All respondents of this study were university college students. This gives strong evidence of the influence of ageism as well as that individuals tend to prefer candidates who are most similar to themselves (Sigelman & Sigelman, 1982).

Additionally, Gordon (2007) conducted a research study where she interviewed teenage social movement leaders in order to assess how young people understand their social status, conceptualize adult power, and how they have adapted to overcome ageism inequality. The main finding concluded that youth social movement leaders do identify ageism and the obstacle it creates and depending on their identification or definition of that obstacle they strategize their social movement campaigns in order to still be able to create a political influence or outcome (Gordon, 2007).

To sum up, reverse ageism is understood as discrimination or prejudice against a young individual because of their age. This perception is crucial in the evaluation of attitudes and behavior, as it causes individuals to accept or reject a young individual's actions, knowledge, or opinions. Thus, age of a social movement leader is likely to affect leader evaluations and support. The extent to which leader evaluations and support differ because of an individual's age is, however, still unexplained with empirical investigation. Based on the different connections of ageism and social movement leaders, the following research questions are proposed:

RQ1: Does the age of a social movement leader affect the amount of support a respondent is willing to give?

RQ2: Does the age of a social movement leader affect the way respondents evaluate them as leaders?

In addition, if ageism is a pre-disposition of an attitude, and attitudes are one of the many factors that determine behavior (Ajzen & Fishbein, 1977), having a pre-established attitude could gravely influence an individual's behavior. This study wishes to further explore the relationship of a pre-established reverse ageism attitude on support. Based on the theoretical findings of attitude on behavior the following hypothesis is proposed:

H1: A strong pre-established reverse ageism attitude will lead to less support for a youth social movement leader.

Finally, if the effect of ageism is stronger against individuals who are least like oneself (Sigelman & Sigelman, 1982), we can expect for there to be a significant relationship between age of the respondent and leader support.

H2: A youth led social movement will have a positive effect on a young respondents' support for the movement.

H3: An adult led environmental movement will have a positive effect on an adult respondents' support for the movement.

Environmental movements

This study is interested in whether the age of a social movement leader affects the amount of support an individual is willing to commit to giving. Therefore, the topic of environmentalism and environmental groups in the United States is used to create the study's stimuli and scenario. The decline and quality of the environment is a topic that affects all individuals globally, as well as, is a future oriented topic that requires attention before the consequences are irreversible. An environmental movement is defined in this study as: a social network or individuals grouped together by a shared identity to promote societal change through non-institutionalized tactics in order to preserve, restore, or improve the environment.

Environmental movements emerged as a fighting force in the United States in the 1970s, aiming to change social attitudes and laws. In the early twentieth century these social movements obtained a significant amount of change in both public attitudes and environmental laws. Yet why does society currently face dire environmental concerns? Coglianesi (2001) argues that although legal reform is helpful to protecting the environment it must be accompanied by a change in public values.

Previous research on environmental movements has focused on what the public thinks about them and what criteria influences individuals to support them (Cotgrove & Duff, 1980; Cotgrove, 1982; Offe, 2019). Rohrschneider (1990) found that perceptions of broader environmental problems are a strong indicator in generating sympathies for environmental movements, he also believed that social class status, specifically middle class, would be an important factor leading to support environmental movements. Cotgrove and Duff (1980)

argue that middle class individuals are not so much concerned with environmental protection but rather support such movements in order to improve their weak political status and advance in industrial societies.

Method

Pilot study

In order to adequately design the experimental stimuli, a pilot study was conducted to evaluate the focal images featured. One experimental stimulus featured a small article about a 17-year-old female environmental movement leader, while the other a 44-year-old female environmental movement leader. The two individuals pictured in the stimuli contain similar body postures, hair and skin color, the only major difference being their age. Additionally, the pictures used are of actual environmental activists in the United States and therefore, the pilot study was conducted in order to see if respondents recognized the individuals in the photographs, as well as, were asked to rate their level of attractiveness on a scale from 1 (least attractive) to 10 (most attractive), and what they thought the individual's age was. The results showed that 10 out of the 10 respondents did not recognize either individual and the mean scores for attractiveness (*youth* $M = 6$, *adult* $M = 6.75$) were relatively similar.

Participants

This study relies on data collected from United States citizens including male (19%), female (80%) and 'other' (1%) respondents, aged 18 - 24 (7%), 25 - 34 (34%), 35 - 44 (25%), 45 - 54 (20%), 55 - 64 (10%) and 65 and above (4%). A convenience sample technique yielded a total of 459 valid responses, by electronic distribution of the survey on social media sites and survey platforms.

