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Leadership development and ethnic identity of Latina/o students at Rowan University

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LEADERSHIP DEVELOPMENT AND ETHNIC IDENTITY OF LATINA/O STUDENTS AT ROWAN UNIVERSITY

by

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Dedications

Throughout my years studying at Rowan University I have learned many interesting topics, theories, and skills. In my early years at Rowan University I learned how the environment a person grows up in could shape and mold that person. Thus, having an impact on their life either positively or negatively. Growing up in Camden, NJ; a rough and rugged neighborhood it is easy to get lost and travel down the wrong path. Therefore, I need to dedicate this thesis to my mother. Nidia Montanez is a strong will and heart loving woman who kept my head on straight and focused on what was important in life. The second person I would like to dedicate this thesis to is my father. Julio Montanez Jr. is a person who taught me through his actions to never give up, and to always finish what you have started. The dynamic duo I had as parents were perfect when it came to my education. In addition to my parents, I want to dedicate this thesis to my two lovely nieces Amelody and Angel Montanez. Dream big, inspire the world, and no matter what you put your mind to it is achievable with time and hard work.

Acknowledgments

Abstract

Andrew Montanez
LEADERSHIP DEVELOPMENT AND ETHNIC IDENTITY OF LATINA/O
STUDENTS AT ROWAN UNIVERSITY
2015-2016
Burton R. Sisco, Ed.D.
Master of Arts in Higher Education

The purpose of this study was to investigate the influences of leadership and ethnic identity among selected Rowan University Latina/o undergraduate students. More specifically, the study replicated Oldham's (2008) research, which was based on Erikson's Identity Development Theory (1980) and the Leadership Identity Model of Komives, Owen, Longerbeam, and Mainella (2005). In addition, the study probed how Latina/o Rowan University undergraduate students viewed their ethnicity using Phinney's (1992) *Multigroup Ethnic Identity Measure* (MEIM).

Students were surveyed randomly via an electronic version of the instrument on Rowan's Volvici survey software, and by convenience sampling through paper formatted surveys gathered at the Chamberlain Student Center and the Campbell Library. Overall, the survey on leadership development and ethnic identity was distributed to 205 Rowan University Latina/o undergraduate students.

The study found that Latina/o students undergo considerable transformation while attending Rowan University that can change how they view their ethnicity and leadership abilities. The three areas that were found to have the biggest impact on Latina/o students is the relationships they had with faculty members, peers, and how active they were in campus sponsored activities.

Table of Contacts

Table of Contents (Continued)

Table of Contents (Continued)

List of Tables

Chapter I

Introduction

Colleges and universities have strived for many years to increase diversity. Rapid demographic changes within the United States and increased demands for access to postsecondary education have compelled institutions to continue diversifying their student bodies (Saenz, Ngai, & Hurtado, 2007). Administrators within higher education have played an important role in addressing diversity issues by sponsoring cultural centers, women's centers, and diverse organizations, such as fraternities and sororities (Pope, Mueller, & Reynolds, 2009). According to Pope, Mueller, and Reynolds (2009) these tactics have increased diversity for most populations. However, Jurado (2010) mentioned that no matter what is being done to increase diversity on college and university campuses, Hispanic students continue to be left behind. The data showed that 40% of Latina/o students lack the mobility to increase their leadership skills due to low citizenship, high non-citizenship, and low socioeconomic status (Michelson, 2005). However, those Latina/o students who do try to develop their leadership or ethnic identity seek out peers who have similar behaviors and attitudes so they can influence each other (Supple, Ghazarian, Frabutt, Plunkett, & Sands, 2006; Wen et al., 2005). Researchers have also shown that peer influences could have a negative effect on Latina/o students if they make friends with the wrong peers (Supple et al., 2006). According to Supple et al. (2006) peers with similar behaviors can be found in clubs and organizations. Moreover, Astin (1985) showed that the more involved students are the more they learn and take from their experience.

Statement of Problem

The 2012 United States Census (2012a) showed people of Hispanic origin are on the rise; growing to be the largest ethnicity in America by 2020. Latina/os becoming the largest minority group within the United States should effect enrollment in colleges and universities. However, Lynch and Engle (2010) asserted that Latina/os have one of the lowest graduation rates (13%) of all student groups in higher education. More alarming is the lack of Latina/o role models serving in leadership roles on college and university campuses. Watson (1913) demonstrated how observational learning is very useful in increasing student's leadership abilities. Moreover, Jimenez (2012) showed that watching Latina/os in professional roles encourages Latina/o students to overcome barriers to achievement. Yet, there are few leaders in higher education having Hispanic backgrounds. Furthermore, Velez-Ibanez, Szecsy, and Pena (2013) showed that roughly 3.5% of full-time faculties are of Latino decent. For this to change colleges and universities need to focus on enrolling more Hispanic students as well as getting them involved in campus clubs and activities to assist them in developing personal leadership skills that will follow them to graduation and in their professional careers. In fact, many of these Hispanic students will become the future leaders of higher education.

Purpose of the Study

The purpose of this study was to investigate the influences of leadership and ethnic identity among selected Rowan University Latina/o undergraduate students. More specifically, the study replicated Oldham's (2008) research, which was based on Erikson's Identity Development Theory (1980) and the Leadership Identity Model of Komives, Owen, Longerbeam, and Mainella (2005). Oldham's (2008) research study

influenced the design of my study. However, Oldham's (2008) subjects were African American students, while my study focused on Latina/o students at Rowan University. In addition, the study probed how Latina/o Rowan University undergraduate students viewed their ethnicity using Phinney's (1992) *Multigroup Ethnic Identity Measure* (MEIM).

Significance of the Study

This study examined selected Latina/o college students between the age of 18 and 22 years old at Rowan University, a public institution. The findings may influence Rowan University administrators to focus on how to market their leadership programs and events to attract more Latina/o students to become involved in programs. According to the Rowan University website, the Division of Student Life offers a comprehensive student leadership development program called Leadership Rowan which offers three leadership certificates that can be obtained during a student's college career. Also, Rowan University offers many other leadership opportunities such as Commuter Leader, Freshman Leadership Involvement Program (FLIP), EOF Summer Program Counselor, Dr. Harley E. Flack Peer Mentor, Freshman Connection Service Leader, Healthy Initiatives Interns, and Peer Referral and Orientation Staff (PROS). This is interesting because there are many different programs around campus for students to get involved in and develop their leadership abilities. Shockingly, there are minimal to no Hispanic students involved in any of these programs. For example, as the Graduate Intern for Orientation and Student Leadership Programs during the 2013/14 academic year, one of my responsibilities was to host the Freshman Leadership Involvement Program (FLIP), and from a total of 53 freshman students there were only five Hispanic student

participants which is a little below 10%. Moreover, the most popular club at Rowan University for Hispanics to join was the United Latino Association (ULA), and from their Executive Board Members as well as an average population that attended the meetings there were only 40 participants present, most of whom were Hispanic.

Assumptions and Limitations

This study assumed that the number of students who completed the survey was representative of the total Latina/o population at Rowan University located at Glassboro, NJ. Also, it was assumed that the Hispanic students at this institution were willingly open to participate in this research. Therefore, it was assumed the students who completed my survey would do so thoughtfully, honestly, and voluntarily. According to the Rowan University website, students come from 31 states and 19 foreign countries with the majority of students from New Jersey. Moreover, Rowan University had a total of 896 Hispanic undergraduate students (Rowan University, 2013g). This study surveyed Latina/o students from Rowan University during the Spring 2014 semester. Thus, the findings are limited to only Hispanic students at Rowan University and cannot be generalized to all Latina/o students in colleges and universities. Also, this study is limited to gathering data mostly through convenience sampling compared to collecting data by random proportional sampling. Furthermore, there may be researcher bias due to the fact I am a Hispanic male who attended Rowan University, and I also worked as a graduate intern under the Director of Orientation and Student Leadership Programs located in the Division of Student Life Office.

Operational Definitions

1. Development: Refers to how Latina/o undergraduate students grew throughout their years at Rowan University.

2. Ethnic Identity: Refers to how Rowan University Latina/o students viewed themselves as a Hispanic person attending this institution.

