The Interface of Leadership Development and Extracurricular Activity: Exploring the Effects of Involvement in Extracurricular Activity on Community Leadership

Juhee Kim
University of Idaho

Elizabeth Wargo
University of Idaho

Abstract

This study informs the field of education of the importance of providing a wide variety of extracurricular activities for students and its effect on students' community leadership development. Data were collected from college students ($N = 705$) and analyzed using quantitative methodology. Results indicate that high involvement level students indicated relatively high citizenship in leadership outcomes. Also, students' self-perception of leadership skills was the most significant predictor of community values of leadership development outcomes.

This study highlights the need for higher education institutions to encourage students to participate in extracurricular activities involving groups to enhance community leadership that advances positive social change.

Keywords: Leadership developments, Higher education, Extracurricular activity, Social change, Quantitative research

College students can enhance their leadership abilities and skills during their college years (Dugan et al., 2013; Hevel et al., 2018; Kim, 2022; Sowcik & Komives, 2020), and this leadership development can be related in part to collegiate extracurricular involvement. An analysis across studies pertaining to extracurricular activities reveals critical predictors of

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

11

student leadership development. Experiences in extracurricular or co-curricular activities improve student learning experiences and influence student leadership development (Komives & Wagner, 2017; Martinez et al., 2020; Mcree & Haber-Curran, 2016; Zeeman et al., 2019).

Although a relationship between student extracurricular or co-curricular involvement and leadership outcomes has been established (Foreman & Retallick, 2016; Kim 2022; Mehring, 2018; Simonsen et al., 2014; Soria & Johnson, 2020), little is known about how extracurricular experiences influence a college student's community leadership development outcomes. Further exploration at this intersection is critical as student's leadership knowledge and capacity, and as a whole, contribute to community change for the common good as it is associated with the Social Change Model (SCM) of leadership development (Komives & Wagner, 2017). SCM is facilitated through a purpose-driven, value-based process and collaborative approach (Chen, 2021; Foreman & Retallick, 2016; Kim, 2022; Martinez et al., 2020; Mitchell & Soria, 2017). Drawing on student development theory, this study focuses on college student leadership development using the SCM. This theoretical frame focuses explicitly on college students and is consistent with the emerging leadership paradigm (Komives & Wagner, 2017).

The purpose of this study is to explore how extracurricular activity experiences influence student leadership development. Two research areas are covered. First, the study examines the relationship between extracurricular involvement and leadership development outcomes demonstrated by involvement experiences and index level. The difference in the mean of community values of leadership development outcomes, indicated by quantitative (e.g., amount of time spent, number of extracurricular clubs) and qualitative (e.g., the highest level of participation) aspects, is used to calculate extracurricular involvement experiences.

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

12

The involvement index is determined by a combination of involved years and the level of participation. Second, the study analyzes how general characteristics, pre-collegiate, and collegiate experiences contribute to the college students' community values of leadership development. The examination of the effects of participating in extracurricular activities is important to this study because it helps to identify factors contributing to significant differences in leadership development.

Theoretical Framework

The conceptual framework draws from Astin's (1999) theory of student involvement, the Social Change Model of Leadership Development (SCM) (HERI, 1996), and the Collegiate Leadership Development Model (Foreman & Retallick, 2016). Student involvement theory is a developmental theory of student success that suggests student involvement through physical attendance and behavioral energy on college campuses directly affects their persistence in school. The SCM advances a model for student leadership in higher education at the individual, group, and community levels with an understanding that leadership should be values-based, a collaborative ongoing process with outcomes for the common good (Kim 2022). Finally, the collegiate leadership development model combines successful school and extracurricular experiences with involvement.

Review of Literature

Involvement in extracurricular activities has been associated with several positive adolescent outcomes (Lois & John, 2015; Smith & Chenoweth, 2015; Rosch& Nelson 2018). For instance, adolescents involved in school and community-based civic activities reported more religiosity, academic engagement, and positive perceptions of parents and peers than uninvolved ones (Ludden, 2011). In this section, the study reviews the relevant literature about involvement

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

13

in extracurricular activity and student leadership development as a category.

Involvement in Extracurricular Activity

Research indicates student participation in extracurricular clubs and organizations yields several positive outcomes for adolescents (Guilmette et al., 2019; Shaffer, 2019). Adolescent involvement in school and community activities increases positive perceptions of parents and peers (Majee & Anakwe, 2020; Oosterhoff et al.., 2020). For those attending college, undergraduate involvement in extracurricular activities has been linked to higher measures of interpersonal competence such as teamwork, decision making, conflict resolution, and communication (Kholiavko et al., 2020; King, 2020), which are paramount for effective leadership.