Procedure

The experimental procedure was as follows. First, all respondents completed questions pertaining to their environmental knowledge, environmental attitude, and pre-established ageism attitude. Then, respondents were randomly assigned to read one of three stimuli conditions. Third, depending on which stimulus condition the respondent experienced, they were asked about leader evaluation and support, these questions were specific to stimuli one and two. For respondents exposed to stimulus three, the questions they received were to assess support only. Lastly, respondents were asked about their demographics, as well as, to answer the manipulation check for the study.

Stimulus material

The stimuli material consisted of three different versions (see Appendix 3). Stimulus condition one, featured a 17-year-old environmental movement leader with a description of her name and age, as well as, information about the current environmental crisis with facts taken from the NASA website (2019) and conveyed some urgency to take action to save the environment ("Climate Change Evidence: How Do We Know?", 2019). Stimulus condition two, featured a 44-year-old environmental movement leader with her age and name description, as well as, the same information about the current environmental crisis as the first stimulus condition. Stimulus condition three, the control group, featured no environmental movement leader but did portray the same information about the current environmental crisis. The content of this stimuli was kept as similar as possible with only minor differences and was designed to resemble an article in a magazine or newsletter. As stated in the pilot study, the individuals featured are actual environmental activists.

Measures

Leader evaluation. Adapted from previous research, the item was measured by asking respondents which of the following qualities describe the person featured in the article: (a) knowledgeable, (b) provides strong leadership, (c) inspiring, (d) ethical, (e) honest, (f) compassionate, (g) reliable, (h) dependable (Ohr & Oscarsson, 2003). The items were measured using a 5-point Likert scale (1 = Not at all to 5 = Very much). The answers were then averaged to create two final variables, a *youth leader evaluation* (Cronbach's $\alpha = .91$, $M = 3.85$, $SD = .73$), and an *adult leader evaluation* (Cronbach's $\alpha = .91$, $M = 3.62$, $SD = .79$).

Leader support. Five items were used to measure the amount of support a respondent would give to the environmental movement leader featured after reading the stimulus article. The items asked if the respondent would: "Follow the individual on social media", "Share posts about the individual on social media", "Participate in a nonviolent protest with the individual", "Volunteer to help the individual", "Donate money to the individual". The items were measured using a 5-point Likert scale (1 = Not at all likely to 5 = Very likely). The answers were then averaged to create two final variables, a *youth leader support* variable (Cronbach's $\alpha = .89$, $M = 2.54$, $SD = 1.02$), and an *adult leader support* variable (Cronbach's $\alpha = .89$, $M = 2.45$, $SD = 1.17$).

Control group support. Measured in the same way as the *youth leader support and adult leader support* variables. This measure is adjusted to the control group stimulus which featured no environmental movement leader. The construct is made up of the same 5 items tailored to the general environmental movement cause: "Follow an environmental movement on social media", "Share posts about an environmental movement", "Volunteer for an environmental movement", "Participate in a nonviolent protest for an environmental

movement”, and “Donate money to an environmental movement” (Cronbach’s $\alpha = .85$, $M = 3.21$, $SD = 1.03$).

Combined support. This variable was created to run the one-way ANOVA analysis with one dependent variable. It is a measure created by combining the *youth leader support*, the *adult leader support*, and the *control group support* variables.

Environmental knowledge. This construct was measured by asking respondents how they perceive their environmental knowledge (Barber, Taylor & Strick, 2009), with the following three questions: “How much do you feel you know about the environmental issues?”, “Compared to your friends and acquaintances, how much do you feel you know about environmental issues?”, and “Compared to an environmental expert, how much do you feel you know about environmental issues?”. Three 5-point Likert scale items were used (1 = Nothing to 5 = A great deal). The answers were then averaged and combined (Cronbach’s $\alpha = .80$, $M = 4.41$, $SD = .69$).

Environmental attitude. Three items were adapted and used to measure a respondent’s attitude towards the environment. Respondents were asked, on a 5-point Likert scale (1 = Strongly disagree to 5 = Strongly agree), how much they agree or disagree with the following statements: “The ecological crisis facing the world has been greatly exaggerated”, “Mankind is severely abusing the environment”, and “Humans do not need to adapt to the natural environment because they can remake it to suit their needs” (Barber, Taylor & Strick, 2009). The first and last items were re-coded, then averaged and combined (Cronbach’s $\alpha = .60$, $M = 4.41$, $SD = .69$).

Pre-established reverse ageism. The moderating variable of this study measures the respondents' pre-established reverse ageism attitude towards youth individuals. Participants were asked about positive and negative descriptors of youth, measures were adapted from previous research (Raymer, Reed, Spiegel, et al., 2017). The positive descriptors items were: (1) service-oriented, (2) civic-minded, (3) capable of making a positive difference, (4) likes to be challenged, (5) intrinsically motivated (values meaning), (6) team player, (7) pragmatic and practical, (8) optimist. The negative descriptor items were: (1) impatient, (2) constantly needs praise, (3) challenges authority, (4) not loyal, (5) fails to meet expectations, (6) overconfident. All items were measured using a 5-point Likert scale (1 = Not at all to 5 = A great deal). The negative descriptors were first re-coded in order to align with the positive descriptor scale and then all answers were averaged and combined to create the final variable (Cronbach's $\alpha = .86$, $M = 3.10$, $SD = .58$).

