ABSTRACT

Catrina Davis, LEADERSHIP EFFICACY AMONG UNDERGRADUATE BLACK SORORITY AND FRATERNITY MEMBERS: A COMPARISON BETWEEN HISTORICALLY WHITE AND HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (Under the direction of Dr. Crystal Chambers). Department of Educational Leadership, December 2021.

This non-experimental quantitative study examined the leadership efficacy of undergraduate students in National Pan-Hellenic Council sororities and fraternities at Historically Black and Historically White Colleges and Universities by comparing differences and strength of associations through a secondary analysis of 2009, 2010, and 2011 data collected through the international project called the Multi-Institutional Study of Leadership. This study was guided by three questions: First, what is the leadership efficacy of undergraduate Black fraternity and sorority members at historically White institutions and historically Black colleges and universities? Second, is there a difference in the leadership efficacy between undergraduate student members of Black sororities and fraternities at historically White and historically Black institutions? Third, what institutional factors influence the leadership efficacy of undergraduate Black fraternity and sorority members at historically White institutions and historically Black colleges and universities? Key findings of this study indicated that in general, NPHC members at both HBCUs and HWIs self-rated their leadership efficacy as high. Second, there is a statistical difference in the self-reported leadership efficacy of NPHC members at HWIs compared to HBCUs, with those at HBCUs being slightly higher. Institution type (HBCU or HWI) were the only two institutional factors that could be compared in this study. Due to limited data points, other institutional factors that may influence the leadership efficacy of NPHC members at HBCUs and HWIs could not be determined.

LEADERSHIP EFFICACY AMONG UNDERGRADUATE BLACK SORORITY AND

FRATERNITY MEMBERS: A COMPARISON BETWEEN HISTORICALLY WHITE

AND HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

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Catrina Davis

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FRATERNITY MEMBERS: A COMPARISON BETWEEN HISTORICALLY WHITE

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DEDICATION

I dedicate this project to my beloved mother, birth family, 'ohana and many friends. This is for all of us. My journey with this project was challenging and I often wanted to quit. Thinking of all of you, my village, gave me the strength and inspiration to keep going. For anyone thinking you can't, you can, because I did. The race is not given to the swift nor strong, but to those who endure until the end (Ecclesiastes 9:11 & Matthew 24:13). Blessed be Elohim for being who He is, and for the truth and power of His Word!

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CHAPTER 1: INTRODUCTION

The concept of leadership has gained increased attention as a topic of discussion in recent years, particularly within higher education. From research, we know that numerous books, theories, programs, centers, courses and seminars about how to lead exist; leadership is presumed as a mechanism for facilitating change; and institutional context has an impact on leadership development (Kellerman, 2012). While numerous studies on the topic of leadership have been conducted, "the importance of the leadership process in producing learning so that people can be more successful in creating change, providing organizational direction, and supporting organizational effectiveness is not emphasized in the higher education literature" (Kezar et al., 2006). The urgency for institutions of higher education to train students as future leaders who are equipped to effectively manage the ever-changing demands of globalization, competition and increased accountability is critical and calls for "different skills and the reeducation of campus stakeholders if they want to be successful leaders" (Kezar et al., 2006).

Statement of the Problem

Leadership is ubiquitous and leaders exist within every industry and sector of society. Kellerman (2012) indicates that there are about 1,500 definitions of leadership and about 40 leadership theories. Her summation is that "leadership development implies developing good leaders, and that good leaders are both ethical and effective" (Kellerman, 2012, p. xxi). In spite of the plethora of tools, resources, and research on leadership, a gap exists "between the teaching of leadership and the practice of leadership" (Kellerman, 2012). This gap presents one of the problems with leadership and provides the backdrop for this leadership research study. The vast amount of leadership tools, resources, and research, dubbed the "leadership industry" by

Kellerman (2012) in *The End of Leadership*, shows attempts to teach people how to lead however;

> the tireless teaching of leadership has brought us no closer to leadership nirvana than we were previously; that we don't have much better an idea of how to grow good leaders, or of how to stop or at least slow bad leaders, than we did a hundred or even a thousand years ago; that the context is changing in ways leaders seem unwilling or unable to fully grasp; that followers are becoming on the one hand disappointed and disillusioned, and on the other entitled, emboldened, and empowered; and lastly, that notwithstanding the enormous sums of money and time that have been poured into trying to teach people how to lead, over its roughly fort-year history the leadership industry had not in any major, meaningful, measurable way improved the human condition. (p. xiv)

Kellerman's sentiments are thought provoking and raise questions about the meaning, relevancy, impact, and process of leadership and point to the need to bridge the gap between what is taught about leadership versus what is applied. Institutions of higher education are often viewed as the training ground for producing leaders and they offer the ideal context in which to explore the gap between the teaching and practice of leadership that Kellerman describes. Although the U.S. higher education system is generally regarded as the best in the world, "there is mounting evidence that the quality of leadership in this country has been eroding in recent years" (Astin et al., 2000, p. 2) which is also an indicator of the need to better understand the leadership development process, particularly within higher education as these institutions are critical in training leaders for all facets of society. Komives and Dugan (2006) punctuate the issues related to leadership in higher education by highlighting three key issues related to the leadership development of college students. First, like Kellerman (2012), they indicate that there is a gap

between theory and practice. Second, they explain that the leadership development needs of college students is not clear, and lastly, that it is not clearly known how the college environment impacts theoretically grounded college student leadership development. These three issues are noted throughout the body of literature along with the charge to postsecondary education institutions to explore the leadership development process, programs, and practices (Kezar et al., 2006; Owen, 2012; Zimmerman-Oster & Burkhardt, 2000). Although institutions of higher education are viewed as the training ground for producing leaders, the problem statement as it relates to this study is that; it is not fully known how university type influences student leadership development.

Purpose of Study

The purpose of this non-experimental quantitative study is to examine the leadership efficacy of undergraduate students in National Pan-Hellenic Council sororities and fraternities at Historically Black and Historically White Colleges and Universities by comparing differences and strength of associations through a secondary analysis of 2009 and 2011 data collected through the international project called the Multi-Institutional Study of Leadership.

Theoretical Framework

Using data from the Multi-institutional Study of Leadership (MSL), this study measures the influence of institution type on the leadership efficacy of undergraduate members of Black sororities and fraternities. The MSL utilizes the Social Change Model (SCM) of Leadership Development as a theoretical framework (Higher Education Research Institute [HERI], 1996). The MSL utilizes the Social Change Model of Leadership (see Figure 1) as it is consistent with contemporary leadership theory across a wide-array of disciplines. It was created specifically for

Group Values

Collaboration
Common Purpose
Controversy with Civility

Change

Consciousness of Self
Congruence
Commitment

Citizenship

Individual
Values

Society / Community
Values
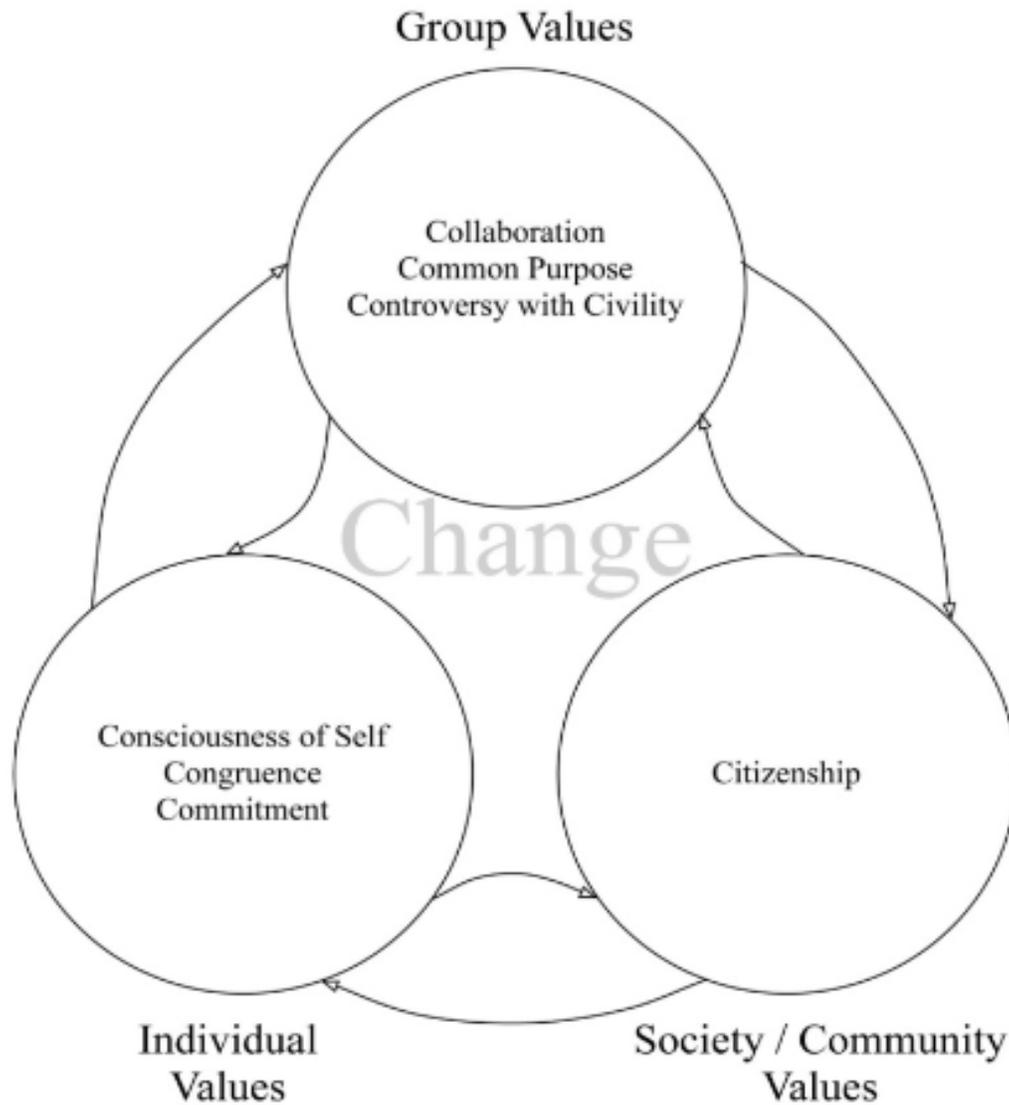
Note. Reprinted from Higher Education Research Institute [HERI] (1996). A social change model of leadership development: Guidebook version III. Los Angeles: University of California Los Angeles Higher Education Research Institute. [Guidebooks are available from the National Clearinghouse for Leadership Programs; http://www.nclp.umd.edu]

Figure 1. Social Change Model for Leadership Development.

use in working with college students and is consistently named as one of the most well-known and applied student leadership models (Kezar et al., 2006; Owen, 2012).

The Higher Education Research Institute (1996), also referred to as HERI, explains that the SCM describes leadership as a purposeful, collaborative, values-driven process, instead of a title or position. In this context, a "leader" is anyone who wants to work with others to make a difference. The model's central principles, social responsibility and change for the common good, are assessed through eight core values that describe a student's level of self-awareness and ability to work with others. The SCM measures socially responsible leadership capacity which is defined as "a purposeful, collaborative, values-based process that results in positive social change" (Komives et al., 2009, p. xii). The SCM's central principles are assessed through core values that describe students' levels of self-awareness and abilities to work with others (HERI, 1996).

Research Questions

This study was guided by the following research questions:

1. What is the leadership efficacy of undergraduate Black fraternity and sorority members at historically White institutions and historically Black colleges and universities?

2. Is there a difference in the leadership efficacy between undergraduate student members of Black sororities and fraternities at historically White and historically Black institutions?

3. What institutional factors influence the leadership efficacy of undergraduate Black fraternity and sorority members at historically White institutions and historically Black colleges and universities?

Overview of Research Method

This quantitative study used a sample data set from the 2009-2012 Multi-Institutional Study of Leadership that has the most comprehensive collection of data related to college student leadership development to date. Using a sample set of MSL data about undergraduate students' leadership development, this study used a between-subject single factor design to explore if the dependent variable of leadership efficacy of undergraduate students in Black Greek fraternities and sororities varies based on the independent variable of institution type; HBCU and HWI. Quantitative studies are useful for describing trends and explaining the relationship among variables. Correlational explanatory design was chosen for this study because it allows the opportunity to explore the association between or among variables. Further, it will allow examination of the extent to which variables co-vary, meaning where changes in one variable are reflected in changes in the other. This study explored whether the variable of institution type (HBCU vs. HWI) predicts student leadership efficacy. Descriptive statistical analyses were conducted to explore the overall trends in the sample data set for this study including central tendency, variability and relative standing. Additionally, inferential statistical tests including ANOVA, Pearson's correlation coefficient, t-test, and linear regression were utilized to explore the hypotheses of this study as is best practice when comparing groups and relating two or more variables (Creswell, 2011).

Significance of Study

As institutions seek to develop leaders, leadership programs and to retain and graduate African American students, it is necessary to know what, if any, institutional factors impact the leadership development of this student population. Colleges and universities seek to train and graduate students who are prepared to enter the workforce and society as productive,

contributing leaders within their spheres of influence. As many modern colleges and universities have adopted an emphasis on leadership training and development, it is reasonable to consider whether students trained at different types of colleges and universities experience and leave those institutions feeling the same level of confidence (efficacy) in their leadership ability. Using 2009-2011 data from the Multi-institutional Study of Leadership, the purpose of this quantitative study is to explore the leadership efficacy of collegiate members of Black sororities and fraternities at historically White and Black colleges and universities.

<div align="center">**Definition of Terms**</div>

While there are a multitude of ways to classify colleges and universities, this study will focus on the leadership development of student members of black sororities and fraternities at two institution types: Historically Black Colleges and Universities (HBCUs) and Historically White Institutions (HWIs). Additionally, this study will use the following operational definitions:

Black Greek Letter Organization(s) (BGLO)s: Sometimes used to describe the nine Black Greek letter sororities and fraternities that were founded between 1906 and 1963; however, it also refers to organizations created after 1963. This study uses BGLO interchangeably with Black sororities and fraternities.

Divine Nine: This term is used to describe the nine Black Greek Letter sororities and fraternities that were founded between 1906 and 1963.