Although prior research has demonstrated a multitude of benefits for adolescents participating in extracurricular activities, less is known about specific aspects of extracurricular participation and their impact on leadership development. Foreman and Retallick (2016) found the leadership role taken and the number of organizations a student was involved in influenced leadership scores suggesting that involvement in three to four organizations was optimal. According to Foreman and Retallick (2016), the number of clubs and hours students spent participating in each club matters. However, Heaslip and colleagues (2021) indicated that over-scheduling extracurricular activities could result in poor adjustment, higher stress, and/or less time spent with family. Developing the leadership skills necessary to engage in extra, but not too many extra activities, then may be a critical aspect of extracurricular participation of which little is known.

Leadership Development

Leadership skills enable students to interact effectively and harmoniously with other

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

14

people (Lippman et al., 2015; Page et al., 2021). Research suggests that interaction between students positively affects leadership development, academic success, and critical thinking. Student service programs, collegiate organizations, and service-learning projects are examples of collegiate settings where students may develop and improve their leadership capabilities. Wuetherick (2018) asserted that participation in a service-learning project encourages students to create effective social change. Kim (2022) also noted a massive growth in leadership development programs on college campuses, which attributed to the necessity for effective leadership development in training tomorrow's leaders and, ultimately, the significance of leadership in society.

Student experiences are essential because student participation in pedagogically purposeful activities positively impacts student learning and achievement during college (Goudih et al., 2018). According to Martinez and colleagues (2020), students should be taught how to engage in meaningful dialogue across differences and intentionally create opportunities to do so in leadership development. The degree to which students interact with and are mentored by faculty is also positively related to overall leadership capacity. Komives and Wagner (2017) argued that the community service and leadership development offices on campus operate separately from one another. They suggested that connections concerning leadership, social justice, and social activism need to be made.

Several researchers have examined learning experiences and leadership development (Dugan et al., 2013; Foreman & Retallick, 2016; Kim, 2022; Martinez et al., 2020; Mehring, 2018; Soria & Johnson, 2020). General engagement in the collegiate environment and, particularly, involvement as members of clubs and organizations is positively associated with leadership skills and efficacy (Kim 2022; Komives & Warner, 2017; Leupold et al., 2020;

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

15

Martinez et al., 2020). More specifically, collegiate leadership development and experiential activity are related to students' self-efficacy and resilience (Leupold et al., 2020). Lois and John's (2015) research demonstrated that students' perceptions of their activities influenced leadership skills. Results revealed that students involved in extracurricular activities showed higher positive self-perceptions of leadership characteristics than students who did not participate in activities. According to Jenkins (2020), educational institutions/organizations could not function appropriately without students' contributions. Komives and Wagner (2017) also suggested that higher education institutions should infuse high-impact learning strategies in their mission, including service-learning, efficacy-building experiences, and group involvement opportunities.

Methodology

The study used quantitative data to identify relations between extracurricular activities and community leadership development outcomes. A web-based questionnaire was administered to identify specific traits and experiences associated with higher levels of leadership outcomes. In addition, the study conducted statistical analyses to answer the following research questions:

1. Are there significant differences in leadership development outcomes by general characteristics (gender, class level, and student type) and experiences participating in extracurricular activities (pre-collegiate, collegiate)?

2. Are there significant differences in leadership development outcomes by involvement experiences of extracurricular activities and the involvement index level?

3. Are there significant correlations between experiences of extracurricular activity and community value of leadership development outcomes?

4. Does the relationship between experiences of extracurricular activity and leadership development

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

16

outcomes differ after accounting for the control measures (collegiate experiences, involvement level)?

Population and Sampling Procedures

The target population of this study was undergraduate students of three universities in eastern Kentucky. The gender demographics of the survey represented 186 male students (26.3%) and 517 female students (73.2%). With ethnic background, the demographics of the survey represented 601 white/Caucasian (81.9%), 42 Asian American/Asian (5.7%), and 36 African American/Black (4.9%) in that order. For current class level, there were 371 seniors/others (52.5%), 161 juniors (22.8%), 135 sophomores (19.1%), and 39 freshmen (5.5%). A purposive sampling technique was used to learn more about students' extracurricular experiences. As a non-probability sampling method, Black (2010) defines the purposive sampling method that allows the researcher a choice of elements selected for the sample. Thus, the study surveyed upperclassmen students who have more opportunities to participate in extracurricular activities.