3. Hispanic: Rowan University students who classified themselves as a Hispanic person are students who's culture and ethnicity originated from a Spanish speaking country in Latin America such as Mexico, Peru, Honduras, etc., or from the Caribbean islands such as Puerto Rico, Dominican Republic, Cuba, etc. However, Brazil can be referred as Hispanic because they are often viewed as Latinos due to the fact that they are from Latin America even though they speak Portuguese. Hispanic and Latino are terms that are used interchangeably.

4. Identity: Refers to how Latina/o students viewed themselves as a person from their ethnicity, as a person in leadership roles, and as a student at Rowan University. This included leadership identity and ethnic identity.

5. Latino/Latina: The difference between Latino and Latina is gender. A Rowan University student who is a Hispanic male is referred as a Latino, and vice versa. Also, Latino is used as a generic term to represent the entire Hispanic population at Rowan University.

6. Leadership Identity: Refers to the way Latina/o students viewed their leadership skills and leadership growth while attending Rowan University during the spring 2014 academic semester.

7. Student: A Hispanic person who was taking undergraduate courses at Rowan University during the 2014 spring semester.

Research Questions

The study investigated the following questions:

1. What do selected Latina/o students at Rowan University report about their leadership identity according to Oldham's (2008) factor groupings?

2. What do selected Latina/o students at Rowan University report about the development of their ethnic identity?

3. How do interactions with university personnel influence leadership identity development in Latina/o Rowan University students?

4. How do interactions with peers influence leadership identity development in Latina/o Rowan University students?

5. How does meaningful involvement in campus organizations and activities influence leadership identity development in Latina/o Rowan University students?

6. How does reflective learning influence leadership identity development in Latina/o Rowan University students?

7. Is there a significant relationship between ethnic identity and leadership development?

Overview of the Study

Chapter II presents a review of the relevant literature organized into focusing on issues in higher education, leadership, leadership identity, identity development, and ethnic identity.

Chapter III presents the methodology and procedures. This chapter describes the context of study, population and sample selection, instrumentation, data collection, and data analysis.

Chapter IV presents the findings of the study. The data gathered were analyzed using the Statistical Package for Social Sciences (SPSS) program to assist in examining the research questions presented in Chapter I.

Chapter V presents the summary, discussion, conclusions, and recommendations for practice and further research.

Chapter II

Review of the Literature

Issues in Higher Education

Higher education, like many institutions in society, seeks to increase and cultivate diversity (Pope, Mueller, & Reynolds, 2009). Prime examples are the Morrill Federal Land Grant Acts, as well as the Serviceman's Readjustment Act better known as the GI Bill (Pope et al., 2009). The Morrill Federal Land Grant Acts set aside land within each state for the purpose of furthering education for the public while also serving women, people of color, and the working class (Pope et al., 2009). Moreover, the GI Bill expanded accessibility of higher education to allow 2.5 million men and women military veterans from different races, classes, ethnicities, and ages to attend college (Pope et al., 2009). Events such as these suggest that increasing diversity has been an agenda for colleges and universities for over 50 years. However, Pope et al. (2009) maintained that diversity has lagged since for every five Caucasian undergraduate students there is one minority attending college including African American, Asian American, Latina/o American, and Native American. Furthermore, enrollment of other groups such as students who are from different faiths, or different sexualities like lesbian, gay, bisexual, and transgender have not increased either (Pope et al., 2009). However, Wolff and Himes (2010) showed that 75% of gay and bisexual male college students change their behavior to avoid being identified.

Diversity appears to be important to many colleges and universities (Pope et al., 2009), but have the number of students from diverse backgrounds who attend college really increased? According to Torres (2003), the number of Latino/Hispanic students

8

who attend colleges and universities has not increased. Torres (2003) showed that the Latino population in America has increased by 57.9% from 1990 to 2000, and Torres, Jones, and Renn (2009) showed by 2020 the largest minority group would be Latina/os in the United States. This population growth could be assumed that it would have had an effect on the enrollment in Latina/o students in colleges. However, there are 4,634 colleges and universities within the United States with over 20 million students, and only 8.5% are Latino/Hispanic students. Furthermore, the 2012 United States Census (2012b) showed a total of 1,601,368 students graduated with a Bachelor's degree, and only 129,526 or 8.1% were Hispanics. In addition to the lack of Latina/o students in college, research also suggests that Latina/os who are attending college are not developing their leadership skills (Velez-Ibanez, Szecsy, & Pena, 2013). According to Velez-Ibanez et al. (2013), only 1 out of 20 or 5% of Hispanic students are developing their leadership skills. This means the enrollment number of Latina/o students in colleges and universities is low, and the Latina/o students who are enrolled in colleges and universities are lagging in developing their leadership skills.

Leadership Identity

How is leadership developed? Researchers already know the importance of leadership, but differ on its development. To address this issue, Komives, Owen, Longerbeam, and Mainella (2005) developed the Leadership Identity Development Theory (LID). The six stage process was created to study the development of leadership identity (Komives et al., 2005). The six stages are:

- Awareness
- Exploration/Engagement

- Leader Identified

- Leadership Differentiated

- Generativity

- Integration/Synthesis

The six stages are cyclical, allowing people to repeat any stage multiple times to increase awareness through repeated experiences (Komives et al., 2005). The first stage in the model is awareness often occurring during childhood (Komives et al., 2005). During this stage, leadership is learned as it is exhibited by authority figures (Komives et al., 2005). For example, Komives et al. (2005) found that most participants saw their parents or teachers as leaders. The second stage is exploration/engagement, and during this stage participants begin to explore and try new experiences by joining groups and organizations (Komives et al., 2005). Participants joined groups and organizations for friendships, not for leadership roles because they believed they were not ready for that responsibility (Komives et al., 2005). The third stage is leader identified and occurs when people realize that groups are comprised of leaders and followers (Komives et al., 2005). People can view this stage differently. According to Komives et al. (2005) one participant viewed herself as a leader once she became the captain of her swim team, and another viewed himself as a leader once he received his first job. The fourth stage continues with leadership differentiated, which deals with the recognition that anyone can have leadership qualities (Komives et al., 2005). This stage creates a new awareness for people in organizations and members feel the need to engage in leadership together to support and complete the goals of the organization (Komives et al., 2005). Moreover, Komives et al. (2005) showed how the participants' responsibility for the group goals was looked as a

"we thing" instead of an individual leader completing all the goals. The fifth stage is generativity, and this is when self-identity is realized, as well as developing the ability to look beyond themselves and express a passion for their commitments (Komives et al., 2005). During this stage, the choices that were made during the third stage to join groups and organizations are now becoming more of commitments and they are striving to excel in their leadership roles in those groups and organizations (Komives et al., 2005). The last stage is integration/synthesis, which deals with personal self-identity that contains a daily process of active engagement of leadership, as well as the realization of the value in independent relationships (Komives et al., 2005). "As students developed themselves through deepening their self-awareness, building self-confidence, establishing interpersonal efficacy, learning to apply new skills, and expanding their motivations, they changed their perceptions of groups and their role in groups" (Komives et al., 2005, p. 608). Developing leadership is important, but the way leadership is developed in college students may vary depending on their identity or how their identity is developed.