Demographic variables. The survey in this analysis collected respondents' information on the following variables: *age, gender, education, income, and race.*

Manipulation check

The survey experiment contained a manipulation check for respondents, asking participants to select the age of the individual featured from the stimulus condition they had seen. The answer choices were as follows: (a) 17, (b) 35, (c) 44, (d) 21, and (e) No person was featured. In an initial pretest for the study, the manipulation check was failed by seven out of nineteen respondents. In order to decrease the chances of this happening, some adjustments were made to the stimuli. Participants who failed the manipulation check in the survey experiment were excluded from the valid cases used to run the analysis.

Analysis

To address the Research Question 1 of this study, a one-way ANOVA analysis was performed. Hypothesis 1 was answered by conducting a moderation analysis using PROCESS macro model 1. The study then presents Pearson's correlations between all variables of interest and demographic characteristics in the study for the youth (Table 1) and adult (Table 2) groups to answer Hypothesis 2 and 3. Additionally, to answer Research Question 2 an independent sample t-test was executed to determine the difference in leadership evaluations between the youth and adult group. A Shapiro-Wilk test for normality and Levene's test for equality of variance were run for both the one-way ANOVA and the independent sample t-test.

Results

Research Question 1 of this study addresses whether the age of a social movement leader affects the amount of support they receive from a respondent. A one-way ANOVA analysis was conducted to compare the effect of support in the youth leader, adult leader, and control group conditions. First, the Shapiro-Wilk test executed was found to be significant ($p < .001$), identifying the data to not be normally distributed. Although the normality of data distribution is violated, the data was still used to run the ANOVA analysis, based on evidence from Stevens (2012) and Bock (1975) of violations of normality only having a slight effect on results, as well as, our sample size being bigger than 50 it approximates normality. Looking at the ANOVA results, the Levene's test of homogeneity of variance was found to be statistically significant ($F_{2,453} = 4.19, p < .05$). Therefore, the null hypothesis was accepted, meaning that the variances of the three groups are not significantly different. Because of these findings, a Welch test was conducted ($F_{2,288} = 22.38, p < .001$) and because a statistically significant result was found, a Scheffe post hoc test was computed. Post hoc

comparisons using the Scheffe test indicated that the youth leader ($M = 2.54$, $SD = 1.02$) condition performed significantly worse when compared to the control group ($M = 3.21$, $SD = 1.03$) condition. Additionally, the adult leader ($M = 2.45$, $SD = 1.17$) condition also performed significantly worse when compared to the control group ($M = 3.21$, $SD = 1.03$) condition. However, the youth leader ($M = 2.54$, $SD = 1.02$) and adult leader ($M = 2.45$, $SD = 1.17$) conditions did not significantly differ from each other. The findings from the one-way ANOVA in conclusion suggest that an environmental movement leader's age does not affect the level of support, but a positively significant difference in support does occur when there is no environmental movement leader present.

The first hypothesis of this study proposed the moderation effect of a pre-established reverse ageism attitude on the relationship between the youth leader condition and support. Additionally, the following variables were controlled for: gender, age, race, income, environmental attitude and environmental knowledge, as they were identified as potentially confounding to the results. The interaction term was found to be positive but not significant ($\beta = .04$, $p > .05$). A positive interaction term indicates that the lower the pre-established reverse ageism attitude of a respondent is the higher the support for the youth leader but because of the lack of significance the relationship between the youth leader condition and support is not moderated by a pre-established reverse ageism attitude. Thus, Hypothesis 1 was not supported.

In order to address Hypothesis 2, a Pearson's correlation analysis was executed between the variables of interest for the youth leader condition variables. According to the correlation test for the youth leader condition (Table 1), there was no relationship found between age of the respondent and youth leader support ($r = .01$, $p > .05$), rejecting Hypothesis 1. The youth leader correlation test does find a positively associated relationship between the evaluation qualities of ethicality ($r = .42$, $p < .01$), honesty ($r = .44$, $p < .01$),

compassion ($r = .34, p < .01$), reliability ($r = .49, p < .01$), dependability ($r = .44, p < .01$) and leader support, hinting at a possible alignment with previous political leader evaluation findings (Ohr & Oscarsson, 2003) a further multivariate analyses would be needed to match theoretical findings.