Data Collection

University Institutional Review Board (IRB) approved this study. Students' contact information was received from the universities' registrar's office, institutional research center, the office of international student services, and the multicultural students' office. Data collection was conducted from August 6th to the 27th in 2020. Among the 3,212 email lists of students, 732 college students (23%) responded to this online survey to answer the research questions. Seven hundred five data entries were processed after incomplete data and response set errors were eliminated.

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

17

Instrumentation

The Socially Responsible Leadership Scale (University of Maryland, 2010, SRLS-R2) was used to measure leadership development. The SRLS-R2 is commonly used to measure the impact of leadership experiences. The scale has 68 items from the Social Change Model (SCM), which comprise individual, group, and community values. The SRLS-R2 measures the eight values of the SCM based on students' self-reports. This study focused only on community values that have citizenship and change variables. Questions are formatted in a Likert Scale, ranging from 1 to 5, with 1 as Strongly Disagree and 5 as Strongly Agree.

The validity and reliability of the scale were evaluated during its initial testing (University of Maryland, 2010), with Cronbach alpha scores ranging from 0.69 to 0.92. Similarly, the SRLS exhibited strong internal reliability in the current study, with Cronbach alpha scores from 0.81 to 0.88. As a result, it was found to be higher than 0.70 in all areas of SRLS-R2, which satisfied the confidence level.

The survey was integrated with a pre-existing instrument for measuring leadership development outcomes and questions on extracurricular activity experiences through literature reviews. The instrument (see Appendix A) was organized into collegiate experiences, pre-collegiate experiences, and leadership development following this study's conceptual framework. First, subjects were asked if they were involved in any extracurricular activities, performed any off-campus internships, or received any leadership training other than classwork while in college. They also were asked follow-up questions regarding their experiences based on their responses to the participation question. Next, participants were asked how many organizations they were active in, the amount of time they spent per week in every organization, the number of years they had participated in the organizations, and their highest

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

18

level of commitment.

Prior to collecting data, face validity, content validity, and internal validity were established by a group of students similar to those in the sample. Expert panels of staff and faculty with experience as leaders in the extracurricular/co-curricular activity/student organizations viewed the survey. A group of doctoral students and professors were asked for their input regarding face validity. This expert panel included faculty members in Educational Leadership and Policy Studies, graduate students, and extension staff members at the university.

After carefully considering the suggestions of both student and professional panels, changes were made to the instrument, including both content and question format. Pretesting and piloting discovered survey items that did not make sense to participants or questioning issues that might lead to biased responses. These questions and concerns were ameliorated by refining the questions.

Data Analyses

Qualtrics automatically logged survey responses as individuals finished the survey. After data collection was finished, raw data was verified for missing information and obvious mistakes. Then, the data were analyzed using the SPSS (IBM SPSS Statistics for Windows, Version 24.0.) application.

To investigate the quantitative and qualitative aspects of involvement experiences in extracurricular clubs and organizations, as well as their relationships with community values of leadership development, inferential statistics were computed to see if there were mean differences regarding research question one.

According to Foreman and Retallick (2016), the extracurricular involvement index was

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

19

constructed by adding the number of years students reported they were active in extracurricular activities and the highest level of engagement in that activity. The involvement score was divided into three levels and utilized as the independent variable in an ANOVA to analyze the differences in leadership development outcomes by involvement index.

Correlation analysis was used to identify the relationship between related variables. This indicated the correlations respectively between several variables: high school extracurricular participation, college extracurricular participation, and community values of leadership development outcomes.

The key statistical approach in research question four was hierarchical linear regression. The conceptual framework was mirrored in variable blocking, which shaped previous research. To compare the impact of independent factors, two independent blocks were employed. This first block (Model 1), including general characteristics and pre-collegiate experiences (i.e., gender, student type, pre-collegiate extracurricular involvement and leadership training, and self-perception of leadership) explained the percentage of the variance of the dependent variable community values. The second block (Model 2), including collegiate experiences (i.e., extracurricular involvement, internship, and leadership training), indicated the explained variance by percentage for the model.

Results

Students who put in at least seven hours every week with extracurricular activities scored higher than those who spent one or fewer hours per week. Specifically, in citizenship, students who spent seven or more hours per week scored high, and those who spent one or fewer hour per week scored relatively low, showing a significant difference ($p < .05$). The amount of time per week and the number of years that students were actively engaged in extracurricular leadership matters. Students actively involved for five or more years in

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

20

extracurricular organizations while in college showed a higher score in community values of leadership development (SRLS-R2) ($p < .05$).