Historically Black Colleges and Universities (HBCU): The amended Higher Education Act of 1965, defines an HBCU as a: "historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the

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Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation."

Historically Black Fraternities and Sororities: Describes the nine Black Greek letter sororities and fraternities that were founded between 1906 and 1963.

Historically White Institutions (HWI): Colleges and universities that were historically segregated, attended by White students and did not admit African American students (Allen et al., 1991).

Leadership: For the context of this study, the Social Change Model (SCM) definition of Leadership is applied. The SCM approach to leadership entails several assumptions including the idea that leadership is concerned with creating change on behalf of others and society; leadership is collaborative; leadership is a process; leadership should be value based; all students are potential leaders, and that service is a powerful vehicle for students to develop leadership skills. (HERI, 1996).

Leadership Development: For the purpose of this study, Kellerman's (2012) definition of leadership is helpful. "Leadership development implies developing good leaders, and that good leaders are both ethical and effective."

Leadership Self-Efficacy (LSE): one's own belief or confidence in the possibility that they will be successful when engaging in leadership. This is a key predictor of gains in leadership capacity as well as a factor in whether or not students actually enact leadership behaviors (Dugan & Correia, 2014).

Multi-Institutional Study of Leadership (MSL): an international research program focused on understanding the influences of higher education in shaping socially responsible leadership capacity & other leadership related outcomes (Multi-Institutional Study of Leadership, n.d.).

National Pan-Hellenic Council (NPHC): The National Pan-Hellenic Council is an umbrella organization to which the nine Black Greek sororities and fraternities belong.

Social Change Model of Leadership Development (SCM): The SCM measures socially responsible leadership capacity defined as "a purposeful, collaborative, values-based process that results in positive social change" (Komives et al., 2009, p. xii). Its central principles are assessed through core values that describe students' levels of self-awareness and abilities to work with others (HERI, 1996). The SCM has seven categories: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship.

Socially Responsible Leadership: "the process of leadership" (Tyree, 1998, p. 19) that evolved from the description of "collaborative relationships that lead to collective action grounded in shared values of people who work together to effect positive change" (Tyree, 1998, p. 19 citing Astin et al., 1996, p. 17).

Socially Responsible Leadership Scale (SRLS): The SRLS is an assessment instrument that utilizes 103 items grouped into eight categories to measure leadership self-efficacy (LSE). LSE is one's internal belief in the likelihood that they will be successful when engaging in leadership. LSE is a key predictor of gains in leadership capacity as well as a factor in whether or not students actually enact leadership behaviors (Dugan & Komives, 2010; Tyree, 1998). The eight areas assessed include:

1. Consciousness of Self: Being aware of the beliefs, values, attitudes, and emotions that motivate a person to take action.

2. Congruence: Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others.

3. Commitment: Having the energy that motivates an individual to serve and that drives the collective effort.

4. Collaboration: Working with others in a common effort.

5. Common Purpose: Having shared goals and values when working with others.

6. Controversy with Civility: Believing in two fundamental realities of any creative effort—(1) that differences in viewpoint are inevitable, and (2) that such differences must be aired openly but with civility.

7. Citizenship: Believing in a process whereby an individual and/or group becomes responsibly connected to the community and to society through some activity.

8. Change: Believing in the importance of making a better world and a better society for oneself and others.

Systems Theory and Leadership Development

Colleges and universities are sometimes viewed through the lens of the Systems Theory, which explains the interdependency within organizations as mutually reliant parts (Betts, 1992; Whitchurch & Constantine, 2009) in other words, the whole is greater than the sum of the parts. In 1976, Weick expounded on the Systems Theory concept with a particular focus on the ideas of tight and loose coupling, which explains the connections between parts, people, or elements of a system and the strength and intensity of those connections may vary. Tightly coupled systems are defined by their strong connections and a direct dependency of the component parts whereby a change in one necessitates changes in other areas, creating a significant, immediate, constant influence (Orton & Weick, 1990). Loosely coupled systems are described as those in which the parts of the system are connected however, the dependencies are weak and not essential and not directly dependent on each other. As loosely coupled systems, leadership development occurs

disproportionately across college and university campuses between and among administrative and student groups, however; there are some entities that are well-known for leadership development. Among students, campus groups such as sororities and fraternities are known to promote and provide leadership development for its members. The leadership efficacy of NPHC members and higher education institutions are considered loosely coupled systems for the purpose of this study.

NPHC Leadership Pipeline

Historically Black fraternities and sororities have a rich history of developing leadership amongst its members as each group was birthed during times of social and political unrest which became the impetus for the organizations to develop leaders. As they formed, each historically Black sorority and fraternity adopted and responded to local and national socio-political causes that were dominant during the eras in which the organizations were created. These organizations maintained a goal to develop leaders, agendas, and programs to impact the social and political landscape within local communities and in many instances, abroad. Historically Black sororities and fraternities are housed under the collaborative umbrella known as the National Pan-Hellenic Council (NPHC), which is sometimes referred to as the Divine Nine. The Council boasts a membership encompassed within 6,000 chapters throughout the United States and abroad (Ross, 2000).

At both historically White and historically Black colleges and universities, NPHC organizations boast a long standing tradition of developing socially conscious leaders, many of whom are iconic figures in various industries. Patton and Bonner (2001) note that "With their longstanding tradition of scholarship, leadership, community service, and social activism, these organizations have served as an aegis of protection for the African American collegiate and non-

collegiate community against a number of social and political forays" which can be traced throughout the history of NPHC organizations. Even though NPHC sororities and fraternities have been in existence on college campuses since the early 1900s, limited studies have been conducted on the relationship of leadership development, institution type, and involvement in these organizations when compared to the amount of research that exists on panhellenic and interfraternity (historically White) sorority and fraternity organizations. There is not much research that demonstrates the role institutional context has on the leadership process within these organizations. The lack of these essential ideas represents missed opportunities to more fully understand leadership in the higher education setting as well as a chance to explore "the importance of examining leadership in the organizational context…" (Kezar et al., 2006). Studies that report the intersection of the leadership development process and institutional context are useful to help colleges and universities better understand the relationship between the two and how to effectively, and positively impact the student leadership development process (Kezar et al., 2006). This is particularly noteworthy since the type of college or university a student attends will have an impact on their understanding, perception, definition, and application of leadership.

College Student Leadership Development

Studies have been done on the development process of college students, many of which include the aforementioned theories and the intersectionality of concepts such as identity development, cognitive, social, and moral development, personality, and leadership (Astin, 1996; Bandura & Walters, 1977; Chickering & Reisser, 1993; Dugan, 2008b; Erikson & Erikson, 1998; Haber, 2012; Vandiver et al., 2002). Some studies even examine the impacts of various institutional features on student development (Anaya, 1999; Asel et al., 2009; Astin, 1999; Bauer, 1992; Dugan, 2008b; Fleming, 1985; Goodman et al., 2006; HERI, 1996) however; few

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studies focus on the of leadership development of NPHC organizations, its members, and how its members develop leadership in different institution types. Historically White and Black colleges and universities are known to have different environments and cultural norms, which research shows impacts student development, including leadership (Pascarella & Terenzini, 2005).

Contemporarily, while both Historically White Institutions and Historically Black Colleges and Universities provide environments for African American students to learn, HBCUs have been characterized for the "empowering, family-like environment that boasts small classes, close faculty-student relationships, and life with fewer racial microagressions" (Gasman et al., 2010). Opportunities for student leadership development varies across individual campuses by the organizations and activities in which students engage however, as a key factor in student leadership development, it is not clearly known how institution type may play a role in the student leadership development process of members of Black sororities and fraternities which this study will examine. Historically, fraternities and sororities provide a role in leadership development among their members, and this is especially true for Black fraternities and sororities. African American college student involvement in Black fraternities and sororities remains a popular aspect of campus life at many colleges and universities. Students join these organizations for a variety of reasons: the opportunity to enhance or develop their leadership being one motivation. This makes historically black fraternities and sororities particularly useful to explore student leadership development and the impact of institution type whether Historically Black or White, has on its members. As such, the present study will examine the leadership efficacy of black sorority and fraternity members and the influence of college or university institution type, whether historically Black or White.

Summary

The literature describes the disconnection between leadership theory and the practice of it. The disconnection between leadership theory and the practice of it is overtly or perhaps covertly at the center of leadership within higher education. Many universities tout their leadership curricula, centers, and programs; however, there is still a gap in what is taught and what is practiced. A question is, how do we teach people to apply what they know about leadership? This is a great question for future leadership studies as it focuses on how to transfer knowledge of leadership to the practice of it. Further, how does this occur and what could be done to make leadership theory and the practice of leadership a fluid process.

Chapter 1 provides an overview of the landscape of leadership in higher education, the challenges associated with teaching leadership versus applying leadership, and highlights key historical and theoretical frameworks that guide this project. Kellerman (2012) asserts that institutional context has an impact on leadership development, and this study explores that concept by comparing the leadership efficacy of students in two different higher education institution types, historically Black and historically White colleges. Due to their extensive history and espoused missions of developing leadership in their undergraduate student members, Black Greek Letter Organizations were chosen as the collective focal point of this study to compare at the two different institution types. Additionally, Chapter 1 provides context for this study by providing definitions of key terms.

Chapter 2 provides an overview of literature related to this study and provides insight into the history and mission of Black Greek Letter Organizations as well as the histories of both Historically Black and Historically White Institutions. Chapter 2 also discusses the progression of research related to student leadership development and explains key concepts and theoretical

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underpinnings of the Multi-Institutional Study of Leadership (MSL), an international research initiative that focuses on the leadership development of college students. The MSL instrument was constructed specifically to assess college students' leadership development, making it the first validated reliable instrument of its kind. The MSL encompasses several college student development theories and uses a variety of factors to assess student leadership development including leadership self-efficacy, which is a key focus of this study. Chapter 3 describes the design of this research study, guiding questions, hypotheses to be tested, and details about the MSL data that is used. In addition, the methods used to analyze data are described. Chapter 4 shares the results of this study and in Chapter 5, conclusions, implications for practice, and future research directions are provided. The results of this study indicate that both HWIs and HBCUs should actively attend to the leadership efficacy of Black students, and specifically to that of NPHC members. A couple of ways to do so are to provide formal leadership programming and centers dedicated to student leadership development.

CHAPTER 2: REVIEW OF THE LITERATURE

Historical Overview of Higher Education, College Student Development Theory and NPHC Groups

This chapter reviewed the relevant literature related to this study beginning with the history of fraternal organizations and the history of Black Greek-letter sororities and fraternities within the structure of the American college system. The next sections review relevant research studies on leadership and leadership experiences of historically Black sorority and fraternity groups at Historically Black Colleges and Universities and at Historically White Institutions. Thereafter, Astin's (1985) I-E-O model and theory of student involvement, which serves as a broad conceptual underpinning for this study is discussed along with the Social Change Model (HERI, 1996). These two theories are discussed within the context of the Multi-Institutional Study of Leadership (MSL) and provide the theoretical framework of this study.

Historical Overview of Colleges and Universities

The earliest known Historically White Institutions (HWIs) were organized by students during the twelfth century in Italy, Spain, Portugal, and central Europe (Cohen & Kisker, 2010). Students at these institutions employed faculty, decided how to manage funds, determined courses of study and awarded degrees. These institutions provided the blueprint for American colleges and universities. A fundamental ideal of Historically White Institutions was to provide educational enlightenment thus, HWIs sought to create scholars and leaders who would impact the formation of society through politics, religion, and business (Thelin, 2004). Conversely, at their inception, some Historically Black Colleges and Universities (HBCUs) provided skill-based education while others focused on educating an intellectual class of African Americans (Anderson, 1988; Watkins, 2001). HBCUs were strongly influenced by Christian missionaries

motivated to convert newly freed slaves (Gasman et al., 2010). The second Morrill Act of 1890 largely influenced the formation of the majority of HBCUs as most HWIs did not want to integrate, yet wanted federal funding, resulting in the creation of separate institutions to serve African Americans. While colonial and post-colonial curriculum at HWIs focused on liberal arts, curriculum at some privately funded HBCUs emphasized industrial education, teaching trades and practical skills.

College Student Development

It is well documented that college has varied effects on numerous aspects of student development, including leadership. Pascarella and Terenzini (2006) have published over three decades of research about Student Development Theory that synthesizes "diverse aspects of college impact, including cognitive and moral development, attitudes and values, psychosocial change, educational attainment, and the economic, career, and quality of life outcomes after college." Astin (1985, 1999), who created the widely used theory of Student Involvement, found that in higher education, a student's involvement in "co-curricular activities such as student organizations, leadership positions, and activity in campus residence halls has a positive correlation with retention and academics". Kuh and Pike (2005), and Tinto and Pusser (2006) have also made correlations between student involvement and retention and offer the theory that student persistence is strongly predicted by the degree to which she or he integrates into the academic and social environment of an institution. The notion of student persistence is accentuated by the concept of challenge and support which was introduced by Sanford et al. (1962), and is also a key concept of Student Development Theory. Sanford's psychosocial development model of challenge and support is considered fundamental in higher education as it explores the correlation between students' understanding of their own identity and the support

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they receive. He explains that there are differences in what challenges and supports individual students and groups of students. He further details that students need a balance of challenging experiences and support during those experience in order to develop, grow, and learn. If a student has too much challenge without support, it causes stagnation. Likewise, if there is too much support without adequate challenge, it leads to complacency and lack of growth.

Erikson and Erikson (1998) pioneered the broadly used theory of development which focuses on sociocultural factors as determinants of development "which are represented in eight stages of conflicts that an individual must overcome or resolve in a successful manner so that they will be able to adjust well to the environment." Erikson explains that if a crisis is encountered but the individual is unable to resolve it, there will be a lack of psychosocial growth, however, if the individual does successfully resolve crises, he or she will experience growth and adjustment to the environment. Chickering and Reisser (1993) offer a development model similar to Erikson's. They explain development though seven vectors that are considered a series of stages that deal with thinking, feeling, believing, and relating to others. Like Sanford's theory, the vectors can be experienced at different rates, are not mutually exclusive, and can be repeated.