In regard to Hypothesis 3, the correlation test for the adult leader condition (Table 2), also finds no significant relationship between age of the respondent and adult leader support, rejecting Hypothesis 2. The adult leader correlation test does find a positively associated relationship between the evaluation qualities of ethicality ($r = .53, p < .01$), honesty ($r = .47, p < .01$), compassion ($r = .38, p < .01$), reliability ($r = .59, p < .01$), dependability ($r = .53, p < .01$) and leader support. These findings hint at a possible alignment with previous political leader evaluation theories (Ohr & Oscarsson, 2003), further analyses would be needed to identify the synchronicity between findings.

Other statistically significant findings of leadership come from an independent sample t-test conducted to compare the leadership evaluation means between the youth leader and adult leader conditions – answering Research Question 2 of this study. First, looking at the Levene's test ($F_{1,310} = 2.03, p > .05$), it is found that the variances of the two groups are not significantly different, accepting the null hypothesis. By meeting the criteria for the Levene's test, the results of the t-test are looked at and find that there is a statistically significant difference in the mean scores for the youth leader ($M = 3.85, SD = .73$) and the adult leader ($M = 3.62, SD = .79$) conditions; $t(310) = 2.61, p < .01; d = .30$. The effect size for this analysis, according to Cohen's (1992) convention, is a small effect (Cohen, 1992). These findings suggest that the youth leader (age 17) is more highly evaluated in leadership qualities than the adult environmental movement leader (age 44).

These last findings pertain to the second fundamental argument this study made in the literature stating that leader evaluation of a social movement leader does affect the amount of

support an individual will commit to giving. In regard to this argument we find significantly positive correlations between leader evaluation and support for both the youth ($r = .56, p < .01$) and adult ($r = .64, p < .01$) leader conditions.

Table 1*Youth leader Pearson correlations*

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. L.E. Knowledgeable	1																
2. L.E. Strong Leadership	.56**	1															
3. L.E. Inspiring	.55**	.63**	1														
4. L.E. Ethical	.61**	.50**	.57**	1													
5. L.E. Honest	.50**	.47**	.52**	.56**	1												
6. L.E. Compassionate	.41**	.44**	.53**	.56**	.42**	1											
7. L.E. Reliable	.60**	.58**	.48**	.51**	.57**	.48**	1										
8. L.E. Dependable	.59**	.58**	.56**	.58**	.52**	.49**	.85**	1									
9. Gender	.21**	.19*	.21**	.15	.09	.11	.16*	.20**	1								
10. Age	.10	.01	.07	.03	.05	.14	.13	.04	-.03	1							
11. Education	-.03	.01	.01	-.06	.00	.02	-.01	.01	.00	.06	1						
12. Race	-.05	.04	-.05	.02	.02	-.02	-.19*	-.09	-.07	-.21**	-.04	1					
13. Income	-.11	-.13	-.14	-.16*	-.16*	-.10	-.16*	-.13	-.02	.39**	.20**	-.14	1				
14. En. Knowledge	-.05	-.10	-.06	.05	-.03	.03	-.08	-.10	-.16*	.07	.02	.03	-.03	1			
15. En. Attitude	.26**	.19**	.29**	.28**	.18*	.27**	.22**	.25**	.22**	.04	.05	-.17*	-.13	.16*	1		
16. Pre-Ageism	.03	.11	.10	.13	.08	.15*	.12	.23**	.03	-.22**	.14	-.04	-.14	.02	.17*	1	
17. Leader Evaluation	.78**	.77**	.79**	.78**	.74**	.70**	.82**	.83**	.21**	.09	-.01	-.05	-.18*	-.06	.31**	.15	1
18. Leader Support	.42**	.43**	.47**	.42**	.44**	.34**	.49**	.44**	.12	.01	-.03	-.08	-.24**	.21**	.37**	.12	.56**

Note: Cell entries are two-tailed zero-order correlation coefficients among variables of interest in the study. ($N = 1161$). * $p < .05$. ** $p < .01$. *** $p < .00$

Table 2*Adult leader Pearson correlations*

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. L.E. Knowledgeable	1																
2. L.E. Strong Leadership	.71**	1															
3. L.E. Inspiring	.68**	.76**	1														
4. L.E. Ethical	.62**	.60**	.62**	1													
5. L.E. Honest	.40**	.47**	.47**	.70**	1												
6. L.E. Compassionate	.43**	.52**	.53**	.57**	.50**	1											
7. L.E. Reliable	.66**	.62**	.61**	.64**	.70**	.46**	1										
8. L.E. Dependable	.56**	.54**	.53**	.63**	.68**	.50**	.80**	1									
9. Gender	.09	-.00	-.03	-.07	-.08	-.05	-.04	.00	1								
10. Age	-.15	-.15	-.16	-.24**	-.17	-.20*	-.14	-.08	.12	1							
11. Education	-.07	-.02	-.07	-.05	.00	-.15	-.17	-.09	.01	.14	1						
12. Race	-.04	.04	.04	.09	.02	.05	-.07	-.01	-.04	-.24**	.03	1					
13. Income	-.11	-.17	-.21*	-.23**	-.18*	-.11	-.13	-.09	.07	.30**	.23**	-.24**	1				
14. En. Knowledge	.02	.06	.09	.09	.15	.01	.06	.14	-.13	.01	.11	.03	-.10	1			
15. En. Attitude	.25**	.23**	.26**	.25**	.20*	.28**	.14	.23**	.06	-.03	-.03	-.11	-.03	.01	1		
16. Pre-Ageism	.25**	.24**	.30**	.33**	.24**	.12	.20*	.15	.09	-.16	.10	.02	-.04	.12	.32**	1	
17. Leader Evaluation	.79**	.81**	.81**	.83**	.77**	.71**	.86**	.82**	-.03	-.20*	-.10	.02	-.19*	.10	.30**	.28**	1
18. Leader Support	.47**	.54**	.57**	.53**	.47**	.38**	.59**	.53**	-.06	-.14	-.15	-.03	-.18*	.20*	.40**	.29**	.64**