Identity Development

Increasing Hispanic students and developing their leadership identity is extremely important. However, it is also important to understand student's identity, and according to Erikson's Identity Development Theory, there are eight stages across a person's life span that can influence the way he/she develops as a person (Erikson, 1980). The following eight stages in Erikson's Theory that a person goes through to develop their identity are:

- Stage One: Basic Trust Versus Mistrust
- Stage Two: Autonomy Versus Shame and Doubt

- Stage Three: Initiative Versus Guilt

- Stage Four: Industry Versus Inferiority

- Stage Five: Identity Versus Identity Diffusion

- Stage Six: Intimacy Versus Isolation

- Stage Seven: Generativity Versus Stagnation

- Stage Eight: Integrity Versus Despair

The eight stages begin when a person is born to when the person reaches old age (Erikson, 1980). According to Erikson (1980), Stage One: Basic Trust Versus Mistrust is an attitude towards oneself and the world derived from the experiences of the first year of life. The infant gains trust during encounters with caregivers in situations such as feeding, holding, and bathing (Erikson, 1980). During Stage Two: Autonomy Versus Shame and Doubt, Erikson (1980) explained that children are curious by having the passion to explore, while growing more dependent and more independent at the same time. The overall significance of this stage lies in the ability or inability to manage actions or patterns, while also awarding his/her autonomous will (Erikson, 1980). Stage Three: Initiative Versus Guilt occurs in children ages four and five, and deals with who the child wants to become (Erikson, 1980). Within this stage there are three developments that can either help or hinder the child (Erikson, 1980). The three developments are "move around" that establishes in the child's mind unlimited radius for goals, "language" for asking many questions even if the child does not understand the answer/response, and "imagination" that allows the child to be creative (Erikson, 1980). In Stage Four: Industry Versus Inferiority, Erikson (1980) explained how children observe and mimic people around them such as other children, caregivers, and authority figures (teachers). Another

name for this stage is "I am what I learn," meaning that children behaviors impersonate what is learned in society (Erikson, 1980). Stage Five: Identity Versus Identity Diffusion deals with adolescents and their concerns with consolidating their social roles (Erikson, 1980). Within this stage, Ego Identity can develop, which is when meaningful identification leads to a successful alignment with the individual's basic drives (Erikson, 1980). According to Erikson (1980), Stage Six: Intimacy Versus Isolation is the beginning point of adulthood. Stage Six suggests that in adulthood, people start to develop their careers, sociability with others, marriage, and a family of one's own (Erikson, 1980). When people continue along in adulthood, sooner or later they begin to have concerns with parenthood, which is Stage Seven: Generativity Versus Stagnation (Erikson, 1980). Generativity is primarily the interest in establishing and guiding the next generation (Erikson, 1980). The last stage is Integrity Versus Despair which deals with the acceptance of one's own life cycle and of the people who impacted it significantly (Erikson, 1980).

Even though the span of personal identity growth is encompassing, Erikson's theory covers a person's life cycle, and the section in a person life that this study focuses on is adolescents in college. Stage Five: Identity Versus Identity Diffusion deals with adolescents who are having trouble and concerns with their social life (Erikson, 1980). This is important to know because having a sense of what the majority of students are going through when entering college can influence how they become a leader on campus and in society.

Oldham's Study

Oldham (2008) completed a dissertation that focused on prior research such as the Leadership Identity Theory created by Komives et al. (2005) and Erikson's Identity Development Theory (1980). This dissertation was on leadership development in African American undergraduate students at Mount Vernon Nazarene University (MVNU), a small, private, and predominantly White institution (Oldham, 2008). Furthermore, Oldham (2008) used a mixed method design that included quantitative surveys and qualitative interviews that focused on the developmental influences in leadership identity. The purpose of Oldham's study was to examine developmental influences of leadership identity through African American adults and peers, meaningful involvement, and reflective learning using Erikson's Identity Development Theory, and the Leadership Identity Model (Oldham, 2008). Moreover, Oldham (2008) had six research questions, which included:

1. How do interactions with university personnel influence leadership identity development in African American university students?

2. How do interactions with peers influence leadership identity development in African American university students?

3. How does meaningful involvement in campus organizations and activities influence leadership identity development in African American university students?

4. How does reflective learning influence leadership identity development in African American university students?

14

5. How do the progressive experiences and perceptions of African American by university classifications influence leadership identity development?

6. How can university campus experiences be more intentionally developed and structured to facilitate leadership identity development in African American university students?

These six research questions focused on Oldham's (2008) seven factor groupings contained in the survey. Oldham (2008) explained that she had seven factor groupings that concentrated on Adult Influences, Peer Influences, Meaningful Involvement, Reflective Learning, Identity Development, Leadership Identity, and Responsibility to Lead. My study used Oldham's (2008) seven factor groupings to examine leadership development in Latina/o Rowan University students during the Spring 2014 semester. Therefore, a modified version of Oldham's (2008) survey instrument was used to gather data on leadership identity development on Hispanic students.

Oldham (2008) collected data by interviewing 14 participants, and having them fill out a survey. Oldham (2008) used a 28 item Likert-scale survey that focused on leadership identity, developmental influences, and two interviews that focused on diversity, personal identity, leadership development, peers, and administrator influences. Of the participants in Oldham's study, 57% listed themselves as being African American, where 43% listed themselves as having a bi-racial background (Oldham, 2008). According to Oldham (2008), she used a Spearman's Rho test for correlations to compare individual variables. Oldham (2008) stated that having a meaningful student/teacher relationship with an advisor or mentor was correlated with students recommending enrollment to friends with similar racial background due to experiences with faculty and

staff on this campus (*rho* = .691, *p* = .006). Oldham (2008) showed that being positively acknowledged by a faculty member had a significant positive relationship with students having a sense of responsibility for positively influencing others due to encouraging relationship formed with university personnel (*rho* = .591, *p* = .026). Also, being positively acknowledged by a faculty member, and having the sense of responsibility for positively influencing others due to encouraging relationship formed with university personnel both had a significant positive relationship with students seeking to encourage other students of similar racial background to help them succeed (*rho* = .632, *p* = .015) (Oldham, 2008). Moreover, Oldham (2008) showed that having students of my racial background is important in making the campus climate more comfortable was correlated with becoming a stronger person because of overcoming challenges faced while attending a predominantly White educational institution (*rho* = .664, *p* = .010). Oldham (2008) found that African American students can experience growth in leadership identity and development through a variety of experiences and involvement at a predominantly White institution.

Ethnic Identity Development

Oldham's study focused on leadership identity in African American students, but being a person with a different ethnic background can also have an effect on identity. Phinney (1993) explained that ethnic identity is important to the development of a positive self-concept for minorities. This three-stage model is based on former research comprised of Erikson's Identity Development and Marcia's Identity Model (Phinney, 1993). Furthermore, part of Phinney's model is focused on Erikson's Identity Development, which showed that exploration and experimentation typically takes place

16

during adolescence that can lead to decisions or commitments in various areas (Phinney, 1993). Moreover, the other portion of Phinney's model is focused on Marcia's research, which explained the Ego Identity Model (Phinney, 1993). Due to the foundations of prior research, Phinney (1993) created the Three-Stage Model of Ethnic Identity formation.

- Stage One: Unexamined Ethnic Identity (Diffusion-Foreclosure)
- Stage Two: Ethnic Identity Search/Moratorium
- Stage Three: Ethnic Identity Achievement

Phinney (1993) suggested that these stages established where individuals from ethnic backgrounds could be categorized. The first stage, Unexamined Ethnic Identity (Diffusion-Foreclosure), explained that individuals from ethnic backgrounds have not explored feelings and attitudes regarding their own ethnicity (Phinney, 1993). This unexplored area creates a nonissue that leads ethnic students to diffusion, and ethnic students who have acquired negative attitudes about ethnicity during their childhood lead to foreclosure of their ethnic background (Phinney, 1993). According to Phinney (1993), students in this stage are disinterested in their ethnicity. The second stage, Ethnic Identity Search/Moratorium, explained that students start to explore their ethnicity and become more aware of their ethnic identity issues (Phinney, 1993). Within this stage, students acknowledged harsh experiences such as racism and noticed that their ethnic background is perceived to be less than by dominate culture (Phinney, 1993). Due to this ethnic realization, they express anger toward the group perceived to be dominant and begin to express guilt or embarrassment about one's own previous lack of knowledge of racial and ethnic issues (Phinney, 1993). Becoming more familiar with harsh experiences and knowledge of their own ethnic group, students either start to begin an ethnic identity

search or moratorium (Phinney, 1993). In the final stage Ethnic Identity Achievement students achieve a healthy bicultural identity (Phinney, 1993). Students resolve their emotional issues from stage two and become more confident about their ethnic identity (Phinney, 1993). Furthermore, Phinney (1993) stated that students begin to have a calm personality when approached by other students who are from a perceived dominant group or when they experience racist actions. Phinney (1993) explained as students accept membership in minority culture, they gain a sense of ethnic identification while being open to other cultures.