Chickering and Schlossberg (1995) describe a framework for understanding how students experience transition. The transitions are considered to be dependent upon the individual and may result in changed routines, assumptions, roles, or relationships. During transitions (anticipated, unanticipated, nonevents) students need different types of support to be successful. Schlossberg (1989) also described the concepts of *marginality and mattering* and notes that "people in transition often feel marginal and that they do not matter." She further details that when individuals feel that they matter, they feel noticed, a sense of importance, feel a sense of care about their success or failure, and feel appreciated. When there is incongruence of

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institutional and student characteristics, it causes feelings of isolation, disconnection, and alienation. There are a variety of resources available that detail student development theories and their usefulness. One such resource is the Student Development Theory Resource Guide, published by the Association of Fraternity and Sorority Advisors (2012). The guide was created as a tool for sorority and fraternity advising and outlines foundational theories, social identity, and integrative theories.

Early History of Fraternal Organizations in the American University

Given the nature of this study, it is helpful to understand the history of sororities and fraternities amidst a few key historical developments of the American university. During the colonial era, American colleges and universities were primarily attended by affluent, Protestant, White, male students who attended colleges with curriculums that centered on liberal arts (Thelin, 2004) and offered few, if any options for involvement and activities beyond the classroom. Most colleges of that time were religious based or affiliated, held high standards of piety and held strict codes of conduct for its students (Horowitz, 1987; Thelin, 2004). Although leadership may not have been an explicitly stated focus of institutions or campus organizations during the colonial era like it is at many college campuses today, it was an expectation that students who attended college would not only be academically equipped, but also prepared to lead to some degree within their local community. Many of the students who attended college during the colonial period trained to become ministers while others returned to their communities and took on leadership roles in government, law, business and in the military. Since obtaining a college education was not widely accessible, those that were college educated were lauded as leaders simply by virtue of having a college education.

Torbenson and Parks (2009) detail the history of the proliferation of student organizations at colleges revealing that student organizations that developed at colleges during the seventeenth and eighteenth centuries most often had a religious or academic context and were closely supervised by faculty. Student clubs that were developed during this time were short-lived as they would cease once their creators graduated. However, between 1760 and 1860, student clubs became mainstays as they began to recruit members, giving organizations a chance to thrive beyond the creator. By 1719, student clubs became more diverse and secular with students forming groups based on interests and ideas such as sports, literary societies and debate clubs; groups which later gave entre to the creation of fraternities and sororities. Academic clubs and literary societies were not only the precursor for fraternal organizations, they also served as the impetus for what we now refer to as Student Life on the college campus (Horowitz, 1987). The idea that student involvement in clubs and activities outside of the classroom contributes to student development is broadly known and recognized as an essential function of the modern university.

As fraternal organizations began to develop on college campuses between the seventeenth and eighteenth centuries, membership in literary societies began to decline although they remained a central part of student life (Horowitz, 1987; Thelin, 2004). Fraternal organizations afforded students freedom to participate in activities that were often scrutinized by faculty, as well as the opportunity to bond with individuals "who had similar values and ideals…" (Torbenson & Parks, 2009). Key goals of these fraternal organizations were to develop better relationships with faculty, to restore a positive student reputation among faculty, to advocate for student rights, and to provide athletic and social activities for students. The nature

of these goals required and involved leadership and while not deliberately stated at that time, was a benefit and by-product of membership in these organizations.

The oldest collegiate fraternal organization dates back to the establishment of Phi Beta Kappa in 1776 at the College of William and Mary (Torbenson & Parks, 2009). Phi Beta Kappa was a liberal arts focused secret society formed around the idea of intellectual fellowship and freedom of inquiry. Soon after the creation of Phi Beta Kappa, the social Greek-letter organization movement began sweeping the country (Kimbrough, 2003). Although there was national growth in the number of fraternal Greek-letter organizations between 1700 and 1800, their membership remained homogenous with White, Protestant, male students. As college enrollment throughout the United States began to diversity in terms of gender, religion, socio-economic status, and race, the diversification would be the stimulus for the creation of Black Greek-letter sororities and fraternities at both Historically White and Black colleges and universities.

Student Diversity in Higher Education

Between 1885-1929, student enrollment on college campuses grew to a more diverse student population including women, African-Americans, Jews, and students of ethnic minorities (Torbenson & Parks, 2009). The influx of students representing an assortment of dynamic demographics perpetuated the creation of many new faith and race-based fraternal Greek-letter organizations, including sororities specifically for women. Students who joined the newly created faith and race-based organizations were unwelcomed in other campus fraternal organizations as "many of the older [white] fraternities reacted to the diverse college student demographic growth by implementing exclusionary clauses, and by limiting membership to White, male, Protestant students to ensure a homogeneous group of individuals of like mind,

religion, and race" (Torbenson & Parks, 2009). These exclusionary clauses sparked the formation of non-secret, non-sectarian fraternities which embraced the idea that a "true brotherhood should come from different religions and races (Torbenson & Parks, 2009). The ideal of inclusion regardless of religion or race fueled the proliferation of fraternities and sororities such that the vast majority of fraternal Greek-letter organizations were established between 1895 and 1920. Many of these organizations were created based on segregated institutions. For example, Catholic fraternities were created at Catholic schools, and Black fraternities and sororities at Black schools (Torbenson & Parks, 2009) and they continued to grow as college enrollments and student diversity expanded.

African American Students in Higher Education and Leadership

Developed during a time when African American students were not allowed to participate in many of the social and fraternal organizations and activities that existed at colleges and universities, Black Greek-letter sororities and fraternities provided an avenue in which African American students could, like their White counterparts, benefit from involvement in campus activities outside of the classroom (Horowitz, 1987). Involvement in these organizations provided its primarily African American members a supportive network of peers, a conduit for coordinated activism, an opportunity to develop leadership, and a way to address the struggle against racism which was illegal, yet prevalent on college campuses. Like White fraternities and sororities, Black sororities and fraternities were established by groups of like-minded individuals who desired to maintain contact and provide activities and brotherhood or sisterhood for their group (Torbenson & Parks, 2009). Historically and contemporarily, Black Greek-letter sororities and fraternities are viewed as elite groups of leaders, committed to impact positive change on college campuses, and within communities. The inception of collegiate Black Greek-letter

sororities and fraternities marked the beginning of a movement in American colleges and universities for these groups to create solidarity, promote leadership, and a commitment to a common vision and purpose among their membership (Brown et al., 2012).

Eight of the Black Greek-letter fraternities and sororities were founded between 1905 and 1930, with an additional organization established in the 1960s. These nine organizations are commonly referred to as the Divine Nine which consists of five fraternities and four sororities. While the specific mission statement, vision, and core principles of each fraternity and sorority varies, each was developed with universal focus on providing academic and social support, political activism, and leadership opportunities to its members, and service to communities. Due to the need for a common code of standards and conduct among these organization, the National Pan-Hellenic Council (NPHC) was founded in 1930 (*A brief history of the national Pan-Hellenic Council*, 1997). The National Pan-Hellenic Council is a collaborative organization with leadership representation from each of the Divine Nine sororities and fraternities and provides "mediums for the exchange of information and engages in cooperative programming and initiatives through various activities and functions" (*A brief history of the national Pan-Hellenic Council*, 1997). The mission of the NPHC is to provide mutually agreed upon, unified guidelines regarding the conduct and decorum for the Divine Nine sororities and fraternities. The organization was incorporated in the state of Illinois in 1937 and officially became The National Pan-Hellenic Council, Incorporated. The National Pan-Hellenic Council promotes interaction through cooperative programming initiatives and meetings, provides an opportunity for the nine organizations to exchange information, as well as a chance to work collaboratively to achieve common vision and shared goals. The NPHC provides guidance to its member organizations on a variety of issues, resources, and supports the leadership development of organization members.

Black sororities and fraternities were not exempt to opposition from faculty and campus administration, and often faced scrutiny similar to that of White sororities and fraternities. Faculty and campus administration had a variety of concerns about the development of Black sororities and fraternities. Two regularly noted issues were that the organizations would create "a lack of trust among the student body, and…be a conduit for a lack of morality" (Ross, 2000). Despite these concerns, the Divine Nine sororities and fraternities were established at various college campuses and thrive today at both Historically Black and White universities throughout the United States.

History of Black Sororities and Fraternities and Leadership

Although Alphi Phi Alpha fraternity, founded in 1906 at Cornell University, a Historically White Institution (HWI), is acknowledged as being the very first Black Greek-letter organization, there is historical evidence that there were two forerunner Black fraternal organizations; Alpha Kappa Nu Greek Society held a short existence in 1903 at Indiana University and Gamma Phi fraternity enjoyed three decades of activity, having begun in 1905 at Wilberforce University in Ohio. Little is known about these early groups however; their brief existence is noteworthy because they reveal the inaugural time that Black students established fraternal organizations on a college campus (Torbenson & Parks, 2009).

At its inception, Alphi Phi Alpha fraternity stressed academic achievement and later expanded its efforts to include issues related to segregation, discrimination, prejudice, mistreatment, and the advancement of themselves and of Blacks, and in providing adequate leadership for Blacks (Parks & Bradley, 2012). With a focus on scholastics, excellence and volunteer service, Alpha Kappa Alpha, the first Black sorority, was established in 1908 at Howard University, a Historically Black University (HBCU). Like many of the black sororities

that later formed, Alpha Kappa Alpha sought to support and to be a voice for Black women in higher education as women, particularly Black women, were still relatively new to the higher education system.

Kappa Alpha Psi and Omega Psi Phi fraternities were both developed in 1911 at Indiana University and Howard University, respectively. Kappa Alpha Psi fraternity was established by the only ten Black students attending a predominately White university, Indiana University in 1911. The fraternity was created amidst intense racial tension as the Klu Klux Klan had a strong presence within the university. Early and current initiatives of the fraternity focus on providing academic support to students with a strong emphasis on achievement and leadership (Bryson & Kappa Alpha Psi Fraternity, 2003). Omega Psi Phi fraternity, the first Black fraternity to be founded at a Historically Black University, focuses on the principles of scholarship, manhood, perseverance and uplift (Ross, 2000). Omega, like the other Black fraternities and sororities, often faced resistance from campus administration and faculty yet persisted and continued to expand, developing chapters at many colleges throughout the United States.

During the following two years, two organizations were developed at Howard University; Delta Sigma Theta sorority was established in 1913 and Phi Beta Sigma fraternity in 1914. Upon formation, Delta Sigma Theta sorority sought to provide leadership in demanding voting rights for women as well as other laws to protect other civil rights. Delta Sigma Theta sorority places an emphasis on scholastic achievement and political activism. During the 1920s, Phi Beta Sigma fraternity provided political, economic and social leadership, seeking to develop anti-lynching laws in the US and to eradicate poor conditions in Haiti. The group continues to focus on service and political issues nationally and internationally. Zeta Phi Beta sorority was created in 1920 at Howard University and holds the distinction as the only NPHC sorority that is officially,

constitutionally bound to a fraternity, Phi Beta Sigma. Zeta places prominence on the tenants of education, scholarship, community service, and promoting finer womanhood; and like its brother fraternity, seeks to address political and social issues in the US and abroad. Sigma Gamma Rho sorority is the only Black Greek Letter sorority founded at a Historically White Institution, Butler University. Service and achievement are the anchoring ideals of Sigma Gamma Rho sorority and in its infancy, it demonstrated these ideals by leading a variety of service efforts to support the US during World War II (Ross, 2000). The Civil Rights Movement paved the way for the creation of the last addition to the Divine Nine, Iota Phi Theta fraternity. Founded in 1963 at Morgan State College, a Historically Black institution, the founders of Iota sought to perpetuate scholarship, leadership, citizenship, fidelity and brotherhood (Ross, 2000) during the political and social unrest of the Civil Rights Movement. Upon formation, Black sororities and fraternities experienced tremendous growth, many developing chapters at colleges and universities throughout the United States and sometimes abroad.

National Pan-Hellenic Council fraternities and sororities continue to play a significant role on college campuses, and in African-American communities as they did decades ago. Membership in NPHC fraternities and sororities continues to afford African American students at both Historically White, and Historically Black Institutions an opportunity to develop their leadership potential while also offering the social support, social-cultural integration, and sense of belonging that is noted as having a positive impact on students' successful adjustment and matriculation in college. Torbenson and Parks (2009) explains in Brown et al. (2012), that the body of research related to the impact of student involvement in fraternal and sororal organizations offers consistent findings regardless of institution type. For instance, Asel et al. (2009) found that complex relationships exist among fraternity and sorority membership and

various aspects of student engagement. Similarly, Hayek et al. (2002), and Whipple and Sullivan (1998) suggest that fraternity and sorority involvement is positively associated with increased levels of civic engagement, and academic performance. Additionally, Hunt and Rentz (1994) and Pike (1995 & 2000) note that student members of fraternities and sororities demonstrate greater development of interpersonal skills when compared to non-fraternity and sorority members.

Theory of Student Involvement in Higher Education

Research about the psychosocial developmental process of college students is a well-documented body of work that informs higher education practitioners about the various changes, and challenges college students may experience and provides a framework for creating policies, support services, and programs to promote student success. One popular aspect of college student development focuses on the impact student involvement has on the college student development process. Published by Alexander Astin in 1984, the theory of Student Involvement is based on the components of inputs, environments, and outcomes and is sometimes referred to as the College Impact Model. Additionally, the theory makes five assumptions about involvement, the first is that involvement requires psychosocial and physical energy. Second, is that involvement is continuous and the amount of energy invested in it varies among students. The third assumption is that involvement can be qualitative and or quantitative and fifth, student growth from involvement, whether qualitative or quantitative, is directly proportional to the extent to which students are involved. The last assumption considers the positive correlation of student involvement and academic performance and has been validated in a variety of studies (Kuh & Pike, 2005). A unique feature of the theory of student involvement is that it primarily focuses on "the behavioral mechanisms or processes that facilitate student development (the *how* of student development), rather than the *what* (developmental outcomes) of student development,

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of which other theories focus" (Astin, 1999). Due to its emphasis on how college impacts

students, Astin's Theory of Involvement provides an ideal framework for higher education

research and assessments related to college student leadership development and as such, is one of

the key components used in the creation of the conceptual model of the Multi-Institutional Study

of Leadership (MSL).