There was also a significant difference in students' community values total ($p < .05$). Citizenship, a sub-variable, was also significant ($p < .05$). Students involved in the state or national level leadership scored high, and those who were members and committee members scored relatively low. Overall, the difference in leadership development according to the highest level of participation in extracurricular activity organizations/clubs while in college showed significant differences ($p < .05$).

The extracurricular involvement index was computed by summing the number of years a student reported they were active in a particular extracurricular activity, their highest level of engagement within this activity while in college and high school, and their self-perception of leadership. The involvement score was divided into three roughly equal groups and utilized as the independent variable to assess the association between this construct and leadership development outcomes evaluated by the SRLS-R2 scale. When it came to community values, citizenship showed a significant difference ($p < .05$). In other words, when students' involvement index level was high, they scored high in citizenship levels in leadership development (SRLS-R2), but those with moderate or low involvement levels scored comparatively low.

According to the correlation analysis of related variables for participating in extracurricular organizations/clubs while in college, there was a significant positive correlation with community values total ($r = .139$, $p < .05$). Students who participated in extracurricular activities while in high school also showed a significant positive correlation with community values total ($r = .079$, $p < .05$).

Using regression analysis, Model 1 was significant collectively. All seven variables

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

21

entered allowed Model 1 to predict community values of leadership development ($F = 2.469$, $p < .05$, $R^2 = .146$). Seven predictor variables accounted for 14.6% of the variance in the community values of leadership development. The same trend was seen in Model 2 ($F = 1.980$, $p < .05$, $R^2 = .163$) and the five predictor variables entered accounted for 16.3% of the variance in the community values of leadership development (SRLS-R2). Self-perception had a significant positive effect ($\beta = .15$, $p < .05$) on community values of leadership development. When the self-perception of leadership skills is high, the total community values increase. Leadership perception is the only significant predictor of community values of leadership development outcomes.

Table 1

Impact on Community Values Total Regression Analysis Coefficients

Model	Variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
		B	Std. Error	Beta			
1	(Constant)	4.10	.25		16.41	.000	
	Gender (M0, F1)	-.02	.05	-.02	-.42	.674	1.04
	Class level	.04	.03	.07	1.38	.169	1.04
	Student type (Yes0, No1)	.02	.10	.01	.21	.836	1.11
	HS Leadership training	-.07	.05	-.08	-1.38	.168	1.32
	HS Number of years	.03	.03	.06	1.07	.286	1.30
	HS Highest level	.01	.02	.03	-.39	.695	1.58
	Perception	.08	.03	.15	2.69**	.007	1.19
2	(Constant)	4.29	.28		15.12***	.000	
	Gender (M0, F1)	-.01	.05	-.01	-.25	.803	1.06
	Class level	-.01	.03	-.01	-.19	.848	1.72
	Student type (Yes0, No1)	.01	.10	.01	.13	.896	1.24
	HS Leadership training	-.06	.05	-.07	-1.15	.252	1.44
	HS Number of years	.03	.03	.07	1.11	.268	1.37
	HS Highest level	-.02	.02	-.05	-.78	.435	1.69
	Perception	.07	.03	.14	2.41*	.017	1.21
	Leadership training	-.01	.05	-.01	-.16	.875	1.36
	Internship	-.07	.06	-.07	-1.28	.201	1.23
	Number of years	.02	.03	.05	.61	.541	2.07
	Highest level	.03	.02	.09	1.30	.194	1.61

Note. Dependent variable: Community Values

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

22

* *p* < .05, ** *p* < .01, *** *p* < .001

Conclusions

As colleges and universities highlight the significance of leadership development in college students, and as the demand for evaluation and accountability develops, there is necessary to understand students' leadership development and the experiences that influence this advancement. This study revealed a significant relationship between extracurricular activity and leadership development. It also demonstrated how extracurricular activity benefited college students' leadership development in terms of community values as measured by the Socially Responsible Leadership Scale. The following are the key findings: First, the amount and variety of extracurricular involvement affect leadership development outcomes. The results indicated that students who were actively involved in extracurricular activities with five or more organizations had relatively higher leadership outcomes than those without involvement. Students who spent five or more years in extracurricular organizations had higher leadership outcomes than other groups.