Note: Cell entries are two-tailed zero-order correlation coefficients among variables of interest in the study. ($N = 1161$). * $p < .05$. ** $p < .01$. ***

Discussion

In the current era of social movements and their causes, there is a growing debate over how effective these movements can be. This study investigates how a social movement leader's age affects the level of support and resources an individual will give, being that resources are a key aspect in helping a movement reach its goal(s). Therefore, a comparison of support level means was examined in this association.

The results of this study showed that support for an environmental movement is not affected by the leader's age. There was however, a more pronounced effect when it came to comparing support in an environmental movement with a leader than one without. In both cases the environmental movement with no leader received a higher level of support compared to the youth leader and adult leader environmental movements. Additionally, it was found that leadership evaluation yielded a higher evaluation for the youth leader than for the adult leader. A previous study by Ohr and Oscarsson (2003) found that individuals tend to support individuals who are most like themselves. In order to see if such findings were also true in this study, the relationship between age of the respondent and leader evaluation was examined for both the youth and adult leader conditions. The results show that there was only one significantly negative relationship found between age of the respondent and adult leader evaluation. Meaning that the higher the age of the respondent the lower the evaluation of the adult leader, this finding does not align with previous research and no other relationships were found to be significant.

Additionally, this study also accessed how having a pre-established reverse ageism attitude could amplify or diminish the relationship between the youth leader condition and support. Based on attitude-behavior theoretical work by Ajzen and Fishbein, about how an individual's attitude is a factor of their behavior (Ajzen & Fishbein, 1973, 1977; Fishbein, 1967; Fishbein & Ajzen, 1972), and once that attitude is formed an individual is pre-disposed

to behave in consistent manner with that attitude (Otway & Fishbein, 1977). The relationship examined in the moderation analysis proved to be inconclusive with no statistical significance found. Although, the results do align with previous theoretical evidence pertaining to attitude and behavior, as the interaction terms identifies that the lower pre-established reverse ageism attitude in a respondent does have the higher the level of support for the youth leader. The lack of significance could be a potential effect of a small sample size when using a number of controls, this could be an improvement for future studies. Another improvement could be to perhaps better measure the pre-established attitude variable without directly priming a respondent for their attitude. The lack of significance and power from this study could also be a result of the measurement items being very direct which could have led individuals to answer based on social desirability bias.

While the concept of social movements has been extensively explored, studies focusing on the effects of leadership and ageism are still scarce. This study contributes to the existing research gap by further exploring ageism and its role in social movements and leadership roles. Findings suggest that a social movement leader's age is not necessarily an important factor when it comes to gaining support. The results suggest it may actually be more beneficial for movements to go leaderless in order to gain the greatest amount of resources and support. Such results could be of great use to social movements in order to plan and strategies their campaigns to gain the greatest amount of support as for a functioning and successful social movement it is vital for to have support and resources in order to meet their goal(s) (Edwards & McCarthy, 2004; Etzioni, 1968; Gamson, 1968; Jenkins, 1982; Rogers, 1974). Additionally, this study further sheds more light on the effects of leadership evaluation in a dimension other than that of political leaders and the generality of its implications among other fields.

Limitations

The scope of this study does present some empirical and theoretical limitations. First, it is difficult to create credible and impactful stimuli. In this particular case, due to the lack of resources, actual environmental activists were featured. Even though a pilot study was conducted to validate the usage of these images, it is possible that out of the 459 respondents some may have recognized the individuals featured and may have answered the survey questions in a biased way. Future research should consider creating custom social movement leader images in order to adequately create unbiased stimuli.

Another limitation of this study is the one-way ANOVA and independent sample t-test prerequisite of normality of data was not met. Non-normally distributed data for a sample size greater than 50 has been seen to approach normality, it is only in sample sizes smaller than 50 where the data should be adjusted to normality (Bock, 1975; Stevens, 2012), but future research could collect a greater amount of respondents which would ideally yield normally distributed data.