Leadership Development Theory Framework

The Multi-Institutional Study of Leadership (MSL) is an international research program

that seeks to understand higher education impact and influences in shaping college student

leadership (Komives, Longerbeam et al., 2006). The premise of the MSL research design is that

evaluations in higher education should include student inputs (I), the educational environment

(E), and student outcomes (O), which is an adaptation of Astin's (1991) I-E-O Model. Using an

adapted version of Astin's (1991) I-E-O Model, the MSL serves as the conceptual model for The

MSL which will be described in detail in Chapter 3, and will be the source from which data for

this study is obtained.

Over three decades of studies by Pascarella and Terenzini (2005 & 2006), Terenzini and

Pascarella (1991) show that members of fraternities and sororities generally demonstrate a higher

level of engagement and involvement while in college. While studies offer insight related to the

impact of student involvement in fraternities and sororities; there is minimal information

available specific to how collegiate involvement in National Pan-Hellenic Council fraternities

and sororities impacts the leadership development of its members at different institution types;

namely, Historically White Institutions and Historically Black Colleges and Universities.

National Pan-Hellenic Council fraternities and sororities are ideal groups to study leadership

development given their longstanding history of university and community involvements in

social and political movements, as well as their espoused commitment to the leadership development of its members. The student involvement and student development theories discussed below offer a contextual backdrop from which to consider the leadership development of collegiate Black sorority and fraternity members and framed the analysis of this study.

Conceptual Framework: I-E-O Model

An adapted version of the three elements encompassed in Astin's Theory of Involvement model; Input, Environment and Output, provide the foundation for the conceptual model (see Figure 2), utilized in the Multi-Institutional Study of Leadership (MSL). Within Astin's (1993) I-E-O Model, Inputs are the personal qualities the student brings to college and includes the student's level of talent at the time the student enters college. Examples of student inputs might include demographic information, educational background, political orientation, behavior pattern, degree aspiration, reason for selecting an institution, financial status, disability status, career choice, major field of study, life goals, and reason for attending college (Astin, 1993). The Environment component of the Astin's (1993) model refers to everything that impacts the student's experiences during college and includes things such as educational experiences, practices, programs, or interventions. The final element of Astin's (1993) model, Output, refers to the talent or end results that a program seeks to develop and includes things such as grade point average, exam scores, course performance, degree completion, and overall course satisfaction.

According to the Multi-Institutional Study of Leadership (n.d.) website, it uses two key distinctions in its adaptation of Astin's I-E-O model. The first is that Environment (E) is expanded to include variables that represent a student's experience outside of college for
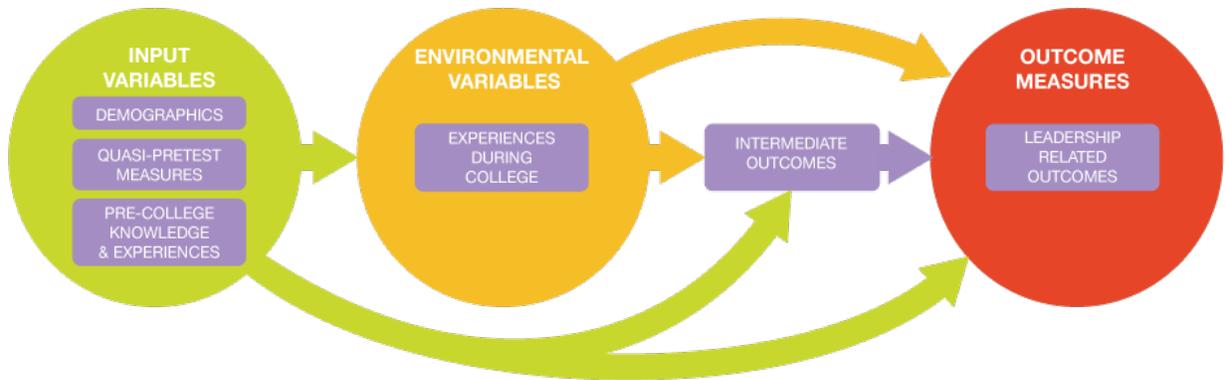
Note. MSL Conceptual Framework Model; Adapted version of Astin's (1993) "input-environment-outcome" (I-E-O) college impact model (https://www.leadershipstudy.net/strong-conceptual-model, 2021).

Figure 2. MSL Conceptual Framework: Adaptation of Astin's I-E-O Model.

example, off-campus involvement in organizations and mentoring from employers. The second

is that the MSL study uses retrospective questions to collect data at a single point with pre-

college data whereby students are asked to reflect back to before they began college to capture

data points. In addition to using the I-E-O conceptual model, the MSL also uses a theoretical

framework rooted in the Social Change Model, which was the original theoretical framework for

the MSL which has since evolved to embrace a broader set of theoretical bases (Dugan &

Komives, 2007).

Social Change Model of Leadership Development

The Multi-Institutional Study of Leadership launched with the Social Change Model (see

Figure 3) as its original theoretical framework and has since been adapted into a design that

includes a wider range of theories to embrace the dynamic complexity of the study (see Figure

4). Although there have been changes to the MSL theoretical framework, it continues to be

rooted in the Social Change Model (n.d., Retrieved from

https://www.leadershipstudy.net/design). Social change is a complex notion generally defined as

alterations within social structures that significantly impact the cultural values and norms of

social institutions. These changes most often have long-term and profound influence over time

(Form & Wilterdink, 2017). Using social change as a core concept, the Social Change Model

(SCM) is a unique model of college student leadership, created specifically for undergraduate

college students (Higher Education Research Institute, 1996) to examine the skills, knowledge,

and values college students need in order to develop leadership focused on social change. The

SCM model is unique and has proven to be effective as it was designed specifically to examine

college student leadership development. Prior to its creation, there was no model exclusively

focused on college student leadership and research on the topic relied on adaptations of

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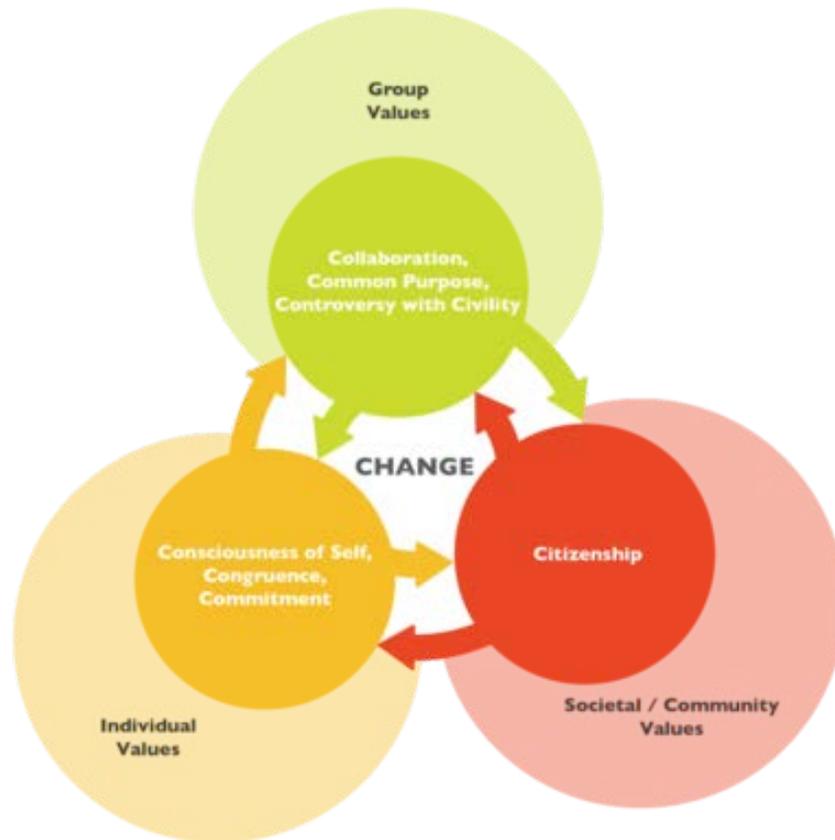
Note. "The original theoretical framework for the MSL was the Social Change Model of Leadership Development (SCM; HERI, 1996). The SCM measures socially responsible leadership capacity defined as "a purposeful, collaborative, values-based process that results in positive social change" (Komives et al., 2009, p. xii)".

Figure 3. MSL Theoretical Framework: Social Change Model.

AUTHENTIC LEADERSHIP

TRANSFORMATIONAL LEADERSHIP

RELATIONAL LEADERSHIP MODEL

MSL

LEADERSHIP PRACTICES INVENTORY**

EMOTIONALLY INTELLIGENT LEADERSHIP***

SERVANT LEADERSHIP

** LEADERSHIP PRACTICES INVENTORY IS A COPYRIGHT OF JOHN WILEY & SONS, INC.
*** EMOTIONALLY INTELLIGENT LEADERSHIP IS A COPYRIGHT OF JOHN WILEY & SONS, INC.
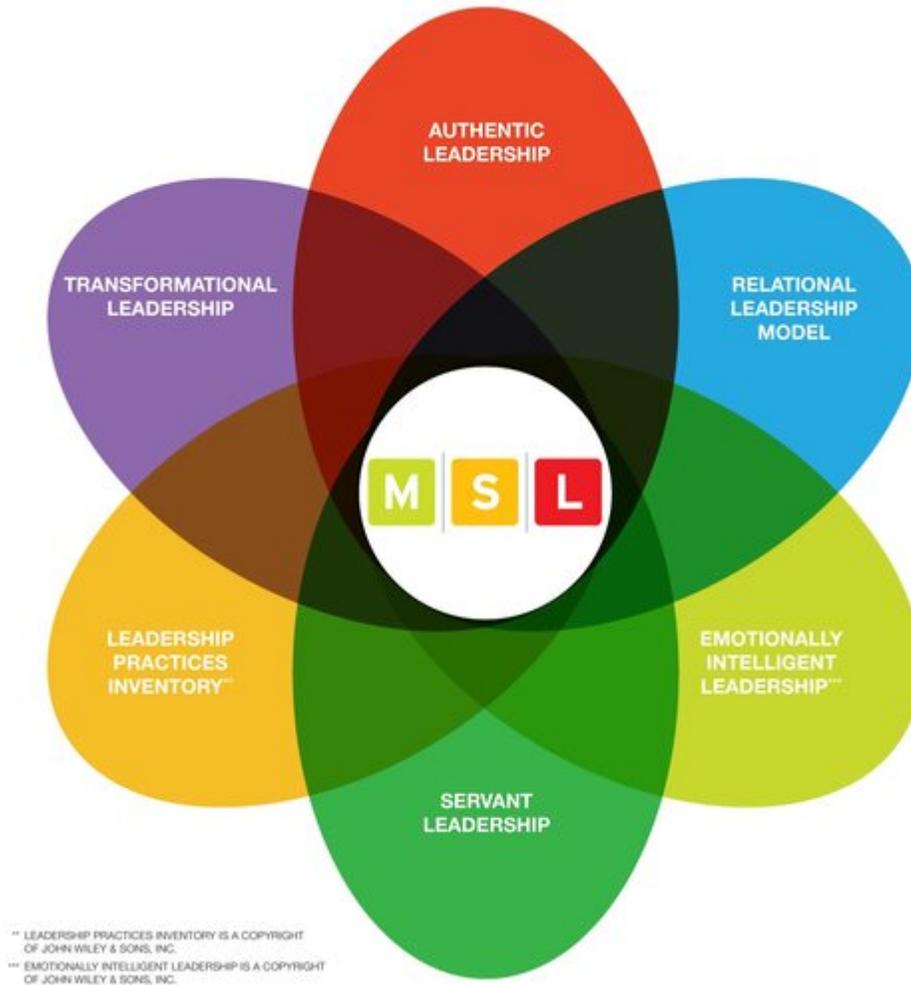
Note. The MSL theoretical framework has evolved to capture the increasing complexity of the study and remains rooted in the SCM values and now includes a wider set of theoretical bases. This includes: Contemporary Leadership Theory, Social Psychology & Human Development, Critical & Justice Based Perspectives. Leadership Practices Inventory and Emotionally Intelligent Leadership are copyrighted by John Wiley & Sons, Inc.

Figure 4. MSL Theoretical Framework: Cross Sectional Design.

leadership models that are common in the professional corporate industry (Wagner, 2006). A feature of the Social Change Model is that it de-emphasizes a hierarchical approach to leadership and places emphasis on college student leadership as a process upon which several assumptions of the model are based: Leadership is a collaborative group process in which there is shared power and collective, passionate action towards a goal, and a commitment to social justice. The SCM further asserts that leadership is based on values, all students can do leadership, and that leadership is about change (Dugan, 2006a; Dugan 2006b; Dugan & Komives, 2007; HERI, 1996, p. 11; Komives & Wagner, 2012).

A review of the Social Change Model shows the ongoing loop among the three levels within the model, Group, Individual, and Society/Community Values, which reflect what have become known at the Seven Critical Values of the Social Change Model (Wagner, 2006), or the Seven C's (see Appendix B). Each of the three Social Change Model levels has components that articulate values specific to that respective category. For example, the Individual Values category consists of consciousness of self, congruence, and commitment. The Group Values section is comprised of collaboration, common purpose, and controversy with civility. The third level, Community Values encompasses citizenship and defines change as its core and the ultimate focus of the SCM (Higher Education Research Institute, 1996, p. 21; Komives, 2007; Wagner, 2006). In 1998, Tyree created an instrument to measure the seven C's of the Social Change Model. The instrument, containing eight scales became known as the Socially Responsible Leadership Scale (SRLS). The SRLS and its subsequent revisions is the reliable, validated instrument that serves as the hallmark of the Multi-Institutional Study of Leadership.