Phinney (1992) created the *Multigroup Ethnic Identity Measure* (MEIM) that assisted her in developing the Three Stage Model of Ethnic Identity. The MEIM served to measure ethnic identity by incorporating affirmation and belonging, ethnic identity achievements, and ethnic behaviors (Phinney, 1992). According to Phinney (1992) affirmation and belonging is defined as a person sense of group membership and attitudes toward the individual's ethnic group. Furthermore, Phinney (1992) explained that ethnic identity achievement is related to the extent to which a person has achieved a secure and confident sense of his/her ethnicity. Lastly, the MEIM calculates ethnic behaviors that are focused on the activities associated with group membership (Phinney, 1992). The *Multigroup Ethnic Identity Measure* is a 12 item 4 point Likert scale ranging from strongly disagree to strongly agree. Phinney (1992) reported that the MEIM has a .90 reliability with college students.

Summary of the Literature Review

There are opportunities that have surfaced throughout history that have made it possible for many diverse students to attend colleges and universities, but are not being

used to their full advantage. The Morrill Federal Land Grant Acts showed the importance of an education, and the GI Bill established the accessibility for veterans to further their education. The creation of these two congressional acts assisted many minorities in furthering their education, but the diversity within these institutions especially, in terms of Latino/Hispanic students, is still underrepresented.

The lack of Latino/Hispanic students in colleges and universities is an issue. However, leadership identity is another issue that occurs within many institutions. Komives et al. (2005) created the Leadership Identity Development Theory, a six stage process to study the development of leadership identity. Each of the six stages can be repeated multiple times so that the experiences gained to better assist with the development of leadership. Developing leadership is important, but the way leadership is developed in college students may vary depending on their identity or how their identity is developed.

The LID is the process to develop identity within leadership, but identity is much bigger than leadership. Erikson (1980) created a life span theory that covers a person's identity development. A person's identity is important to leadership because, as Erikson (1980) stated "the youth who is not sure of his identity shies away from interpersonal intimacy; but the surer he becomes of himself, the more he seeks it in the form of friendship, combat, leadership, love, and inspiration" (p. 101). The eight stage process in Erikson's Theory is important to know because having a sense of what the majority of students are going through when entering college can influence how they become a leader on campus and in society.

Oldham (2008) completed a dissertation that focused on prior research such as the Leadership Identity Theory and Erikson's Identity Development Theory. Oldham (2008) used a mixed method design that included quantitative surveys and qualitative interviews that focused on leadership development in African American students and the developmental influences in leadership identity at a small, private, and predominantly White institution. The data showed many correlations and significant positive relationships between items on the leadership survey. For example, Oldham (2008) stated that having a meaningful student/teacher relationship with an advisor or mentor was correlated with students recommending enrollment to friends with similar racial background due to experiences with faculty and staff on this campus (rho = .691, p = .006). Also, being positively acknowledged by a faculty member, and having the sense of responsibility for positively influencing others due to encouraging relationship formed with university personnel both had a significant positive relationship with students seeking to encourage other students of similar racial background to help them succeed (rho = .632, p = .015) (Oldham, 2008). Overall, Oldham (2008) found that African American students can experience growth in leadership identity and development through a variety of experiences and involvement at a predominantly White institution.

Oldham's study focuses on leadership identity in African American college students, but having students who are from other ethnic backgrounds may affect their leadership identity development. Phinney's (1993) explained that ethnic students could be classified within three stages, which are Unexamined Ethnic Identity (Diffusion-Foreclosure), Ethnic Identity Search/Moratorium, and Ethnic Identity Achievement. Phinney (1992) created the *Multigroup Ethnic Identity Measure* (MEIM) which assisted

her to the Three Stage Model of Ethnic Identity. The MEIM served to measure ethnic identity by incorporating affirmation and belonging, ethnic identity achievements, and ethnic behaviors (Phinney, 1992).

This literature review explained the issues in higher education such as diversity, and leadership as well as included identity/ethnic identity and how it is important to the development of leadership. My study replicated Oldham's dissertation research on leadership development in African American students. My study differs from Oldham's study by focusing on Latina/o undergraduate students who attended Rowan University. In Oldham's study, she collected data from freshman, sophomore, and junior students only, but in my study the data were collected from all undergraduate levels. Oldham's study and my study both use the Leadership Identity Development Theory (LID), and Erikson's Identity Development Theory. However, my study included Phinney's (1993) Three Stage Model of Ethnic Identity, and used the instrumentation from Phinney's (1992) *Multigroup Ethnic Identity Measure* (MEIM). The MEIM assisted me in concluding what Latina/o students at Rowan University reported about their ethnic identity development. By replicating Oldham's study her survey was used to assist me in better understanding what Latina/o undergraduate students at Rowan University reported about their leadership identity. After looking at what Latina/o students at Rowan University reported about their leadership identity and ethnic identity my study also focused on the relationship between leadership development and ethnic identity.

Chapter III

Methodology

Context of the Study

This study took place in Glassboro, New Jersey on the campus of Rowan University. Rowan University was founded in 1923 with 236 students as Glassboro Normal School, and as time went on Rowan has gone through many transformational changes (Rowan University, 2013a). Some transformational changes that Rowan University has gone through include curriculum change, name change, and recent research status. The curriculum was changed in 1934 to become a four-year institution, and with this change along came a new name in 1937 to New Jersey State Teachers College at Glassboro (Rowan University, 2013a). Rowan went from New Jersey State Teachers College to Glassboro State College in 1958 to better reflect its mission (Rowan University, 2013a). Another name change came in 1992 to Rowan College of New Jersey to honor Henry and Betty Rowan who donated the transformative gift of 100 million dollars (Rowan University, 2013a). When the institution achieved university status in 1997 the name changed again to Rowan University (Rowan University, 2013a). In 2013, the university attained research status (Rowan University, 2013a). Rowan has eight academic colleges and four schools which are Rohrer College of Business, College of Communication and Creative Arts, College of Education, College of Engineering, College of Humanities and Social Sciences, College of Performing Arts, College of Science and Mathematics, Global Learning and Partnerships, School of Biomedical Sciences, School of Biomedical Science and Health Professions, School of Osteopathic Medicine (SOM), and Cooper Medical School of Rowan University (Rowan University,

2013b). Rowan is the second institution in the United States to have both a Doctor of Medicine (M.D) and Doctor of Osteopathic Medicine (D.O) granting medical school (Rowan University, 2013a). Rowan has grown from 236 students to almost 14,000 students who can select from 57 bachelor's, 46 master's, and four doctoral degree programs (Rowan University, 2013b). Rowan University slogan is "From Normal to Extraordinary," Normal taken from the original name "Glassboro Normal School," and Extraordinary showing how well Rowan has done since its creation (Rowan University, 2013a).

As Rowan University has evolved over the years so too has many departments including the Division of Student Life. Student Life provides and supports a collaborative learning environment that is dedicated to actively engaging students by encouraging healthy life choices, multicultural competency, personal and professional growth, and campus and community involvement, civic responsibility and leadership development (Rowan University, 2013c). To assist the Student Life department with a collaborative learning environment Rowan University created five core values (Rowan University, 2013c). According to the Rowan University website (2013c) one of the five core values is leadership (Rowan University, 2013c). It is shown on the Rowan University website (2013c) that leadership is effective when students intrinsically encourage themselves and inspire others by exemplifying professionalism, competence, accountability, and team and community engagement. For students to develop their leadership, Rowan University has created student leadership opportunities such as Commuter Leader, Freshman Leadership Involvement Program (FLIP), EOF Summer Program Counselor, Dr. Harley E. Flack Peer Mentor, Freshman Connection Service Leader, Healthy Initiatives Interns,

and Peer Referral and Orientation Staff (PROS). Also, there are 75 Rowan University sanctioned student clubs and organizations ranging from honor societies, religious clubs, athletics, cultural, and academics (Rowan University, 2013d; Rowan University, 2013e). Furthermore, there are many activities for students to be involved in such as Student University Programmers (SUP), Rowan After Hours (RAH), Student Government Association (SGA), Service Learning, Volunteerism and Community Engagement (SLVCE), Office of Multicultural Affairs (OMA), Student Publications, and Greek Life (Rowan University, 2013f). All of these opportunities are open to all undergraduate Rowan University students who are willing to develop their leadership skills.