Furthermore, students who served at the state or national leadership level or were organizations or clubs' officers scored relatively higher than the ordinary members. As a result, the higher competencies frequently attributed to involvement level may be linked to the additional training officers get. However, further research is needed to make this determination.

Second, self-perception of leadership skill was a major predictor of community values of leadership development outcomes, and it was related positively. As students' leadership perception increases, so too do their community values. There may be opportunities for teachers, advisors, mentors, and coaches to increase student perceptions of their own

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

23

leadership skills. Engaging with peers and others in organizational contexts may give a chance to review self-perception in the setting of others and encourage the development of self-leadership. Therefore, educators need to encourage students to engage in extracurricular activities to help develop students' leadership self-perception.

Extracurricular activities are an excellent way for college students to develop leadership. College administrators should develop a system to establish the relationship between extracurricular activities and student leadership development. Based on the findings of this study, educators might pay attention to students' extended participation in organizations and taking state and national leadership roles. These active involvements will likely yield citizenship growth and leadership development for meaningful social change.

Therefore, educators should reevaluate the influence extracurricular activities have on student leadership development outcomes and design services and programs intentionally that provide a meaningful experience for all students involved. It is up to education leaders to encourage students' involvement in extracurricular activities and create meaningful experiences that enhance their success during and after college.

Limitations

The study was completed at three universities in one state. Compared to studies with larger samples in other states, a study of this scope may limit generalizability. Also, the data used for this study was self-reported data by college students, which is something to consider when generalizing because the responses represent points of view. This study set a significance of .05%. In addition, the study looked at only twelve predictor variables in general characteristics, pre-collegiate, and collegiate experiences.

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

24

Future Research

Future researchers might consider collecting longitudinal and multi-informant data to identify other aspects of extracurricular activity participation. More study is also needed to investigate the positive and negative factors associated with student engagement in student organizations/club participation for leadership development. Researchers especially need to look deeper into how pre-collegiate experiences influence the leadership development outcomesof college students over time and how officers' training affects leadership development. A qualitative study using focus groups of student leaders who were club presidents might reveal interesting insights into officer training's effects on leadership development.

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

25

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26

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27

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Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

30

[Appendix A. Survey Instrument]

Questionnaire

Thank you for participating in this research study about extracurricular and leadership experiences. Participation in this study is voluntary and you may withdraw from this study at any time and skip any questions that you do not feel comfortable answering. Please select the "NEXT" button to consent to participate in the survey.

PART A.

1. What is your gender?
- Female
- Male
- Not include above

2. Please indicate your ethnic background. (Mark all that apply)
- White/Caucasian
- African American/Black
- Asian American/Asian
- Native Hawaiian/Pacific Islander
- Latino/Latina
- Multiracial
- Race/ethnicity not included above

3. What is your current class level?
- First-year/freshman
- Sophomore
- Junior
- Senior
- Other

4. What is your student type?
- International
- Domestic/USA

5. If you are an international student, please indicate the region you are coming from.
- Africa
- Asia
- Europe
- Middle East
- North America
- Oceania
- South America
- Not included above

PART B. College Experiences

This section focuses on leadership involvement during your college experience. Please answer these questions based on your **actual experiences**.

6. Please indicate whether or not you have participated in the following experiences <u>while in college,</u> including experiences at previous colleges.

	YES	NO

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

31

Have you participated in any **extracurricular organizations/clubs**? (University organizations, social or recreational organizations/clubs, religious or community-based organizations, etc.)?		
Have you participated in any **leadership training other than classwork** (i.e., Ambassador Retreat, State leadership experience, etc.)?		
Have you completed any **off-campus internships** (Including summer, 6 months, 9months, or other)?		
Have you participated in any **extracurricular activities with international students**?		

7. Please select the organizations/clubs' categories that you participated in while in college, including those at previous colleges. (Mark all that apply)

   The Student Council
   Judging or competitive teams
   Government of the Student Body
   University-related organizations/clubs
   Social or recreational organizations/clubs
   Faith or religious-based organizations
   Community-based organization
   The Greek system
   Not included above

8. Please select a drop-down list about your extracurricular activities while in College, including those at previous colleges?

Number of organizations/clubs you were actively involved	Amount of time spent per week
0 organizations/clubs	1 or less hour per week
1-2 organizations/clubs	2-3 hours per week
3-4 organizations/clubs	4-6 hours per week
5 or more organizations/clubs	7 or more hours per week

9. Please indicate the number of years you were active in the organization and your highest level of participation.

Number of years	Highest level of your participation
1 or less year	Member
2 year	Committee member
3 year	Event or committee chair
4 year	Officer or team captain
5 or more years	State or national leadership

PART C. Leadership
The following 4 pages relate to leadership development. Please indicate the **extent to which you agree or disagree** with the following items by choosing the response that most closely represents your opinion about that statement.