Another shortcoming is that the data collected is not nationally representative of the United States and therefore the findings cannot be applied to the population as a whole. A larger sample size with greater variety in age, gender, race, and income could produce findings that can be applied to the whole population of the United States. In addition, this study focuses solely on the topic of environmentalism and environmental movements and features only female environmental movement leaders. An expansion of social movement causes and gender on leadership and ageism can be a contribution for future research. Additionally, further research could investigate how the relationships established with this study play out in different geographical locations.

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Appendix

Survey Experiment Questions

1.1 Section 1: Eligibility question

1. Are you currently a citizen of the United States?
 - a. Yes (*proceed to survey*)
 - b. No (*survey end*)

1.2 Section 2: Environmental knowledge (5-point Likert scale - Nothing (1) to A great deal (5)) (adopted from Barber, Taylor & Strick, 2009).

1. How much do you feel you know about environmental issues?
2. Compared to your friends and acquaintances, how much do you feel you know about environmental issues?
3. Compared to an environmental expert, how much do you feel you know about environmental issues?

1.3 Section 3: Environmental attitude (5-point Likert scale - Strongly disagree (1) to Strongly agree (5)) (adopted from Barber, Taylor & Strick, 2009).

1. How much do you agree or disagree with the following statements about the environment?
 - a. The ecological crisis facing the world has been greatly exaggerated.
 - b. Mankind is severely abusing the environment.
 - c. Humans do not need to adapt to the natural environment because they can remake it to suit their needs.

1.4 Section 4: *Pre-established ageism: generational stereotypes (adopted from Raymer, M., Reed, M., Spiegel, M., & Purvanova, R. K., 2017) - used 5-point scale - Not at all (1) to A great deal (5) - to measure any pre-established attitudes.*

1. The following questions concern your opinions about young people, those aged between 15 to 24. Please answer the following questions to the best of your knowledge. Young people/Young people are...

- a. Generational Stereotypes (Positive Descriptors)

- i. Service-oriented
- ii. Civic- minded
- iii. Capable of making positive difference
- iv. Likes to be challenged
- v. Intrinsically motivated (values meaning)
- vi. Team player
- vii. Pragmatic and practical
- viii. Optimist

- b. Generational stereotypes: Negative descriptors

- i. Impatient
- ii. Constantly needs praise
- iii. Challenges authority
- iv. Not loyal
- v. Fails to meet expectations
- vi. Over-confident

1.5 Section 5: *Stimuli, 3 groups, randomized*

1. Environmental movement with no leader emphasis
2. Environmental movement with adult leader emphasis

3. Environmental movement with youth leader emphasis

1.6 Section 6: *Environmental movement leader evaluation (5-point-Likert scale: Not at all (1) to Very much (5)) ((Ohr & Oscarsson, 2003).*

1. After reading the article, which of the following words would you say describe the person featured?

- a. Knowledgeable
- b. Provides strong leadership
- c. Inspiring
- d. Ethical
- e. Honest
- f. Compassionate
- g. Reliable
- h. Dependable

1.7 Section 7: *Environmental movement leader support (5-point-Likert scale: Not at all likely (1) to Very likely (5))*

1. After reading the article, how likely is it that you would support the individual by taking the following actions...

I would...

- a. Follow the individual on social media.
- b. Share posts about the individual on social media.
- c. Participate in a nonviolent protest with the individual.
- d. Volunteer to help the individual.
- e. Donate money to the individual.

1.8 Section 8: *Environmental causes support (5-point-Likert scale: Not at all (1) to Very much (5))*

1. To what extent do you support the following causes...
 - a. Changing consumer behavior (i.e. reduce energy usage, purchase environmentally friendly products, etc.) in order to help the environment.
 - b. New environmental policies (i.e. higher taxes, mandatory recycling, regulations on watering, etc.) in order to help the environment.

1.9 Section 9: Current support for environmental movement

1. Do you currently support an environmental movement?
 - a. Yes
 - b. No
2. If yes, in which ways do you support the organization?
 - a. Follow on social media
 - b. Volunteer
 - c. Attend protests/demonstrations
 - d. Donate money

1.10 Section 10: Participant demographics

1. What is your gender?
 - a. Male
 - b. Female
 - c. Prefer not to say
2. What is your age?
 - a. Under 18
 - b. 18 - 24
 - c. 25 - 34
 - d. 35 - 44