Population and Sample Selection

The target population of this study was 896 undergraduate Latina/o students attending Rowan University during the 2014 spring semester. From the total, 896 undergraduate Latina/o students there were 188 or 20.9% Freshman students, 236 or 26.4% Sophomore students, 249 or 27.8% Junior students, and 223 or 24.9% Senior students. A balance of male and female Latina/o students were selected as there were 49.7% Latino students and 50.3% Latina students attending Rowan University during the 2013/14 academic year. The sample for this study consisted of 488 Latina/o undergraduate students who were selected by using a sample size calculator set at 95% confidence interval and 3% error rate. The random proportional sampling was collected through an electronic version of the survey instrument that was created on Rowan's Vovici. This electronic software was used by Rowan University to distribute all surveys via email. All emails used were obtained by the Rowan University Registrar's office and were randomly chosen by using random selection software on a graphing calculator. The

convenience sample was collected through use of paper copies that were distributed to Hispanic students who were in the Chamberlain Student Center and the Campbell Library. A target response rate was set at 70% to ensure a representative sample of Rowan Latina/o students participated in the study.

Instrumentation

The instruments used to assess leadership and ethnic identity development in Latina/o undergraduate students at Rowan University was based on two different surveys used in prior research. The instruments used in this study were altered to better represent the primary focus of the study. This primary focus of the study was on leadership and ethnic identity development in selected Latina/o undergraduate Rowan University students. A survey (Appendix C) was used to collect data for the study. The survey has 44 items with three sections consisting of Background Information, Leadership Identity, and Ethnic Identity. The Background section consists of 4 items regarding information such as gender, year in college, ethnic affiliation, and the environment a student grew up in. Next, the Leadership Identity section is based on Oldham's (2008) research, which contains 28 items. The Leadership Identity section contained statements that focused on Rowan University Latina/o students and their responses to Oldham's (2008) seven factor groupings, which are Adult Influences, Peer Influences, Meaningful Involvement, Reflective Learning, Identity Development, Leadership Identity, and Responsibility to Lead. Each of the seven factor groupings has four survey statements that are listed below:

Adult Influences

1. I have a faculty mentor or advisor with whom I have a meaningful student/teacher relationship.

2. Being positively acknowledged by a faculty member is significant to me.

3. It is important to know that a university faculty member has time to listen to my issues.

4. I would be dissatisfied as a student at this university if there were no faculty or staff of racial/ethnic diversity.

Peer Influences

1. I am most comfortable when I associate with students who are of a similar racial background.

2. Having upperclassmen who acknowledge and encourage me is important in my personal development.

3. Having friends I can relate to is more important than having friends from my same racial background.

4. As a student, having friends of a similar racial background on campus is important in making the campus climate comfortable to me.

Meaningful Involvement

1. I am an active member of one (or more) campus clubs or organizations (including athletic teams).

2. I am either in a leadership role or plan to seek a leadership position at the university.

3. I would like to be more involved in campus clubs and organizations.

4. My level of involvement in campus activities is directly related to the time I need to focus on academics.

Reflective Learning

1. Having time for meaningful conversations with friends of a similar racial background is important in my personal development.

2. When I take time to reflect on my university experiences, I am able to focus more clearly on my future goals.

3. I am a stronger person because I have overcome challenges faced while attending a predominantly White educational institution.

4. Based on my experiences with faculty and staff on this campus, I would recommend enrollment to my friends of a similar background.

Identity Development

1. My identity is most closely related to persons of my racial background.

2. I am comfortable participating in campus-sponsored activities, even if I am the only person of my racial background in the group.

3. Talking to people who are significant in my life about my college experiences is important to my sense of identity.

4. Having positive relationships with university faculty and staff enhances my personal self-confidence.

Leadership Identity

1. Having positive relationships with faculty has increased my ability to perceive myself as a leader.

2. Because of my involvement in activities and organizations, I believe my leadership abilities have increased.

3. I have greater confidence as a leader because of strength I find in associating with peers of a similar racial background.

4. Reflecting on my experiences so far, I believe I will be able to capitalize on my strengths and become a strong leader.

Responsibility to Lead

1. I have a desire to serve in leadership roles on campus in order to represent students of racial diversity.

2. I seek ways to encourage other students of racial diversity in order to help them succeed.

3. My sense of responsibility for positively influencing others has been enhanced by encouraging relationships I have formed with university personnel.

4. I believe that it is partially my responsibility to educate college administrators on how to assist students of diverse racial backgrounds at this institution.

The last section of the survey was Ethnic Identity based on Phinney's (1992) *Multigroup Ethnic Identity Measure* (MEIM). This section consists of 12 Likert scale items regarding student's ethnic background such as history, traditions, customs, and self worth. These items provided insight on how Rowan University Hispanic students internalized and thought about their ethnic identity. The Background section is the only section that participants were allowed to check a box that best describes them. The Leadership Identity section containing 28 items and the Ethnic Identity section containing 12 items are the two sections that participants are allowed to circle the level of their

agreement. Each level of agreement was given a value label and was ranged from 5=Strongly Agree, 4=Agree, 3=Neither Agree or Disagree, 2=Disagree, and 1=Strongly Disagree.

Further, the Statistical Package of Social Sciences (SPSS) computer software was used to analyze Cronbach's Alpha coefficient to check for instrument reliability. Scores greater than .70 exhibited consistency and reliability. Oldham's seven factor groupings consisted of 28 items, which resulted in .795 Cronbach's Alpha score. Also, Phinney's MEIM instrument consisted of 12 items that resulted in a Cronbach's Alpha score of .766. Results of the reliability analysis for both Oldham's and Phinney's instruments showed they are internally consistent.

Data Collection

Prior to collecting data, an Institutional Research Board (IRB) application was completed and submitted on April 16, 2014 (Appendix A). Once IRB approval on April 18th, a meeting took place with Rowan's Operations Research Analyst to create the electronic version of the survey on Rowan's Volvici survey software. On April 21st, the analyst distributed the electronic survey instrument once per week for three consecutive weeks to 488 Latina/o Rowan University students via email. Within this email there was a generic letter to the each random participant stating the purpose of the study, the importance of completing the survey, and that the survey was completely voluntary and anonymous. Furthermore, the email stated that if the students clicked on the link that would direct them to the electronic survey they were giving consent for their answers to be used in this study.

Random sampling is preferred for any research study. However, due to poor response rate using the online survey, I handed paper copies of the survey in the Chamberlain Student Center as well as the Campbell Library. I introduced myself to any student who walked by and asked if they were Hispanic. Those that self-identified as Hispanic, I asked if they were willing to participate in my research study while also stating that participation was completely anonymous and voluntary. Moreover, I divulged to each person that this survey was randomly sent to Rowan University Latina/o students via email and if they already completed it then not to take it again.

Before each paper survey was completed Latina/o undergraduate students had to read and sign an informed consent contract (Appendix B). This form contained information about the study while also explaining that this study was completely voluntary. The informed consent explained that all surveys submitted were anonymous meaning that any given survey could not be attached to the identity of any given student. Also, the informed consent explained that at any time during the survey administration the subject could withdraw from the study and leave without completing the survey. All subjects were informed that if they did withdraw from this study their uncompleted survey would be shredded or discarded and not used in the study. After completing the informed consent form each subject was administered the survey.

Data Analysis

The data collected were analyzed using the Statistical Package for the Social Sciences (SPSS) program version 20. This computer software was used to describe the data that were gathered in order to answer the seven research questions listed in Chapter I. Those research questions dealt with what Latina/o Rowan University students reported

about their leadership identity and ethnic identity, their interactions with university

personnel and peers, meaningful involvement in campus activities, and the influence of

reflective learning in leadership identity development. The first two research questions

were analyzed by using the descriptive statistics for each statement listed on the survey,

which explained what level of agreement students chose for a particular item and how

many Latina/o students chose that same level of agreement. The next four research

questions were taken from Oldham's (2008) research, and were analyzed by statistically

running a Spearman Rho looking for any significant relationships. The last research

question was also analyzed by calculating a Spearman Rho correlation between

Phinney's (1992) MEIM and Oldham's (2008) factor groupings. More specifically,

identity development, leadership identity, and responsibility to lead were the three factor

groupings used to compare with Phinney's (1992) MEIM.