Summary

This review of literature points out a variety of dynamic issues and opportunities related to the leadership development of college students and ways in which leadership development of college students is measured. The literature shows that leadership is a complex topic, there is a disconnect between teaching leadership and the application of leadership, and there is limited research on the leadership development of university student members of Black Greek sororities and fraternities. A review of some of the key historical milestones in higher education such as the evolution of student organizations and the integration of non-White students is important to gain an understanding of the context of modern day institutions of higher education. Additionally, recent research on college student leadership development focuses on the work of the Multi-Institutional Study of Leadership (MSL) project. The MSL offers a comprehensive assessment tool to evaluate various aspects of the student leadership development process within higher education. One area which has not been well documented in the literature is the impact the college environment has on student leadership, and more specifically, leadership self-efficacy and whether there is a difference in student leadership self-efficacy based on institution type; Historically Black Colleges & Universities and Historically White Institutions. Research is needed to explore the impact institution type may have on the leadership self-efficacy of student members of Black Greek Letter Organizations. This study will contribute to the overall literature by examining the leadership efficacy of undergraduate student members of Black Greek sororities and fraternities at Historically Black and Historically White colleges and universities.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

This chapter highlights the primary research questions, describes the data set and sampling frame, research instrument, and other relevant data analysis. The purpose of this quantitative study was to examine the leadership efficacy of undergraduate student members of Black Greek sororities and fraternities at Historically Black and Historically White colleges and universities. Data analysis revealed that the leadership efficacy of student members of Black Greek sororities and fraternities at Historically Black Colleges and Universities is different from those at Historically White Institutions.

Research Questions

This study was guided by the following research questions.

1. What is the leadership efficacy of undergraduate Black fraternity and sorority members at historically White institutions and historically Black colleges and universities?

2. Is there a difference in the leadership efficacy between undergraduate student members of Black sororities and fraternities at historically White and historically Black institutions?

3. What institutional factors influence the leadership efficacy of undergraduate Black fraternity and sorority members at historically White institutions and historically Black colleges and universities?

Research Hypotheses

Analysis of the null and alternate hypotheses of this study were conducted by using a paired t-test to compare leadership efficacy scores between Black sorority and fraternity members at HBCUs and HWIs. The following hypotheses were used:

H$_\emptyset$: There is no statistically significant difference in the leadership efficacy of student members of Black sororities and fraternities at HWIs compared to HBCUs.

H$_1$: There is a statistically significant difference in the leadership efficacy of student members of Black sororities and fraternities at HWIs compared to HBCUs.

H$_2$: The leadership efficacy of student members of Black sororities and fraternities at HBCUs is greater than the leadership efficacy of Black sorority and fraternity members at HWIs.

Data Sampling Frame

Creswell (2011) notes that quantitative research seeks to establish an overall tendency of responses from individuals and how it varies among individuals. Additionally, Creswell (2011) explains how quantitative research can be used to explain the relationship among variables, and how variables affect one another. This quantitative study analyzed a sample data set collected through the Multi-Institutional Study of Leadership (MSL) which has been sponsored by the National Clearinghouse of Leadership Programs in addition to several other entities. The quantitative approach to this present study explores the trends and relationships among the variables related to this study.

This Multi-Institutional Study of Leadership has the most comprehensive collection of data related to college student leadership development, to date. Using a sample set of MSL data about undergraduate students' leadership development, this study used a between-subject single factor design to explore if the dependent variable of leadership efficacy of undergraduate students in Black fraternities and sororities varies based the independent variable of institution type: HBCU and HWI. Descriptive statistical tests to explore the tendencies in the data included mean, mode and median. Additionally, statistical tests to discover the spread or variability of

scores included variance, standard deviation, and range. Furthermore, z score and percentile rank tests were conducted to compare how one score relates to other scores. These descriptive statistical tests provided an understanding of how varied the scores are, and offer insight into where scores stand in comparison to others. Inferential statistical analysis were used to test the hypotheses as they permit two or more groups of the independent variable to be compared to the dependent variable, and conclusions to be drawn. Inferential statistical tests including ANOVA, Pearson's correlation coefficient, t-test, and linear regression were utilized to explore the hypotheses of this study as is best practice when comparing groups and relating two or more variables (Creswell, 2011).

The MSL initiative began as a way to improve institutional practice by better aligning the theory-to-research-practice cycle. Similar to the ideas of Kellerman (2012), the team that developed the MSL study did so as they too recognized the gaps between theory and research and the lack of a leadership assessment tool designed specifically to address college student leadership development. These observations generated "dialogue around the limitations imposed by the lack of national data against which student development and institutional effectiveness could be benchmarked—and against the material consequences of this on intentional practice in leadership education" (Komives, Longerbeam et al., 2006). The MSL was created specifically to assess the development of college student leadership.

Overview of Multi-Institutional Study of Leadership

The MSL study was first administered during the spring of 2006 and included more than 60,000 respondents across 52 institutions of higher education throughout the United States. MSL data was again collected in 2009, 2010, and 2011. In 2009, the MSL began an international scope with cultural and language-based adaptations leading to data collection in Canada and Mexico

(Komives, Dugan et al., 2006). In 2011, the MSL study expanded to the Caribbean and in 2015 to Australia. Komives, Dugan et al. (2006) note that in 2012 the MSL changed to a three-year data collection cycle (2012, 2015, 2018) as a means to enhance institutions' usage of findings and more purposefully shape the survey instrument and subsequent contributions to literature. The sample data set from the MSL project was selected for use in this study because it is currently the only and largest research program of its kind that uses a theory-based, validated, reliable questionnaire instrument designed to collect information on a variety of factors that impact college student leadership development in higher education and to-date, has had over 300,000 student participants and approximately 250 institution participants (Multi-Institutional Study of Leadership, n.d.).

The MSL survey questionnaire uses a variety of scales, including the Socially Responsible Leadership Scale (SRLS), to measure various elements of the conceptual framework upon which it was created. Additionally, as shown in Figure 2, it also collects demographic variables, Inputs (student characteristics prior to college), Environments (student experiences during college), Intermediate Outcomes (factors that contribute to socially responsible leadership), and Leadership Efficacy which are all factors of analysis for this study (Multi-Institutional Study of Leadership, n.d.). Given that this present study will compare the leadership efficacy of students in Black Greek Letter sororities and fraternities at Historically Black and Historically White Institutions, the MSL is an ideal data set to use as it contains data related to the specific factors being analyzed in this study. Access to the MSL data set used for this study was gained by completing the required MSL proposal, approval and purchasing process. In addition, the required IRB process for my institution was completed for this study.

MSL Adaptation of Astin's I-E-O Model

As shown in Figure 3, within the MSL conceptual model, Input (I) "refers to those personal qualities the student brings initially to the education program (including the student's initial level of developed talent at the time of entry)" (Astin, 1993; Komives, Dugan et al., 2006). Inputs also can be such things as antecedent conditions or performance pretests that function as control variables in research. Inclusion of input data when using the I-E-O model is imperative because inputs directly influence both the environment and outputs, thus having a "double" influence on outputs—one that is direct and one that indirectly influences through environment (see Figure 1). Input data also can be used to examine influences that student inputs have on the environment; these input data could include gender, age, ethnic background, ability, and socioeconomic level.

Environment (E) "refers to the student's actual experiences during the educational program" (Astin, 1993). The environment includes everything and anything that happens during the program that might impact the student, and therefore the outcomes measured. Environmental items can includes those things such as educational experiences, practices, programs, or interventions. Additionally, some environmental factors may be antecedents (e.g. exposure to institution policies may occur before joining a college organization). Environmental factors may include the program, personnel, curricula, instructor, facilities, institutional climate, courses, teaching style, friends, roommates, extra-curricular activities, and organizational affiliation (Astin, 1999). When doing evaluative research, there are instances when environmental variables could be considered intervening outcomes variables, depending on how researchers use data in the analysis (e.g., moderator variables). Defining and assessing environmental variables can be an extremely challenging endeavor.

Outputs (O) "refer to the 'talents' we are trying to develop in our educational program" (Astin, 1993). Outputs are outcome variables that may include posttests, consequences, or end results. In education, outcome measures have included indicators such as grade point average, exam scores, course performance, degree completion, and overall course satisfaction.

MSL and Social Change Model of Leadership

Astin's theory, represented in the Social Change Model, is adapted in three ways. First, the environment is extended to include variables representing experiences outside the college context. Second, intermediate outcomes (e.g., efficacy, social perspective-taking, resiliency) known to be influenced by the college environment and, in turn, influences outcomes were included. Third, the I-E-O format has been adapted to fit MSL's cross-sectional design. The study collects data at a single point with pre-college data collected through retrospective questions. Students are asked to think back to before they started college to capture these data points. This approach is supported by prior research on studies in which respondents self-reported leadership outcomes. Cross-sectional designs reduced response-shift-bias — the tendency of students to over-estimate their leadership capacities before they start college. Retrospective questions are therefore an accurate indication of student gains (Komives, 2007).

Components of the SCM of Leadership Development

The approach to leadership development for the Social Change Model described by (Komives, 2007) is embedded in collaboration and concerned with fostering positive social change. As such, the model examines leadership development from three different perspectives with pertinent questions related to each area.

1. *The Individual* - This perspective focuses on asking the questions; what personal qualities are we attempting to foster and develop in those who participate in a

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leadership development program and what personal qualities are most supportive of group functioning and positive social change?

2. *The Group* - This aspect considers how can the collaborative leadership development process be designed not only to facilitate the development of the desired individual qualities, but also to effect positive social change?

3. *The Community/Society* – This feature asks toward what social ends is the leadership development activity directed and what kinds of service activities are most effective in energizing the group, and in developing desired personal qualities in the individual?

Instrumentation

This study utilized data from the Multi-Institutional Study of Leadership (MSL) which is one of the largest studies of college student leadership outcomes to date since its inception. Despite its growing complexity, the core MSL survey instrument is firmly rooted in the Social Change Model of Leadership Development (SCM) and uses the Socially Responsible Leadership Scale (SRLS) created by Tyree (1998) to measure its fundamental principles through core values that describe students' level of self-awareness and abilities to work with others (Higher Education Research Institute [HERI], 1996). Socially responsible leadership capacity is defined as "a purposeful, collaborative, values-based process that results in positive social change" (Komives et al., 2009). Structured around the SCM of college student leadership development, the MSL focuses on specific outcomes related to socially responsible leadership and examines the comprehensive campus environment with a focus on student experiences outside of the classroom. The MSL captures one of the largest ranges of student demographic data and exhibits the justice approach to leadership in addition to various aspects of leadership ability. With more

than 610,000 student participants and over 400 variables, scales, and composite measures, the MSL provides data for key variables across three domains, and to-date, has collected data at over 350 higher education institutions that range in size, location, mission, Carnegie classification, and student-body demographics.

Socially Responsible Leadership Scale

The Socially Responsible Leadership Scale (SRLS), which is the foundation survey instrument of the MSL, has undergone extensive, rigorous psychometric work and is determined to be valid and reliable (Tyree, 1998). Early pilot studies of the MSL instrument included additional construct validity of the SRLS and established appropriate and consistent relationships amongst outcomes, variables, and other theoretically supported measures (Dugan & Komives, 2007). The instrument has also shown to be consistently reliable and reliability is a function of using an instrument with a specific population, not the instrument itself (Mertens, 2005). Cronbach alphas that measure reliability based on the consistency of a set of items as a group were calculated for each institution in the 2006 MSL study as well as by categories in each major student sub-population (i.e., race, gender, sexual orientation). Reliabilities across all of these categories were consistent across all scales. Data from the Multi-Institutional Study of Leadership can be triangulated to examine the impact of a variety of outcomes during college which also makes it ideal for this study on student leadership efficacy at different institution types. A customized data set was created for this study that utilized data collected during the 2009-2011 MSL administration cycles. Data from these years was used as they contained NPHC data for HBCUs and HWIs.

Data Analysis

The unit of analysis in this study was leadership efficacy of undergraduate student members of Black sororities and fraternities at Historically Black and Historically White Colleges and Universities. The MSL data set that contained factors relevant to this study were re-coded and entered into SPSS version 25.0, for analysis. In summary, SPSS will be used to conduct descriptive and inferential statistical analyses of the sample MSL data set.

The MSL data variables and questions that assess the leadership efficacy of undergraduate student members of BGLOs at HBCUs and at HWIs were used for this study. A variety of descriptive and inferential statistical analyses of relevant portions of Multi-Institutional Study of Leadership (MSL) data were completed for this study using SPSS, version 25.0 which will support the statistical analysis needs of this study. Additional details are provided in Chapter 3.

Assumptions and Limitations

Assumptions are notions that are generally accepted to be true or certain to happen without evidence. This study assumes:

1. The MSL survey administration protocols were consistently and accurately executed at participating campuses.

2. MSL respondents answered honestly.

3. MSL data management procedures and protocols maintain rigor, and done in accordance with IRB standards.

The MSL research design utilizes an independent research organization to administer the online survey at participating campuses, using proven standards for web-based survey research. Confidentiality and data security procedures are utilized to ensure that MSL administration

remains consistent and secure throughout campuses. The MSL instrument depends largely on data that is self-reported by students. There are dissenting views regarding the accuracy and measurability of student self-reported data even though several researchers suggest that they can produce accurate results in specific conditions (Anaya, 1999; Astin, 1993; Bauer, 1992; Gonyea, 2005; Pace et al., 1985; Pike, 2000). These conditions include rigorous methodological standards and ease of participant use which means; questions are easy for participants to understand, information is accessible, there is perceived value of the questions being asked, and there is clarity of response options (Gonyea, 2005). When these factors are present, self-reports are generally considered suitable. The MSL instrument is consistent with these considerations given the primary outcome measures have undergone field-testing in a variety of studies (Dugan, 2006a, 2006b; Dugan & Komives, 2007; Gehrke, 2008; Humphreys, 2007; Meixner, 2000; Morrison, 2001; Rickets et al., 2008; Rubin, 2001) as well as multiple pilot studies. Furthermore, the Crown-Marlowe measure of social desirability was utilized as a measure to remove items in which responses appeared biased. Moreover, Turrentine's (2001) study of self and peer-reported leadership behaviors and the quality of those behaviors found self-reports of leadership to generally be accurate. The MSL study uses a cross-sectional research design by which students are asked to reflect on past knowledge and experiences as a way to capture input data. This type of research design is known to have the potential for response-shift bias. Howard (1980), Howard et al. (1979), Rohs (2002), and Rohs and Langone (1997) address issues with response-shift bias that occurs in traditional time elapsed studies by noting that when measuring leadership development as an educational outcome, retrospective questions may actually provide a better indication of student gains because the inherent assumption in measurement of change is a common metric at each point in time. Additionally, "a person's standard for measurement of the

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dimension being assessed will not change from pretest to posttest. If the standard of measurement were to change, the posttest ratings would reflect this shift in addition to the actual changes in the person's level of functioning. Consequently, comparisons of pretest with posttest ratings would be confounded by this distortion of the internalized scale" (Rohs & Langone, 1997, p. 51). Researchers suggest cognitive dimensions associated with understanding leadership may cause a shift in the standards of measurement and as such, cross-sectional designs (such as the MSL) offer an appropriate approach in addressing the effect (Howard, 1980; Howard et al., 1979; Rohs, 2002; Rohs & Langone, 1997).