10. Please indicate the degree to **which you agree or disagree** with the following items by choosing the

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

32

response that most closely represents your opinion about that statement.

For the statements that refer to a group, thinking of the **most effective, functional group** of which you have been a part. This might be a formal organization or informal study group. For consistency, <u>Use the same group in all your response</u>.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am open to others' ideas.					
Creativity can come from conflict.					
I value differences in others.					
I am able to articulate my priorities					
Hearing differences in opinions enriches my thinking.					
I have low self-esteem					
I struggle when group members have ideas that are different than mine					
Transition makes me uncomfortable					
I am usually self-confident.					
I am seen as someone who works well with others					
Greater harmony can come out of disagreement					
I am comfortable initiating new ways of looking at things.					
My behaviors are congruent with my beliefs.					
I am committed to a collective purpose in those groups to which I belong.					
It is important to develop a common direction in a group to get anything done.					
I respect opinions other than my own.					
Change brings new life to an organization.					

11. Please indicate the degree to **which you agree or disagree**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The things about which I feel passionate have priority in my life					
I contribute to the goals of the group.					
There is energy in doing something a new way.					
I am uncomfortable when someone disagrees with me.					
I know myself pretty well.					
I am willing to devote time and energy to					

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

33

things that are important to me.					
I sick with others through a difficult time.					
When there is a conflict between two people, one will win and the other will lose.					
Change makes me uncomfortable					
It is important for me to act on my beliefs.					
I am focused on my responsibilities.					
I can make a difference when I work with others on tasks.					
I actively listen to what others have to say.					
I think it important to know other people's priorities.					
My actions are consistent with my values.					
I believe I have responsibilities to my community.					
I could describe my personality.					

12. Please indicate the degree to **which you agree or disagree**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have helped to shape the mission of the group.					
New ways of doing things frustrate me.					
Common values drive an organization.					
I give time to making a difference for someone else.					
I work well in changing environments.					
I work with others to make my communities better places.					
I can describe how I am similar to other people.					
I enjoy working with others toward common goals.					
I am open to new ideas.					
I have the power to make a difference in my community.					
I look for new ways to do something.					
I am willing to act for the rights of others.					
I participate in activities that contribute to the common good.					
Others would describe me as a cooperative group member.					

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

34

I am comfortable with conflict.					
I can identify the differences between positive and negative change.					
I can be counted on to do my part.					

13. Please indicate the degree to **which you agree or disagree**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Being seen as a person of integrity is important to me					
I follow through on my promises.					
I hold myself accountable for responsibilities I agree to.					
I believe myself I have a civic responsibility to the greater public.					
Self-reflection is difficult for me.					
Collaboration produces better results.					
I know the purpose of the groups to which I belong.					
I am comfortable expressing myself.					
My contributions are recognized by others in the groups I belong to.					
I work well when I know the collective values of a group.					
I share my ideas with others.					
My behaviors reflect my beliefs.					
I am genuine.					
I am able to trust the people with whom I work.					
I value opportunities that allow me to contribute to my community.					
I support what the group is trying to accomplish.					
It is easy for me to be truthful.					

PART D. High School Experiences

This is the last section. It focuses on **extracurricular** and **leadership** experiences before attending college.

14. Please indicate whether or not you participated in the following activities/events <u>while in high school</u>.

	YES	NO
Did you participate in **extracurricular activities** (including school and community activities)?		
Did you participate in any **leadership training** (i.e., 4-H officer training, student council training, chapter FFA officer retreat, etc.)?		

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

35

15. Please list the number of years you were extracurricular active in the organizations/clubs as well as your level of participation.

Number of years	Highest level of your participation
1 or less year	Member
2 year	Committee member
3 year	Event or committee chair
4 year	Officer or team captain
5 or more years	State or national leadership

16. Looking back, how would you rate your leadership skills (compared to your peers) <u>when you entered college</u>?

      Well above average
      Above average
      Average
      Below average
      Well below average

      We thank you for your time spent taking this survey. Your response has been recorded.

Leadership and Research in Education: The Journal of the Ohio Council of Professors of Educational Administration (OCPEA), Volume 7, Issue 1, 2022

36