Chapter IV

Findings

Profile of the Sample

The subjects in this study consisted of 205 Latina/o undergraduate students
enrolled at Rowan University during the spring 2014 semester. On April 21, 2014 an
email was sent to a randomly selected sample size of 488 Latina/o students that contained
a link to an electronic version of the survey instrument. This electronic version was sent
out once per week for three consecutive weeks. The sample size used in collecting data
for the electronic surveys were selected by using a sample size calculator from the
original population of 896 with the confidence level at 95% and the confidence interval at
3%. At the end of the third week after the electronic surveys was sent out I received 100
submitted surveys. However, 32 subjects from the total 100 did not complete their
surveys. From the 32 subjects who did not finish their surveys most completed the
Background Information that contained Gender, Year in College, Environment they grew
up in, and Ethnic Affiliation while other participants completed partial of the Leadership
Identity section. I decided that this information was not useable, which gave me an
overall response rate of 13.9%. Furthermore, on April 21, 2014 a paper format of the
survey instrument was also handed out to Latina/o students who were in the Campbell
Library and the Chamberlain Center. A total of 137 paper surveys were collected, which
gave a 28.1% response rate. The electronic surveys combined with the paper copies gave
a total response rate of 42%.

Table 4.1 describes the demographics of the subjects in the study. From the total
of 205 subjects who completed the survey there were 88 (42.9%) males, and 116 (56.6%)

females. Many of the subjects were seniors (32.2%), followed by freshman (22.9%), and

sophomore and juniors (22%) were the same. The subjects reported that 49.8% lived in

an urban environment while 37.1% lived in a suburban environment, and 12.7% lived in

a rural environment. The majority of the subjects reported that their ethnicity were Puerto

Rican (40.5%) followed by Mexican (10.7%), Dominican (17.6%), Colombian (6.3%),

Peruvian (3.9%), Guatemalan (2%), Ecuadorian (5.4%), and Other (13.7%). On the

survey under Ethnic Affiliation there was an "Other" answer for subjects to check if they

did not see their ethnicity, but if that option was chosen then the subjects had a space to

specify their ethnicity. The results of that "Other" option are shown as followed: Cuban

(3.4%), Argentinian (2%), Salvadorian (3.4%), Chilean (2%), Panamanian (2.4%), and

Brazilian (.5%).

Table 4.1

Demographics of Latina/o Participants (N=205)

Variable	*f*	*%*
Gender		
Male	88	42.9
Female	116	56.6
Missing	1	.5
Total	205	100
Year in College		
Freshman	47	22.8
Sophomore	45	22
Junior	45	22
Senior	68	33.2
Total	205	100

Table 4.1 (continued)

Demographics of Latina/o Participants (N=205)

Variable	f	%
Environment Grew up in		
Urban	102	49.8
Suburban	76	37.1
Rural	26	12.6
Missing	1	.5
Total	205	100
Ethnic Affiliation		
Puerto Rican	83	40.5
Mexican	22	10.7
Dominican	36	17.6
Colombian	13	6.3
Peruvian	8	3.9
Guatemalan	4	2.0
Honduran	0	0
Ecuadorian	11	5.4
Other	28	13.6
Total	205	100
Other Ethnic Affiliation		
Cuban	7	3.4
Argentinian	4	2.0
Salvadorian	7	3.4
Chilean	4	2.0
Panamanian	5	2.4
Brazilian	1	.5
Total	28	13.7

Analysis of Data

Research question 1. What do selected Latina/o students at Rowan University report about their leadership identity according to Oldham's (2008) factor groupings?

In Oldham's instrument there are seven factor groupings. Each factor grouping contained four items. Table 4.2 displays Oldham's first factor grouping Adult influences, and each item listed in the table are arranged by agreement level from most positive to

least positive. The subjects considered statements regarding whether faculty had a

significant relationship, acknowledged, and listened to Latina/o students. Overall, 67.3%

Latina/o undergraduate students reported that they strongly agreed or agreed with the

statement "It is important to know that a university faculty member has time to listen to

my issues." Also, the subjects reported they strongly agreed or agreed (52.7%) they

would be dissatisfied if there were no faculty of ethnic diversity.

Table 4.2

Adult Influences (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly
Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
It is important to know that a university faculty member has time to listen to my issues. *n=204, M=3.78, SD=1.163, Missing=1*	65	31.7	73	35.6	35	17.1	19	9.3	12	5.8
Being positivity acknowledged by a faculty member is significant to me. *N=205, M=3.56, SD=1.130*	43	21	78	38	46	22.4	26	12.7	12	5.9

Table 4.2 (continued)

Adult Influences (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly
Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I have a faculty mentor or advisor with whom I have a meaningful student/teacher relationship. *N*=205, *M*=3.46, *SD*=1.293	50	24.4	67	32.7	37	18	29	14.1	22	10.8
I would be dissatisfied as a student at this university if there were no faculty or staff of racial/ethnic diversity. *N*=205, *M*=3.43, *SD*=1.249	47	22.9	61	29.8	50	24.4	27	13.2	20	9.7

Table 4.3 illustrated what the subjects reported about Peer Influences. The items

listed in Table 4.3 are arranged by agreement level from most positive to least positive.

This second factor grouping focused on students with similar backgrounds,

acknowledged personal development, and having relatable friends. According to Latina/o

subjects at Rowan University the majority reported (75.1%) strongly agreeing or agreeing

with the importance of having friends that are relatable compared to having friends of

similar backgrounds. However, a total 30.7% of Latina/o students reported that they

strongly agreed or agreed with the statement "I am most comfortable when I associate

with students of a similar racial background."

Table 4.3

Peer Influences (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Having friends I can relate to is more important than having friends from my racial background. *N*=205, *M*=3.91, *SD*=1.110	70	34.1	84	41	22	10.7	20	9.8	9	4.4
Having upperclassmen who acknowledge and encourage me is important in my personal development. *n*=203, *M*=3.44, *SD*=1.227 Missing = 2	47	22.9	59	28.8	49	23.9	32	15.6	16	7.8

Table 4.3 (continued)

Peer Influences (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
As a student, having friends of a similar racial background on campus is important in making the campus climate comfortable to me. *N*=205, *M*=3.27, *SD*=1.155	27	13.2	75	36.6	44	21.5	44	21.5	15	7.2
I am most comfortable when I associate with students of a similar racial background. *N*=205, *M*=2.93, *SD*=1.190	26	12.7	37	18	62	30.2	57	27.8	23	11.3

Table 4.4 presents what subjects reported about Meaningful Involvement at Rowan University. The four items listed for Meaningful Involvement are arranged by agreement level from most positive to least positive. This factor grouping incorporated whether students are active members or want to be more involved in campus clubs and organizations, and if their involvement is associated with their academics. A total of

52.2% Latina/o students either strongly agreed or agreed that they would like to be more involved in campus clubs and organizations. Whereas, 47.8% of Latina/o students strongly agreed or agreed with being an active member of one or more clubs or organizations including athletic teams. Moreover, when it came to the level of involvement in campus activities 48.7% of Latina/o students strongly agreed or agreed that it is directly related to the time they need to focus on academics.