A limitation of the MSL is that despite containing several years of data collection at various institutions types throughout the US and abroad, the amount of data that represents the specific population of this study; undergraduate student members of historically black sororities and fraternities is not equally represented at HBCUs and at HWIs. For example, there were ($N = 83$) responses from NPHC members at HBCUs compared to ($N = 631$) responses from NPHC members at HWIs.

Another limitation is that the 2009-2011 data set utilized for the present study does not contain consistent institutional data across administrations. For example, basic Carnegie classifications such as institutional size and setting, enrollment profile and undergraduate instructional program are not available for each school during the 2009-2011 the MSL administrations. Therefore, there is insufficient data to effectively respond to research question three (is there a difference in the leadership efficacy between undergraduate student members of Black sororities and fraternities at Historically Black and Historically White institutions).

Weighting of Data

When surveying a population, there will typically always be non-respondents who systemically differ from respondents. These differences could lead to a bias when drawing conclusions from data. To minimize this potential for bias, a nonresponse adjustment has been calculated for each school in the MSL and an individual school's nonresponse adjustment will be used for all analysis and reporting that looks at an individual school's data (Dugan, 2006a).

Summary

The purpose of this study was to examine the leadership efficacy of undergraduate student members of Black sororities and fraternities at Historically Black and Historically White Colleges and Universities. Three research questions were investigated to enhance the literature about the leadership efficacy of undergraduate student members of Black Greek fraternities and sororities at Historically Black and Historically White Colleges and Universities.

CHAPTER 4: RESULTS

This quantitative study examined the leadership efficacy of undergraduate student members of Black sororities and fraternities at Historically Black and Historically White colleges and universities through analysis of a 2009-2011 data set from the Multi-Institutional Study of Leadership. Examination of self-reported responses indicated that NPHC members at both HWIs and HBCUs tend to rate their leadership efficacy high, in the range of competent to very competent. However, NPHC members at HWIs find their leadership efficacy lacking. Unfortunately, the data for this study were not well suited to answer question three. This chapter will discuss both the research demographics and the findings of the research questions, guided by the following research questions.

1. What is the leadership efficacy of undergraduate Black fraternity and sorority members at historically White institutions and historically Black colleges and universities?

2. Is there a difference in the leadership efficacy between undergraduate student members of Black sororities and fraternities at historically White and historically Black institutions?

3. What institutional factors influence the leadership efficacy of undergraduate Black fraternity and sorority members at historically White institutions and historically Black colleges and universities?

Overview

As noted in Chapter 3, descriptive statistical analyses including central tendency, variability, and relative standing were conducted to explore the overall trends in the sample data set for this study and to answer the first research question; what is the leadership efficacy of undergraduate Black fraternity and sorority members at historically White institutions and

historically Black colleges and universities. The 2009-2011 MSL data set contained NPHC and nonNPHC respondent data from HBCUs and HWIs and contained a combined total of ($N = 7926$) responses. There were ($N = 7025$) responses from HWI institution participants, and ($N = 901$) responses from HBCU institution participants. Upon sampling for NPHC members at both HBCUs and HWIs, there was a combined total of ($N = 714$) responses. Of the ($N = 714$) NPHC member responses, the vast majority ($N = 631$) were NPHC members at HWIs and ($N = 83$) responses were from NPHC members at HBCUs.

As is best practice when comparing groups and connecting two or more variables (Creswell, 2011), Analysis of Variance (ANOVA), t-tests, and linear regression analysis were utilized to explore the research questions in this study. Null and two alternative hypotheses helped further direct analysis of research question two. The null hypothesis ($H_\emptyset$) for this study is that there is no statistically significant difference in the leadership efficacy of student members of Black sororities and fraternities at HWIs compared to HBCUs. The first alternate hypothesis (H_1) is that there is a statistically significant difference in the leadership efficacy of student members of Black sororities and fraternities at HWIs compared to HBCUs. The second alternate hypothesis (H_2) is that the leadership efficacy of student members of Black sororities and fraternities at HBCUs is greater than the leadership efficacy of Black sorority and fraternity members at HWIs.

Participant Demographics

Tables 1 through 6 provide a demographic overview about the respondents in the sample data set used for this study. The MSL data set used for analyses in this study contained results for several colleges and universities designated as an HBCU or HWI. Though the identity of the institutions are anonymous due to confidentiality, the number of student responses for each

Table 1

Frequency of NPHC & nonNPHC Participant Responses by Institution Type (HBCU & HWI)

Institution Type	Number of Respondents	Valid Percent
Historically Black College or University	901	11.4%
Historically White Institution	7,025	88.6%
Total	7,926	100%

Table 2

Statistics of Frequencies of HBCU & HWI NPHC & nonNPHC participant Responses (Combined HBCU & HWI)

Number of Valid Responses	Mean	Median	Standard Deviation	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
7,926	.1137	.0000	.31744	2.435	.028	3.928	.055

Table 3

Frequency of NPHC & nonNPHC Participant Demographics (Combined HBCU & HWI)

Demographic	Number	Valid Percent
Race	7,926	100%
African American	6,311	79.6%
Multi-racial (two or more)	1,615	20.4%
Gender (total)	7,925	100%
Female	5,485	69.2%
Male	2,415	30.5%
Transgender	25	.3%
Class Standing (total)	7,926	100%
Freshman	1,609	20.5%
Sophomore	1,584	20.2%
Junior	1,984	25.3%
Senior	2,659	33.9%
No Response	90	1.1%
Age (total)	7,926	100%
Traditional (under 24yrs)	6,079	76.7%
Non-Traditional (24+yrs)	1,833	23.1%
No Response	14	.2%

Table 4

Combined HBCU & HWI Frequencies of Leadership Efficacy Responses NPHC & nonNPHC

Fraternity/Sorority Membership	Frequency	Valid Percent
Member of NPHC	714	9%
Non-member of NPHC	7,208	90.9%
No Response	4	.1%
Total	7,926	100%

Table 5

Leadership Efficacy Test of Homogeneity of Variances of NPHC Member Responses (HBCU &

HWI)

Based on	Levene Statistic	df2	Sig.
Based on Mean	1.116	712	.291
Based on Median	1.043	712	.307
Based on Median and with adjusted df	1.043	686.171	.307
Based on trimmed mean	1.568	712	.211

Table 6

Combined Leadership Efficacy Questions & Response Totals (NPHC & nonNPHC members)

Question: How confident are you that you can be successful at the following:	Number	Percentage
Leading Others	7,926	100%
4 = Very Confident	2,542	32.1%
3 = Confident	3,459	43.6%
2 = Somewhat Confident	1,649	20.8%
1 = Not at all Confident	276	3.5%
Organizing a group's tasks to accomplish a goal		
4 = Very Confident	2,611	32.9%
3 = Confident	3,752	47.3%
2 = Somewhat Confident	1,371	17.3%
1 = Not at all Confident	192	2.4%
Taking Initiative to improve something		
4 = Very Confident	2,808	35.4%
3 = Confident	3,781	47.7%
2 = Somewhat Confident	1,173	14.8%
1 = Not at all Confident	164	2.1%
Working with a team on a group project		
4 = Very Confident	3,390	42.8%
3 = Confident	3,695	46.6%
2 = Somewhat Confident	742	9.4%
1 = Not at all Confident	99	1.2%

institution type are noted in Table 1 and indicate that 11% of the respondents were affiliated with an HBCU and 88.6% of respondents were affiliated with a HWI. These results indicate that there were more responses from undergraduate students at Historically White Institutions that participated in the MSL survey than undergraduate students at Historically Black Colleges and Universities. Although the number of respondents at HBCUs is lower compared to those at HWIs, the number of HBCU responses is statistically significant considering the sample size as shown in Table 2. Table 2 reflects an analysis of the combined HBCU and HWI respondents and reflects a standard deviation of 0.317, which is considered low, close to the mean and indicates that there is a small amount of variance of responses.

The demographics considered for this study included race, gender, class standing, and age as shown in Table 3. This table reflects a combined total of ($N = 7926$) responses from respondents at both HBCUs and HWIs. Over 79% ($N = 6311$) respondents identified themselves as African American compared to 20% ($N = 1615$) of respondents who identified themselves as being of two or more races. Other racial categories were not included in the results since the focus of this study is related to historically black fraternities and sororities, which primarily have a majority African American membership. Most respondents were female at 69% ($N = 5485$), and 30% ($N = 2415$) were male. Twenty-five or 0.3% of respondents identified as transgender. The class standing or classification reflects that nearly 34% ($N = 2659$) students classified as seniors which is the largest group of respondents. The next highest classification group is juniors at 25% ($N = 1984$), and surprisingly, the freshman group was at 20% ($N = 1609$) and last was sophomores at 20% ($N = 1584$). The freshman results are surprising because most NPHC groups restrict membership of freshmen although; a few of the groups allow exceptions.

There were ($N = 90$) respondents who did not reply identify their class standing which represents (1%) of the sample size. Many respondents were traditional aged undergraduates (under 24 years) at 76% ($N = 6079$), and there were 23% ($N = 1833$) nontraditional aged (24+ years) respondents. Additionally, 14 respondents (0.2%) did not respond to that question.

Tables 4 and 5 reflect descriptive statistical analyses of participant leadership efficacy for both institution types. These include solely those who identified themselves as being a member of a Black sorority or fraternity. Table 4 represents the response frequencies related to respondent membership in a National Pan-Hellenic Council sorority or fraternity at both HBCUs and at HWIs. As noted in Table 4, 9% ($N = 714$) respondents in the sample were members of a NPHC organization while 90% ($N = 7208$) of respondents were non-members of a National Pan-Hellenic Council sorority or fraternity. Additionally, there were four non-responses which was 0.1% of the total responses. These numbers are typical considering that the size of undergraduate Black sorority and fraternity chapters are often small and, in many instances, some NPHC chapters may not be active on campus. Table 5 includes the homogeneity of variances between the size of HBCU and HWI NPHC group responses and indicates there is no statistically significance difference between the NPHC group responses where mean and median are compared between institution types ($M_{HBCU} = 3.4$, $t(df) = 2.19$, $p = .0.291$; $M_{PWI} = 3.3$, $t(df) = 3.07$, $p = .307$).

Research Question 1 Findings

The first research question of this study is what is the leadership efficacy of undergraduate Black fraternity and sorority members at historically White and historically Black colleges and universities? Descriptive statistics including frequencies, means, and standard deviations were used to assess this question. Table 6 displays the MLS leadership efficacy

questions and scale and the responses for both NPHC and nonNPHC members at both institution types. The MSL leadership efficacy scale has a score range of one to four with one being equal to not confident at all, and four being very confident. Table 6 shows the combined institutional type response totals and percentages for each leadership efficacy question and categorical rating. Overall, there were a significant number of responses in the confident (3) to very confident (4) categories at both HBCU and HWI institutions for each leadership efficacy question.

Table 7 reflects overall response frequencies of NPHC and nonNPHC members by institution type indicating that there were (N = 7025) respondents from HWIs and (N = 901) respondents from HBCU, 88% and 11% respectively. There were enough responses from each institution type to conduct valid and reliable statistical analyses associated with this study. Table 8 shows the leadership efficacy percentage and ratings for each scale category option. The frequencies reflected are for both NPHC and nonNPHC groups at HBCU and HWI institutions. The results in Table 8 reflect that most of the responses of NPHC and nonNPHC members at HBCUs and HWIs were in the confident (3) to very confident (4) category at 27.3% and 22.6% respectively. Table 9 reflects the central tendency leadership efficacy at both institution types. Overall, the leadership efficacy of the (N = 7926) NPHC and nonNPHC respondents at HBCU and HWI institutions ranks slightly above confident (M =3.15, SD = 0.65). The standard deviation which measures the spread of scores indicates that there is little variance in the combined score distributions at both institution types, therefore, we can have a high level of confidence in the consistency of self-reported leadership efficacy at both institution types. The resulting mean and standard deviation indicate that the overall leadership efficacy of the (N = 7926) respondents at HBCU and HWI institutions has a $\bar{x}$ mean = 3.15, a M = 3.0 and a SD = 0.65. The standard deviation which measures the spread of scores indicates that there is little

Table 7

Combined Leadership Efficacy Overall Responses (NPHC & nonNPHC members)

Institution Type	Frequency	Valid Percent
HBCU	901	11.4%
HWI	7,025	88.6%
Total	7,926	100%

Table 8

Combined HBCU & HWI Leadership Efficacy Frequencies of Responses (NPHC & nonNPHC)

Leadership Efficacy Scale	Frequency	Valid Percent
1.00 = Not at All Confident	45	.6%
1.25	40	.5%
1.50	54	.7%
1.75	79	1.0%
2.00 = Somewhat Confident	363	4.6%
2.25	363	4.6%
2.50	513	6.5%
2.75	708	8.9%
3.00 = Confident	2,165	27.3%
3.25	685	8.6%
3.50	618	7.8%
3.75	505	6.4%
4.00 = Very Confident	1,788	22.6%
Total	7,926	100%

Table 9

Combined Leadership Efficacy Central Tendency for HBCU & HWI (NPHC & nonNPHC)

Number of Valid Responses	Mean	Median	Standard Deviation	Skewness	Std. Error of Skewness	Kurtosis	Std. Error of Kurtosis
7,926	3.1563	3.0000	.65142	-.466	.028	-.054	0.55

variance in the combined score distributions at both institution types, therefore, we can have a high level of confidence in the leadership efficacy responses at both institution types.