- e. 45 - 54
 - f. 55 - 64
 - g. 65 and above
3. What is the highest level of education you have completed?
- a. High school
 - b. Bachelor's degree
 - c. Master's degree
 - d. Doctorate's degree
4. What is your race or ethnicity?
- a. White
 - b. Hispanic or Latino
 - c. Black or African American
 - d. Asian or Asian Indian
 - e. American Indian or Alaska Native
 - f. Middle Eastern or North African
 - g. Native Hawaiian or Other Pacific Islander
 - h. Other
5. Last year, what was your family's total household income, before taxes?
- a. Less than \$15,000
 - b. \$15,000 - \$24,999
 - c. \$25,000 - \$34,999
 - d. \$35,000 - \$44,999
 - e. \$45,000 - \$54,999
 - f. \$55,000 - \$64,999

- g. \$65,000 or more

1.11 *Section 11: Manipulation check*

1. From the article you read earlier, could you please select the age of the person that was featured?
 - a. 17
 - b. 35
 - c. 44
 - d. 21
 - e. No person was featured

2. Pilot Study Questions

1. Do you recognize or know the person in the photo?
 - a. Yes
 - b. No
2. How old would you say she is?
3. On a scale from 1 (least attractive) to 10 (very attractive) how attractive do you find the individual?

3. Experimental Stimuli

3.1 Youth leader stimulus

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17-Year Old Jamie Leads Fight To Save The Environment



17-year old Jamie Margolin (pictured on the left) is a community organizer, activist and public speaker. Like other teens, Jamie is busy applying to colleges and finishing high school. But she also has another nontrivial project that occupies her time: saving the world from a climate catastrophe.

In 2017, Jamie co-founded an international nonprofit movement to fight climate change. Among her tasks she organized meetings, educated community members, and led nonviolent protests across the U.S.. Her fight against climate change first started in 2015 when she joined an environmental coalition.

She describes her drive to save the planet not as a passion but as an action to an emergency situation.

"I'm very urgent because it's a time bomb and it's going to explode. Do I have an affinity for time bombs? No. But if I have that emergency situation, of course I am going to act."

To avoid catastrophic climate disruption, global emissions of greenhouse gases must be slashed by 45% by 2030, requiring unprecedented transformations in energy, agriculture and other key sectors.

Will you join Jamie in the fight for the future of the planet?

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3.2 Adult leader stimulus

MARCH 2020

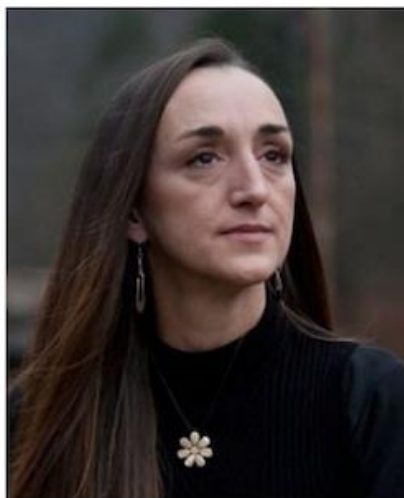
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WEEKLY REPORT



44-Year Old Maria Leads Fight To Save The Environment

44-year old Maria Gunnoe (pictured on the left) is a community organizer, activist and public speaker fighting for the future of our planet.



In 2017, Maria co-founded an international nonprofit movement to fight climate change. Among her tasks she organized meetings, educated community members, and led nonviolent protests across the U.S.. Her fight against climate change first started in 2000 when she joined an environmental coalition.

She describes her drive to save the planet not as a passion but as an action to an emergency situation.

"I'm very urgent because it's a time bomb and it's going to explode. Do I have an affinity for time bombs? No. But if I have that emergency situation, of course I am going to act."

To avoid catastrophic climate disruption, global emissions of greenhouse gases must be slashed by 45% by 2030, requiring unprecedented transformations in energy, agriculture and other key sectors.

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3.3 Control group stimulus (No leader)

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Fighting To Save The Environment

Since the 1980's scientists and environmental groups have been warning the public about the detrimental effects being done to our planet and how we must improve our laws and way of life in order to save it.

In the recent years the situation has gone from bad to worse. According to NASA data (2019), nineteen of the twenty warmest years have occurred since 2001, land ice in Greenland is disappearing at 283 gigatonnes per year, and sea levels are rising at 3.3 millimeters per year.

In order to avoid catastrophic climate disruption, global emissions of greenhouse gases must be slashed by 45% by 2030, requiring unprecedented transformations in energy, agriculture and other key sectors.

Environmental movements all around the country inform, educate, and fight for causes to save planet Earth. These nonprofit movements, in order to achieve their goals, require support from the community not only for resources but also for passionate individuals in order to become a voice that is actually heard.

Although big changes are necessary to save the planet, small actions can also certainly help. Scientist, researchers, and environmental movements encourage individuals to recycle, reduce their waste and energy usage, take public transport or carpool, and buy bio or environmentally friendly products when possible.

Will you join the fight for the future of the planet?