Table 4.4

Meaningful Involvement (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I would like to be more involved in campus clubs and organizations. *N*=205, *M*=3.41, *SD*=1.256	49	23.9	58	28.3	43	21	39	19	16	7.8
I am either in a leadership role or plan to seek a leadership position on campus. *N*=205, *M*=3.32, *SD*=1.261	39	19	65	31.7	46	22.4	32	15.6	23	11.3

Table 4.4 (continued)

Meaningful Involvement (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly
Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
My level of involvement in campus activities is directly related to the time I need to focus on academics. *n*=204, *M*=3.26, *SD*=1.297 Missing = 1	38	18.5	62	30.2	47	22.9	29	14.1	28	13.8
I am an active member of one or more campus clubs or organizations (including athletic teams). *N*=205, *M*=3.22, *SD*=1.353	46	22.4	52	25.4	34	16.6	48	23.4	25	12.2

Table 4.5 presents findings on what the subjects reported about Reflective

Learning. The four items listed for Reflective Learning are arranged by agreement level

from most positive to least positive. This factor grouping dealt with personal

development, reflecting on university experiences, and enrollment recommendation to

friends with similar background. Subjects reported that a total of 69.8% strongly agreed

or agreed that they would recommend enrollment to their friends with similar racial

background. Conversely, 41.5% strongly agreed or agreed with the statement "I am a

stronger person because I have overcome challenges faced while attending a

predominantly White educational institution." Based on Latina/o student's university

experiences 61% strongly agreed or agreed that they take the time to reflect so they are

able to focus more clearly on their future goals.

Table 4.5

Reflective Learning (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly
Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Based on my experiences with faculty and staff on this campus, I would recommend enrollment to my friends of a similar background. *N*=205, *M*=3.82, *SD*=1.072	60	29.3	83	40.5	34	16.6	21	10.2	7	3.4

Table 4.5 (continued)

Reflective Learning (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly
Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
When I take time to reflect on my university experiences, I am able to focus more clearly on my future goals. *n*=204, *M*=3.55, *SD*=1.150 Missing = 1	41	20	84	41	39	19	26	12.7	14	6.8
Having time for meaningful conversations with friends of a similar racial background is important in my personal development. *N*=205, *M*=3.24, *SD*=1.240	38	18.5	55	26.8	50	24.4	43	21	19	9.3
I am a stronger person because I have overcome challenges faced while attending a predominantly White educational institution. *n*=203, *M*=3.06, *SD*=1.334 Missing = 2	35	17.1	50	24.4	41	20	46	22.4	31	15.1

Table 4.6 displays responses to the fifth factor grouping Identity Development, and the items listed for this factor grouping are arranged by level of agreement from most positive to least positive. This factor grouping encompassed how Rowan University students viewed their identity. For example, subjects read statements that dealt with personal self-confidence, sense of identity, and participating in campus-sponsored activities as a Latina/o student. Overall, 65.4% Latina/o students reported that they strongly agreed or agreed with being comfortable participating in campus-sponsored activities, even if they are the only person of their racial background in the group. Almost 63% of Latina/o students also reported that having positive relationships with university faculty and staff enhances their personal self-confidence. Conversely, 31.2% of Latina/o students reported that they either strongly agreed or agreed with the statement "My identity is most closely related to persons of my racial background."

Table 4.6

Identity Development (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I am comfortable participating in campus-sponsored activities, even if I am the only person of my racial background in the group. *n*=204, *M*=3.69, *SD*=1.139 Missing = 1	52	25.4	82	40	38	18.5	19	9.3	13	6.3
Having positive relationships with university faculty and staff enhances my personal self-confidence. *n*=203, *M*=3.68, *SD*=1.049 Missing = 2	46	22.4	82	40	46	22.4	22	10.7	7	3.5
Talking to people who are significant in my life about my college experiences is important to my sense of identity. *N*=205, *M*=3.34, *SD*=1.350	51	24.9	54	26.3	38	18.5	37	18	25	12.3

Table 4.6 (continued)

Identity Development (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
My identity is most closely related to persons of my racial background. *N*=205, *M*=2.83, *SD*=1.253	23	11.2	41	20	56	27.3	49	23.9	36	17.6

Table 4.7 illustrates what subjects reported about Leadership Identity. This sixth factor grouping focused on statements regarding leadership abilities, becoming a better leader, and their confidence as a leader. All items listed for this factor grouping are arranged by level of agreement from most positive to least positive. A total of 68.8% of subjects reported they strongly agreed or agreed with the statement "Reflecting on my experiences so far, I believe I will be able to capitalize on my strengths and become a strong leader." However, 51.2% of Latina/o students reported they either strongly agreed or agreed that having a positive relationship with faculty has increased their ability to perceive them as a leader. Conversely, a total of 30.7% of Latina/o students reported they strongly agreed or agreed with having more confidence as a leader because of the strength they found when associating with peers of similar racial background.

Table 4.7

Leadership Identity (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly
Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Reflecting on my experiences so far, I believe I will be able to capitalize on my strengths and become a strong leader. *N=205, M=3.90, SD=1.057*	72	35.1	69	33.7	41	20	18	8.8	5	2.4
Having positive relationships with faculty has increased my ability to perceive myself as a leader. *N=205, M=3.36, SD=1.186*	35	17.1	70	34.1	51	24.9	31	15.1	18	8.8
Because of my involvement in activities and organizations, I believe my leadership abilities have increased. *N=205, M=3.31, SD=1.287*	46	22.4	50	24.4	54	26.3	32	15.7	23	11.2

Table 4.7 (continued)

Leadership Identity (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly
Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I have greater confidence as a leader because of strength I find in associating with peers of a similar racial background. *n*=204, *M*=2.87, *SD*=1.210 Missing = 1	24	11.7	39	19	53	25.9	62	30.2	26	12.7

Table 4.8 demonstrates Latina/o responses to Oldham's last factor grouping

Responsibility to Lead. The four items listed in this factor grouping are arranged by

agreement level from most positive to least positive. This seventh factor grouping

contained statements regarding responsibility to educate college administrators, desire to

serve in leadership roles, and encouraging other students of racial diversity. A total of

55.1% of Latina/o students strongly agreed or agreed with the statement "My sense of

responsibility for positively influencing others has been enhanced by encouraging

relationships I have formed with university personnel." Furthermore, 54.6% of Latina/o

students strongly agreed or agreed that they seek ways to encourage other students of

racial diversity in order to help them succeed. Yet, 38.5% of Latina/o students strongly

agreed or agreed that it is partially their responsibility to educate college administrators

on how to assist students of diverse racial backgrounds at this institution.

Table 4.8

Responsibility to Lead (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly
Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
My sense of responsibility for positively influencing others has been enhanced by encouraging relationships I have formed with university personnel. *N=205, M=3.47, SD=1.194*	43	21	70	34.1	49	23.9	26	12.7	17	8.3
I seek ways to encourage other students of racial diversity in order to help them succeed. *n=203, M=3.43, SD=1.230* Missing = 2	42	20.5	70	34.1	45	22	26	12.7	20	9.7

Table 4.8 (continued)

Responsibility to Lead (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly
Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I have a desire to serve in leadership roles on campus in order to represent students of racial diversity. *n*=204, *M*=3.13, *SD*=1.253 Missing = 1	32	15.6	51	24.9	59	28.8	35	17.1	27	13.1
I believe that it is partially my responsibility to educate college administrators on how to assist students of diverse racial backgrounds at this institution. *n*=204, *M*=3.08, *SD*=1.215 Missing = 1	29	14.1	50	24.4	56	27.3	47	22.9	22	10.8

Research question 2. What do selected Latina/o students at Rowan University

report about the development of their ethnic identity?

In Phinney's (1992) MEIM instrument there are 12 Likert scaled items that probe

ethnic identity development. Table 4.9 displays those 12 items that pertained to the

development of Rowan University Latina/o subject's ethnic identity development. The

49

items listed in Table 4.9 are arranged by agreement level from most positive to least positive. A total of 77.6% of Latina/o students reported they strongly agreed or agreed with feeling good about their cultural background. In addition, 71.2% of Latina/o students reported they strongly agreed or agreed they are happy to be a member of the group they belong to. Furthermore, 75.6% of Latina/o students reported they strongly agreed or agreed with the statement "I have a lot of pride in my ethnic group and its accomplishment." Also, 72.2% of Latina/o students reported they strongly agreed or agreed with having a clear sense of what their ethnic background means for them. A total of 55.1% of Latina/o students reported that they strongly agreed or agreed with the statement "I think a lot about how my life will be affected by my ethnic group membership." Also, to learn more about their ethnic background 51.2% of Latina/o students strongly agreed or agreed that they have talked to other people about their ethnic group. Moreover, it was reported that 44.9% of Latina/o students strongly agreed or agreed that they have spent time trying to find out more about their ethnic group, such as its history, traditions, and customs. Overall, 31.8% of Latina/o students strongly agreed or agreed with this statement "I am active in organizations or social groups that include mostly members of my own ethnic group."