Table 10 displays the central tendency in leadership efficacy response frequencies by institution type for the entire data set sample which includes NPHC and nonNPHC members. HBCUs had a total of ($N = 901$) total responses, a $\bar{x}$ of 3.2 and a $SD = 0.58$. HWIs had a total of ($N = 7025$) responses, a $\bar{x} = 3.1$ and a $SD = 0.65$. Even though the mean of both groups is similar, the number of total responses from HBCUs was much less than the number of responses at HWIs. Also, the HBCU standard deviation of responses is lower than the HWI standard deviation of responses by .07268 which indicates that the HBCU responses were closer to the mean and had slightly less variability than HWI responses. Although the leadership efficacy means are not equal by institution type, they are close and there is not a lot of variability between the means based on institution type.

Table 11 shows homogeneity of leadership efficacy by institution type for all responses in the sample data set which include NPHC and nonNPHC members. The Oneway Descriptive Statistic results indicate that there is no statistically significant difference in the leadership efficacy based on institution type. The Levene statistic tells whether there is an equal amount of variances between responses of the data sets for each institution type. This is important in this study due to the difference in the number of responses by institution type, HWIs having more responses than HBCUs. In this instance, the Levene statistics shows that with an adjusted median, a trimmed mean, exclusion of outliers and significance less than .05, the variances are approximately equal.

Table 12 contains the results of a one way ANOVA for the leadership efficacy responses of NPHC and nonNPHC groups at both institution types. The results are compared between the

Table 10

Leadership Efficacy Central Tendency (HBCU vs HWI) NPHC & nonNPHC

Institution Type	N	Mean	Std. Deviation	Std. Error
HWI	7,025	3.140	.65779	.00785
HBCU	901	3.280	.58511	.01949
Total	7,926	3.156	.65142	.00732

Table 11

Leadership Efficacy Test of Homogeneity of Variances HBCU and HWI Responses (NPHC &

nonNPHC)

Based on	Levene Statistic	df1	Sig.
Based on Mean	6.736	7924	.009
Based on Median	4.028	7924	.045
Based on Median and with adjusted df	4.028	7923.979	.045
Based on trimmed mean	5.974	7924	.015

Table 12

Leadership Efficacy Oneway ANOVA (HBCU & HWI Respondents) NPHC & nonNPHC

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	15.627	1	15.627	36.993	.000
Within groups	3347.347	7924	.422		
Total	3362.975	7925			

groups at both institution types and results are also compared within the groups at both institution types (MSW = 7025; MSB = 901; F(1) = 36.9; p = 0.000). The results reflect a significance level of 0.00001 indicating that the variances are about equal when comparing institution types.

Table 13 shows central tendencies regarding leadership efficacy responses by NPHC group members by institution type. There was a total of (N = 631) responses from fraternity and sorority members at HWIs with a (M = 3.3, SD = .627). There were (N = 83) responses from fraternity and sorority members at HBCUs with a (M = 3.4; SD = 0.0527). Table 14 reflects the frequency and percentages of the leadership efficacy responses for NPHC members at both institution types. The results indicate that 30.7% (N = 219) of the NPHC members at both HBCUs and HWIs indicated that they are very confident in response to the leadership efficacy questions. Additionally, 25.9% or (N = 185) of the NPHC members at both HBCU and HWI institutions indicated feeling confident in response to the leadership efficacy questions.

Table 14 reflects the combined frequencies and percentages of leadership efficacy responses of NPHC members at both HBCU and HWIs, (N = 714). The scores range from Not at All Confident (1) to Very Confident (4), with the highest frequency of responses being in the Very Confident category (N = 219), 30.7%. The next highest score frequency is the Confident (3) category, with (N = 185), 25.9% and the third highest frequency of scores also being in the Confident Category (3.25) with (N = 73), 10.2%). This table indicates that the majority of NPHC members at both institution types have a high level of leadership efficacy. The difference in self-reported leadership efficacy by institution type shown in Table 15 is 0.1 (*F(1)* = 4.79 ; *p* = 0.29). This difference is statistically significant with NPHC members at HBCUs registering a higher confidence in their leadership efficacy.

Table 13

Leadership Efficacy Statistics of NPHC by Institution Type (HBCU vs HWI)

Institution Type	N	Mean	Std. Deviation	Std. Error
HWI	631	3.303	.627	.0249
HBCU	83	3.460	.527	.0578
Total	714	3.321	.618	.0231

Table 14

Combined Leadership Efficacy Frequency of NPHC Members (HBCU & HWI)

Leadership Efficacy Scale	Frequency	Valid Percent
1.00 = Not at All Confident	6	.8%
1.25	1	.1%
1.50	1	.1%
1.75	6	.8%
2.00 = Somewhat Confident	21	2.9%
2.25	13	1.8%
2.50	30	4.2%
2.75	43	6.0%
3.00 = Confident	185	25.9%
3.25	73	10.2%
3.50	62	8.7%
3.75	54	7.6%
4.00 = Very Confident	219	30.7%
Total	714	100%

Table 15

Leadership Efficacy ANOVA HBCU vs HWI

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.825	1	1.825	4.795	0.29
Within Groups	271.032	712	.381		
Total	272.857	713			

However, both groups register in the range of being confident in their leadership efficacy, HBCU NPHC members being slightly more.

Research Question 2 Findings

The second research question of this study is, is there a difference in the leadership efficacy between undergraduate student members of Black sororities and fraternities at historically White and historically Black institutions? To assess this question, paired t-tests and ANOVA were used to compare the leadership efficacy means of the responses for Black fraternity and sorority members at HBCUs and HWIs. Table 16 shows a comparison of leadership efficacy response frequencies for Black sorority and fraternity members at HBCUs and HWIs and indicates that overall, Black sorority and fraternity members at HWIs had higher leadership efficacy responses in the confident ($N = 157$) to very confident ($N = 186$) range. Although not as high as HBCUs, the leadership efficacy responses of Black sorority and fraternity members at HBCUs also had a high rate of responses in the confident ($N = 28$) to very confident ($N = 33$) categories.

Table 16 shows a crosstab frequency analysis of leadership efficacy responses for Black sorority and fraternity members at HBCUs and at HWIs. The results indicate that overall, Black sorority and fraternity members at both institution types have a high level of leadership efficacy, with most scores ranging from confident to very confident. Table 16 also shows that overall, Black sorority and fraternity members at HWIs had higher leadership efficacy responses in the confident ($N = 157$) to very confident ($N = 186$) range compared to Black sorority and fraternity members at HBCUs. There may be several reasons for this difference, one being that there were a higher number of responses from HWIs vs. HBCUs. Although not as high as the HWIs, the leadership efficacy of Black sorority and fraternity members at HBCUs had a fairly high rate of

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Table 16

Leadership Efficacy Response Crosstab Frequencies of NPHC Members (HBCU vs HWI)

Leadership Efficacy Scale	HWI	HBCU	Total
1.00 = Not at All Confident	6	0	6
1.25	1	0	1
1.50	1	0	1
1.75	6	0	6
2.00 = Somewhat Confident	19	2	21
2.25	13	0	13
2.50	29	1	30
2.75	40	3	43
3.00 = Confident	157	28	185
3.25	70	3	73
3.50	54	8	62
3.75	49	5	54
4.00 = Very Confident	186	33	219
Total	631	83	714

responses in the confident ($N = 28$) to very confident ($N = 33$) categories. Further, even though the number of confident and very confident leadership efficacy responses for NPHC members is higher at HWIs, it is only 54% of the total responses compared to 73% of confident and very confident leadership efficacy responses at HBCUs. It is noteworthy that the lower end of the leadership efficacy response distribution shows that NPHC members at HWIs ($N = 14$) report being within the range of not at all confident (1 to 1.75) in their leadership efficacy, 2.2% of NPHC members at HWIs as compared to 0.0 % of NPHC Members at HBCUs reporting that they at not at all confident in their leadership efficacy. A total of ($N = 101$) NPHC members at HWIs reported that they are somewhat confident in their leadership efficacy (2 to 2.75) are 16% of HWI NPHC members as compared to 7.2%, ($N = 6$) of HBCU NPHC members.

In addition to being more confident overall in their leadership efficacy, HBCU NPHC members are less likely to report low to moderate confidence. It is more likely that differences between groups register within the lack of confidence end of the frequency distribution rather than at a low to moderate confidence level. Table 17 shows the central tendency in leadership efficacy for the HBCU ($M = 3.4$, $SD = 0.52$) and HWI ($M = 3.3$, $SD = 0.62$) respondents' mean. Using regression analysis, the differences are found to be statistically significant with NPHC members at HWIs registering a slightly higher leadership efficacy ($B = 0.158$; $SE = 0.72$; $t = 2.19$; $p = 0.029$). This is further confirmed in Table 18 which shows that there is more variation between rather than within groups and is confirmed in ANOVA results ($MSW = 0.381$; $MSB = 1.825$; $F(712) = 4.759$; $p = 0.29$). The results of this analysis confirm statistical significance as $p < 0.05$. These differences do not, however, register as statistically significant. As ANOVA testing is more robust than t-tests, it is more likely that the differences are not statistically significant. According to the results in Table 19, this model is not well specified. Whether or not

Table 17

Leadership Efficacy Central Tendency of NPHC Members by Institution Type (HBCU vs HWI)

Institution Type	N	Mean	Std. Deviation	Std. Error
HWI	631	3.303	.627	.0249
HBCU	83	3.460	.527	.0578
Total	714	3.321	.618	.0231

Table 18

Leadership Efficacy [a] Oneway ANOVA of NPHC Groups (HBCU vs HWI)

	Sum of Squares	df	Mean Square	F	Sig.
Between HBCU & HWI NPHC Groups	1.825	1	1.825	4.795	.029[b]
Within HBCU & HWI NPHC Groups	271.032	712	.381		
Total	272.857	713			

Note. [a]Dependent Variable: Leadership Efficacy; [b]Predictors: Constant HBCUID.

Table 19

Regression Analysis Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.082 [a]	.007	.005	.61698

Note. [a]Predictors: (Constant), HBCU Identification.

the NPHC member attends an HBCU or HWI only accounts for 0.7% of the variance in leadership efficacy. In sum, there are other factors not accounted for in this model that figure into the leadership efficacy of NPHC members whether from HBCUs or HWIs.

Summary

The null hypothesis $H_{\emptyset}$ for this study is that there is no statistically significant difference in the leadership efficacy of student members of Black sororities and fraternities at HWIs compared to HBCUs. The results of Oneway leadership efficacy responses by NPHC group members by institution type indicate that there is a statistically significant difference in the self-reported leadership efficacy of student members of Black sororities and fraternities at HWIs compared to HBCUs, although slight. Therefore, the null hypothesis is rejected. The first alternate hypothesis (H_1) is that there is a statistically significant difference in the leadership efficacy of student members of Black sororities and fraternities at HWIs compared to HBCUs which is not rejected. Similarly, the second alternate hypothesis (H_2), that the leadership efficacy of student members of Black sororities and fraternities at HBCUs is greater than the leadership efficacy of Black sorority and fraternity members at HWIs cannot be rejected. However, as there are likely more factors that explain the leadership efficacy of NPHC members beyond institutional type, this study aimed to more fully explore institutional factors influencing the leadership efficacy of NPHC members at HWIs and HBCUs in research question three.

Research Question 3 Findings

The third research question related to this study is: What institutional factors influence the leadership efficacy of undergraduate Black sorority and fraternity members at historically White and Black colleges and universities?

One of the goals of this study was to use Carnegie Classification designations to compare several institutional factors for this study. The data set used for this study spanned across several years and unfortunately, consistent institutional data outside of HBCU and HWI designation was not available for all institutions for each MLS survey administration. Given that consistent institutional data were not available, this question cannot accurately be answered and is considered a challenge related to this study. An institutional factor that can and has been considered as part of the basis of this study is the classification of the institution in terms of being a Historically Black College or University or Historically White Institution. This aspect of the institution type is a factor of this study and the results of the previous data analyses indicate that Black sorority and fraternity members at HBCUs and HWIs do experience different levels of leadership efficacy. It would be beneficial to conduct a future study to compare specific institutional factors such as public/private size, location, student leadership offerings (academic and co-curricular) to further explore why students in NPHC groups experience different levels of leadership efficacy at the different institution types. Implications from the results of this study, including further analysis to explore question three, are discussed in Chapter 5.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR

FUTURE RESEARCH

This purpose of this quantitative study was to explore the leadership efficacy of undergraduate student members of black sorority and fraternity members at HBCUs and HWIs. In recent years, the topic of leadership has expanded throughout many industries and higher education is no exception. Many institutions of higher education have developed formalized and informal student leadership initiatives however, as noted in the (Kezar et al., 2006), "the importance of the leadership process in producing learning so that people can be more successful in creating change, providing organizational direction, and supporting organizational effectiveness is not emphasized in the higher education literature". Scholarly literature on the topic of leadership examines various theories, frameworks, programs and definitions, however there is little not as much known about how students develop capacity and confidence to lead so that they are able to create change as suggested in the 2006 ASHE report. Further, there is even less throughout the literature about NPHC members and their leadership development and leadership capacity. Additionally, despite the literature that does exist on the topic of leadership, Kellerman (2012) noted that there is a gap "between the teaching of leadership and the practice of leadership". As such, this study sought to explore these ideas with a focus on black fraternity and sorority groups which are commonly viewed as exemplar organizations for student leadership development on college campuses. The intent of this study was to examine whether NPHC members at two different institution types (HBCUs and HWIs) experience leadership efficacy in similar or different ways and the institutional factors that may influence their leadership efficacy. The questions that guided this study included the following:

1. What is the leadership efficacy of undergraduate Black fraternity and sorority members at historically White institutions and historically Black colleges and universities?

2. Is there a difference in the leadership efficacy between undergraduate student members of Black sororities and fraternities at historically White and historically Black institutions?

3. What institutional factors influence the leadership efficacy of undergraduate Black fraternity and sorority members at historically White institutions and historically Black colleges and universities?

Summary of Findings

Using a data set from the MSL, descriptive statistical analyses were conducted to examine the research questions related to this study. Descriptive statistical analyses of the data set included examination of mean, mode and median, variance, standard deviation, and range however, the third research question was not able to be answered as consistent institutional data was not available for the data set. Inferential statistical analyses were conducted in SPSS version 25 to test the hypotheses related to this study as they allow two or more groups on the independent variable to be compared to the dependent variable. The hypotheses of this study were examined through analysis of variance (ANOVA), Pearson's correlation coefficient (t-tests), and regression analysis. Analysis of the leadership efficacy of undergraduate student members of Black sororities and fraternities at HBCUs and HWIs was conducted using the following hypotheses.