IN THIS ISSUE

**A BEGINNER'S GUIDE:
THE STOCK MARKET**

JAPAN OLYMPICS 2020

Tables

Reliability and descriptive statistics

Construct	α	$M (SD)$
Leader evaluation	.91	3.6 (.79)
Youth leader support	.89	2.5 (1.0)
Adult leader support	.89	2.5 (1.2)
Control group support	.85	3.2 (1.0)
Pre-established reverse ageism	.86	3.1 (.58)
Environmental knowledge	.80	4.4 (.69)
Environmental attitude	.60	4.4 (.69)
Age		5.1 (1.7)
Gender (male = 1)		1.83 (.42)
Education		2.4 (.79)
Race		1.6 (1.5)
Income		5.3 (2.0)

Note: The variables of age, education, race, and income are all based off of categories, the mean reflects a specific category. Means and standard deviations for evaluation and support variables are based on specific stimulus group data. Overall total sample size (Valid N = 459).

Control group Pearson's correlations

Variables	1	2	3	4	5	6	7	8	9
1. Gender	1								
2. Age	-.05	1							
3. Education	.10	.10	1						
4. Race	.01	-.10	.01	1					
5. Income	-.01	.16*	.01	-.09	1				
6. En. Knowledge	-.09	.17*	.18*	-.02	-.12	1			
7. En. Attitude	.07	.14	.10	-.10	-.09	.13	1		
8. Pre-Ageism	.03	.05	.02	-.04	-.01	.26**	.13	1	
9. C.G. Support	.11	.08	-.11	-.10	-.11	.11	.40**	.26**	1

Note: Cell entries are two-tailed zero-order correlation coefficients among variables of interest in the study. ($N = 1161$). * $p < .05$. ** $p < .01$. *** $p < .001$.

Independent t-test results for leader evaluation

Variable	Levene's Test		Youth leader		Adult leader		$t(310)$	p	Cohen's d
	F	p	M	SD	M	SD			
Leader evaluation	2.03	.16	3.85	.73	3.62	.79	2.61	.01	.30

Abstract

This study examines environmental movements, movement support, and ageism to investigate how a movement leader's age impacts the support of an environmental movement. The analysis helps to further examine and understand age as an aspect of social inequality by further analysing the way in which youth social movement leaders face ageism and whether it helps or hurts their social movement goal(s). Drawing on a convenience sample survey experiment (total $N = 459$) collected among U.S. citizens, a one-way ANOVA analysis compared support levels between the youth leader, adult leader, and control group (no leader) conditions. The results indicate that the control group condition, with no leader, receives higher levels of support than the youth and adult leader conditions. This would suggest that age is not significantly related to movement support. Additionally, a moderation analysis was conducted to assess how a pre-established ageism attitude towards a young individual affects the relationship between the leader and support. Findings from this analysis were found to be inconclusive. Finally, an independent sample t-test findings indicate that leader evaluations are significantly higher for a youth leader than that of an adult leader.

Keywords: *Social movements, environment, reverse ageism, leadership, support*

Abstrakt

Diese Studie untersucht Umweltbewegungen, die Unterstützung von Bewegungen mit Ressourcen und Altersdiskriminierung, um zu erforschen, wie sich das Alter einer Führungsperson einer Bewegung auf die Unterstützung der Bewegung auswirkt. Die Analyse trägt dazu bei, Alter als einen Aspekt der sozialen Ungleichheit weiter zu untersuchen und zu verstehen, indem analysiert wird, wie jugendliche Führungspersonen einer Bewegung mit der Stereotypisierung und Diskriminierung aufgrund von Alter konfrontiert sind und ob dies den Zielen der Bewegung welche sie anführen hilft oder schadet. Auf der Grundlage einer unter US-Bürgern erhobenen Convenience-Stichprobe (N = 459) wurde in einer einseitigen ANOVA-Analyse das Unterstützungsniveau zwischen einer jugendlichen Führungsperson, einer erwachsenen Führungsperson und einer Kontrollgruppe verglichen. Die Ergebnisse deuten darauf hin, dass die Kontrollgruppe ohne Führungsperson ein höheres Maß an Unterstützung erhält als die beiden anderen Gruppen. Dies würde darauf hinweisen, dass das Alter in keinem signifikanten Zusammenhang mit der Unterstützung der Führungsperson steht. Zusätzlich wurde eine Moderationsanalyse durchgeführt, um herauszufinden, wie sich eine vorab festgelegte Einstellung zum Alterismus gegenüber einem jungen Menschen auf die Beziehung zwischen dem Leiter und der Unterstützung auswirkt. Die Ergebnisse dieser Analyse erwiesen sich als nicht schlüssig. Schließlich zeigt eine unabhängige Stichprobe von T-Testergebnissen, dass die Bewertungen von Führungskräften für einen Jugendleiter signifikant höher sind als für einen erwachsenen Leiter.

Schlüsselwörter: Soziale Bewegungen, Umwelt, umgekehrter Ageismus, Führung, Unterstützung