$H_\emptyset$: There is no statistically significant difference in the leadership efficacy of student members of Black sororities and fraternities at HWIs compared to HBCUs.

H_1: There is a statistically significant difference in the leadership efficacy of student

members of Black sororities and fraternities at HWIs compared to HBCUs.

H_2: The leadership efficacy of student members of Black sororities and fraternities at

HBCUs is greater than the leadership efficacy of Black sorority and fraternity

members at HWIs.

Overall, results of this study indicated that NPHC members at both HWIs and HBCUs

tend to rate their leadership efficacy high, in the range of competent to very competent. These

results are similar to findings from a study by Kimbrough (1995) which showed that an

overwhelming majority of undergraduate students in NPHC organizations rated their leadership

abilities high. However, in this study, only NPHC members (primarily African American) at

HWIs find their leadership efficacy lacking (see Table 16). This may be an illustration of

research that indicates that African American students attending HWIs often feel marginalized

(Gossett, 1996). Conversely, NPHC students at HBCUs experience an inclusive, positive and

supportive campus climate that instills a sense of cultural pride and thus, higher self-esteem and

overall confidence (Albritton, 2012; Hunt & Rentz, 1994; Kimbrough, 1996). The null

hypothesis $H_\emptyset$ for this study was that there is no statistically significant difference in the

leadership efficacy of student members of Black sororities and fraternities at HWIs compared to

HBCUs. The null hypothesis for this study is rejected as the results of one-way leadership

efficacy analysis of NPHC group members by institution type indicated that there is a

statistically significant difference in the self-reported leadership efficacy of student members of

Black sororities and fraternities at HWIs compared to HBCUs, although only slight. The first

alternate hypothesis (H_1) for this study is not rejected as there is a statistically significant

difference in the leadership efficacy of student members of Black sororities and fraternities at

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HWIs compared to HBCUs**.** Likewise, the second alternate hypothesis (H$_2$), that the leadership efficacy of student members of Black sororities and fraternities at HBCUs is greater than the leadership efficacy of Black sorority and fraternity members at HWIs also cannot be rejected.

This study focused on institution type (HBCU vs HWI) as a factor however, there are likely additional factors that explain the leadership efficacy of NPHC members beyond institution type. One such factor may be the experiences students have before college. This idea is reflected in research by Dugan and Komives (2007, 2010) which indicates that "students' precollege leadership capacity and knowledge regularly emerge as the most significant predictors of leadership". Dugan and Komives (2010) further note that "the relative influence of the college environment on students' leadership development is largely a function of individuals' experiences and not traditionally measured structural characteristics of the institution". Another factor that may explain leadership efficacy beyond institution type is race. A study by Kezar and Moriarty (2000) suggests that "the relationship between race and leadership…typically suggests significant differences based on how students conceptualize leadership, unique predictors of it, and their perceived capacity to engage in it." Finally, institutional factors such as leadership resources available to students like courses, centers, co-curricular programs, along with Carnegie Classifications may also explain leadership efficacy and leadership development.

Implications for Theory and Practice

This study used data from the Multi-institutional Study of Leadership project which utilizes the Social Change Model of Leadership Development as a theoretical framework. The SCM defines leadership as a process that is purposeful, collaborative and values-driven. The model is based on seven core values that define a student's self-awareness and ability to work with others, all seven dimensions work together to create the eighth dimension, defined as

change. The results of this study on the leadership efficacy of NPHC members at HBCUs and

HWIs aligns with the SCM theoretical framework as it explored students' self-reported scores of

their level of self-confidence in their ability to lead others. In addition to the SCM, this study was

framed by Systems and Leadership Development theory as a loosely coupled system. The

findings of this study support the idea that the leadership efficacy of NPHC members is loosely

coupled with university types. Conversely, results of this study may indicate that the connection

between individual members and their respective NPHC organization could be considered a

tightly coupled system. Coupling defines the connections in the system and can be between

people or other elements. A loosely coupled system is defined as one in which part of the system

are connected but the reliance is not strong, not necessary, and not directly dependent on each

other. For this study, leadership efficacy and university type (HBCU or HWI) operated as a

loosely coupled system and was believed to occur differently at each institution type.

Theoretical Implications

A key finding of this study was that NPHC members at both HBCUs and HWIs self-rated

their leadership efficacy as being high. The SCM dimension that relates to this finding is

Consciousness of Self. This dimension speaks to a person's awareness of their own values,

beliefs, and attitudes that motivate them to action. The results of this study indicated that NPHC

members at HBCUs and HWIs have self-awareness (consciousness of self), and a strong belief in

their leadership efficacy (self-confidence) in their ability to lead others. The results of this study

offer implications about Astin's I-E-O Model which is part of the MSL theoretical framework.

One implication of the results is about the types of variables (I) that may impact a college

student's leadership efficacy. The experiences a student has prior to college likely impacts the

confidence they have in their ability to lead and could explain some aspects of the results of this

study. Additionally, the experiences (E) a student has during college are known to impact their leadership development. The outcomes (O) focuses on students' knowledge, attitudes and beliefs after they graduate and although that is the focus, the present study provokes questions about leadership efficacy outcomes for students at various classification levels and variables that may impact it. For example, do NPHC members who are seniors experience a higher level of leadership efficacy than freshmen at different institution types. This question and others that can be formed based on the results of this study point to the opportunity to further explore the leadership efficacy of NPHC members at various institution types and variables that may impact it.

Implications for Practice

Understanding the leadership efficacy of NPHC members at HBCUs and HWIs is useful to inform higher education institutions on the best ways to develop leadership capacity among students who will become leaders in a variety of industries. It is a common practice of many employers to create talent pipelines of diverse workers and they often seek out racial and ethnic minorities who have leadership potential. Thus, when recruiting at universities, employers often seek to recruit from NPHC groups which are largely comprised of African Americans and are well-known to develop leadership capacity amongst its members. Both HBCU and HWI institutions could benefit from better understanding the types of environments, systems and resources that best serve and support the leadership development, specifically leadership efficacy of NPHC members. Results of this study indicated that overall, NPHC members at both institutions have a relatively high level of leadership efficacy; however, NPHC members at HBCUs registered a slightly higher leadership efficacy. Conversely, NPHC members at HWIs expressed a low level of leadership efficacy. It would be helpful for institutions to better

understand why these differences exist and specific institutional variables that may cause the differences. It is beneficial for universities to understand specific variables that have a positive impact on the leadership efficacy of NPHC members as it may inform how to delegate financial resources, determine the types of resources they offer students, and ways to engage them. Tangible resources such as leadership offices, centers, formal programs and courses are some ways institutions can create structured, formalized leadership opportunities for students. Additionally, the findings reported by Owen (2012) showed that colleges and universities can be more effective at administering leadership to students by first being committed to leadership and allowing leadership to happen organically where it occurs. Additionally, creating a leadership inventory, assessing leadership curriculum, formal and informal programs, and creating a structured way to offer and share leadership resources is beneficial to colleges and universities. Further, Owen (2012) notes that it is important to appropriately match leadership interventions with students' leadership readiness and to use evidence-based approaches to leadership. She also notes that using the Student Leadership Programs (SLPs) standards developed by the Council for the Advancement of Standards in Higher Education is an effective way for institutions "to advocate for leadership program resources and support, to benchmark leadership programs against national norms, and to connect program level outcomes with articulated national learning domains" (Owen, 2012).

Based on the results of this study, institutions, specifically, HWIs should consider creating and maintaining campus climates that make NPHC members feel welcomed, supported, and like their leadership development matters. Additionally, they should be intentional about engaging NPHC students in leadership opportunities. These ideas are supported by Gasman (2009), who notes that minority-serving institutions

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serve as role models for all institutions in terms of their ability to increase students' self-esteem and strengthen their cultural identities. These institutions have this kind of impact because they offer curricula and extracurricular programs that are culturally rich and culturally sensitive. They promote same-race leaders and role models for their students in both the curriculum and student life. All colleges and universities should emulate the respect for diversity and diverse ways of learning so evident at minority-serving institutions.

Recommendations for Future Research

The results of this study indicate that future examination of this topic would be worthwhile. While the results show that NPHC members at both HBCUs and HWIs have a relatively high level of leadership efficacy, specific institutional factors that may have an influence on it are not well known. One suggestion for future studies is to replicate this study and explore specific institutional factors based on Carnegie Classifications. Factors such as institution size and setting, enrollment profile, undergraduate profile are some Carnegie Classification variables that could be explored. Also, it would be beneficial to explore the leadership efficacy of NPHC members at HBCUs and HWIs with a focus on the types of leadership resources available to NPHC students, level of NPHC student engagement in academic and social leadership opportunities.

Another area for further exploration is the dynamic among NPHC member leadership efficacy and factors such as race and gender at HBCUs and HWIs. This would be a particularly interesting topic because there are some gender specific universities and it would be interesting to explore what, if any variables impact the leadership efficacy of NPHC members at those institutions.

Lastly, based on the results of this study that indicated that NPHC members at both HBCUs and HWIs had a relatively high level of leadership efficacy, it would be interesting to explore what pre-college factors, if any, may be at play. It is possible that NPHC members have high leadership efficacy because they were engaged in community service prior or other service-based activities prior to college as it is a requirement for NPHC membership as well as a hallmark of the organizations.

Summary and Conclusion

This chapter has provided a recap of the purpose of this study, the methodology, summary of findings, implications for theory and practice as well as recommendations for future studies. In sum, this study explored the leadership efficacy of NPHC members at HBCUs and HWIs and whether is was different based on institution type. The results of the study showed that overall, NPHC members at both institution types had a high level of leadership efficacy. Additionally, while NPHC members at HBCUs demonstrated a higher level of leadership efficacy than those at HWIs, it was slight. Moreover, only NPHC members at HWIs expressed a low level of leadership efficacy. Although this study sought to explore specific institutional factors that impact the leadership efficacy of NPHC members at HBCUs and HWIs, this was not able to be explored beyond institutional designation (HBCU & HWI) due to lack of data points.

The results of this study support the theoretical frameworks that undergird it; the SCM, specifically the I-E-O model, Systems and Leadership development theories. The implications for practice based on the results are that universities can benefit from understanding the factors, including institutional ones that impact the leadership efficacy of NPHC members. This knowledge can inform the types of campus climates, resources, and systems that may maximize the leadership efficacy of NPHC members as well as their overall leadership development.

Suggestions for future studies on the leadership efficacy of NPHC members and specific institutional factors based on Carnegie Classifications would be beneficial. It would also be useful to understand how pre-college variables impact the leadership efficacy of NPHC members, given the results of this study. In conclusion, future studies on this topic would be beneficial to gain more knowledge of the leadership development of NPHC members and the types of variables that effect it.

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APPENDIX A: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

EAST CAROLINA UNIVERSITY
Office of Research Integrity and Compliance (ORIC)
University & Medical Center Institutional Review Board (UMCIRB)
Brody Medical Sciences Building, 4N-70• 600 Moye Boulevard • Greenville, NC 27834
Office 252-744-2914 • Fax 252-744-2284 • www.ecu.edu/irb

TO: Catrina Davis, College of Education, 138 Rivers Building

FROM: Office of Research Integrity & Compliance (ORIC)

DATE: March 12, 2019

RE: Leadership efficacy of Black Greek Letter Organization undergraduate student members at
          Predominantly White Institutions and at Historically Black Colleges and Universities.

The following project description has been provided to our office:

Individual wishes to utilize a previously collected, de-identified data set that compares the leadership efficacy of Black Greek Letter Organization undergraduate student members at Predominantly White Institutions and at Historically Black Colleges and Universities. Individual plans to use this previously collected de-identified data set from the Multi-Institutional Study of Leadership for her project.

This activity has undergone review on 3/12/2019 by the ORIC and has been deemed outside of UMCIRB jurisdiction because it does not meet the current federal descriptions for human subject research. Therefore, this activity does not require UMCIRB approval. Contact the office if there are any changes to the activity that may require additional UMCIRB review or before conducting any human research activities.

Relevant Definitions for Human Subject Research:
- *Research* means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities

- *Human subject* means a living individual about whom an investigator (whether professional or student) conducting research obtains:
  (1) Data through intervention or interaction with the individual, or
  (2) Identifiable private information.

The UMCIRB applies 45 CFR 46, Subparts A-D, to all research reviewed by the UMCIRB regardless of the funding source. 21 CFR 50 and 21 CFR 56 are applied to all research studies under the Food and Drug Administration regulation. The UMCIRB follows applicable International Conference on Harmonisation Good Clinical Practice guidelines.

The Seven C's: The Critical Values of the Social Change Model

INDIVIDUAL VALUES

Consciousness of Self	Being self-aware of the beliefs, values, attitudes, and emotions that motivate you to take action. Being mindful, or aware of your current emotional state, behavior, and perceptual lenses.
Congruence	Acting in ways that are consistent with your values and beliefs. Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others.
Commitment	Having significant investment in an idea or person, both in terms of intensity and duration. Having the energy to serve the group and its goals. Commitment originates from within, but others can create an environment that supports an individual's passions.

GROUP VALUES

Collaboration	Working with others in a common effort, sharing responsibility, authority, and accountability. Multiplying group effectiveness by capitalizing on various perspectives and talents, and on the power of diversity to generate creative solutions and actions.
Common Purpose	Having shared aims and values. Involving others in building a group's vision and purpose.
Controversy with Civility	Recognizing two fundamental realities of any creative effort: 1) that differences in viewpoint are inevitable, and 2) that such differences must be aired openly but with civility.

COMMUNITY VALUES

Citizenship	Believing in a process whereby an individual and/or a group become responsibly connected to the community and to society through some activity. Recognizing that members of communities are not independent, but interdependent. Recognizing individuals and groups have responsibility for the welfare of others.
Since it is a key assumption of the SCM that the ultimate goal of leadership is positive social change, "change" is considered to be at the "hub" of the SCM.	
Change	Believing in the importance of making a better world and a better society for oneself and others. Believing that individuals, groups and communities have the ability to work together to make that change.

(Adapted from Higher Education Research Institute, 1996, p. 21; Tyree, 1998, p. 176; and Astin, 1996, p. 6-7)