Table 4.9

Multigroup Ethnic Identity Measure Instrument (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly
Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I feel good about my cultural background. *N=205, M=4.06, SD=1.032*	83	40.5	76	37.1	28	13.7	11	5.3	7	3.4
I am happy that I am a member of the group I belong to. *N=205, M=4.01, SD=1.019*	83	40.5	63	30.7	39	19	18	8.8	2	1
I have a lot of pride in my ethnic group and its accomplishment. *N=205, M=3.91, SD=1.046*	62	30.2	93	45.4	29	14.1	11	5.4	10	4.9
I have a clear sense of my ethnic background and what it means for me. *N=205, M=3.81, SD=1.096*	58	28.3	90	43.9	28	13.7	19	9.3	10	4.8

Table 4.9 (continued)

Multigroup Ethnic Identity Measure Instrument (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly
Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I understand pretty well what my ethnic group membership means to me. *N*=205, *M*=3.66, *SD*=1.171	53	25.9	80	39	36	17.6	22	10.7	14	6.8
I participate in cultural practices of my own group, such as special food, music, or customs. *N*=205, *M*=3.58, *SD*=1.229	53	25.9	72	35.1	36	17.6	28	13.6	16	7.8
I have a strong sense of belonging to my own ethnic group. *N*=205, *M*=3.47, *SD*=1.247	52	25.4	57	27.8	47	22.9	33	16.1	16	7.8
I feel a strong attachment towards my own ethnic group. *N*=205, *M*=3.47, *SD*=1.253	47	22.9	65	31.7	52	25.4	20	9.8	21	10.2

Table 4.9 (continued)

Multigroup Ethnic Identity Measure Instrument (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly
Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I think a lot about how my life will be affected by my ethnic group membership. *N*=205, *M*=3.42, *SD*=1.298	49	23.9	64	31.2	38	18.5	32	15.6	22	10.8
To learn more about my ethnic background, I have often talked to other people about my ethnic group. *N*=205, *M*=3.41, *SD*=1.179	41	20	64	31.2	52	25.4	34	16.6	14	6.8
I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs. *n*=204, *M*=3.18, *SD*=1.188 Missing = 1	28	13.7	64	31.2	46	22.4	49	23.9	17	8.3

Table 4.9 (continued)

Multigroup Ethnic Identity Measure Instrument (N=205)
(Strongly Agree=5, Agree=4, Neither Agree or Disagree=3, Disagree=2, Strongly
Disagree=1)

Variable	Strongly Agree		Agree		Neither Agree or Disagree		Disagree		Strongly Disagree	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I am active in organizations or social groups that include mostly members of my own ethnic group. *N*=205, *M*=2.79, *SD*=1.238	20	9.8	45	22	45	22	61	29.8	34	16.4

Research question 3. How do interactions with university personnel influence leadership identity development in Latina/o university students?

According to Oldham's (2008) research she analyzed a majority of her research questions by conducting a Spearman Rho analysis using SPSS. Oldham used corresponding survey items from different factor groupings to aid in answering this particular research question. The four items from the Adult Influences factor grouping were used and one item each from Leadership Identity, Responsibility to Lead, Identity Development, and Reflective Learning were also used to analysis this research question. A Spearman Rho correlation coefficient was calculated for the relationship between adult influences and leadership identity development. A weak positive correlation was found (*rho (203)* = .195, *p* < .005), indicating a significant relationship between Latina/o students who have a faculty mentor with whom they have a meaningful relationship and

54

Latina/o students who are positively acknowledged by a faculty member. Furthermore, Latina/o students who have a faculty mentor with whom they have a meaningful relationship also had a weak positive correlation (*rho (203)* = .226, *p* < .001), indicating a significant relationship with Latina/o students who would recommend enrollment to friends of a similar background based on their experiences with faculty on this campus. Also, Latina/o students who have a faculty mentor with whom they have a meaningful relationship had a weak positive correlation (*rho* (203) = .239, *p* < .001), indicating a significant relationship with Latina/o students whose responsibility for positively influencing others has enhanced due to the relationships formed with university personnel. Latina/o students who are positively acknowledged by a faculty member had a moderate positive correlation (*rho (201)* = .342, *p* < .000), suggesting a significant relationship with Latina/o students whose personal self-confidence have enhanced because of positive relationships with university faculty. Moreover, Latina/o students who are positively acknowledged by a faculty member showed to have a moderate positive correlation (*rho (202)* = .338, *p* < .000), suggesting a significant relationship with Latina/o students who believe it is important that faculty members have time to listen to their issues, and Latina/o students who believe their ability to perceive themselves as a leader have increased because of their positive relationship with a faculty member (*rho (203)* = .405, *p* < .000). Results are presented in Table 4.10.

Table 4.10

University Personnel Influences

			(Adult Influences)	(Adult Influences)
Spearman's rho	(Adult Influences) I have a faculty mentor or advisor with whom I have a meaningful student/teacher relationship.	Correlation Coefficient	1.000	.195**
		Sig. (2-tailed)	.	.005
		N	205	205
	(Adult Influences) Being positivity acknowledged by a faculty member is significant to me.	Correlation Coefficient	.195**	1.000
		Sig. (2-tailed)	.005	.
		N	205	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.10 (continued)

University Personnel Influences

			(Adult Influences)	(Reflective Learning)
Spearman's rho	(Adult Influences) I have a faculty mentor or advisor with whom I have a meaningful student/teacher relationship.	Correlation Coefficient	1.000	.226**
		Sig. (2-tailed)	.	.001
		N	205	205
	(Reflective Learning) Based on my experiences with faculty and staff on this campus, I would recommend enrollment to my friends.	Correlation Coefficient	.226**	1.000
		Sig. (2-tailed)	.001	.
		N	205	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.10 (continued)

University Personnel Influences

			(Adult Influences)	(Responsibility to Lead)
Spearman's rho	(Adult Influences) I have a faculty mentor or advisor with whom I have a meaningful student/teacher relationship.	Correlation Coefficient	1.000	.239**
		Sig. (2-tailed)	.	.001
		N	205	205
	(Responsibility to Lead) My sense of responsibility for positively influencing others has been enhanced by encouraging relationships I have formed with university personnel.	Correlation Coefficient	.239**	1.000
		Sig. (2-tailed)	.001	.
		N	205	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.10 (continued)

University Personnel Influences

			(Adult Influences)	(Identity Development)
Spearman's rho	(Adult Influences) Being positivity acknowledged by a faculty member is significant to me.	Correlation Coefficient	1.000	.342**
		Sig. (2-tailed)	.	.000
		N	205	203
	(Identity Development) Having positive relationships with university faculty and staff enhances my personal self-confidence.	Correlation Coefficient	.342**	1.000
		Sig. (2-tailed)	.000	.
		N	203	203

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.10 (continued)

University Personnel Influences

			(Adult Influences)	(Adult Influences)
Spearman's rho	(Adult Influences) Being positivity acknowledged by a faculty member is significant to me.	Correlation Coefficient	1.000	.338**
		Sig. (2-tailed)	.	.000
		N	205	204
	(Adult Influences) It is important to know that a university faculty member has time to listen to my issues.	Correlation Coefficient	.338**	1.000
		Sig. (2-tailed)	.000	.
		N	204	204

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.10 (continued)

University Personnel Influences

			(Adult Influences)	(Leadership Identity)
Spearman's rho	(Adult Influences) Being positivity acknowledged by a faculty member is significant to me.	Correlation Coefficient	1.000	.405**
		Sig. (2-tailed)	.	.000
		N	205	205
	(Leadership Identity) Having positive relationships with faculty has increased my ability to perceive myself as a leader.	Correlation Coefficient	.405**	1.000
		Sig. (2-tailed)	.000	.
		N	205	205

**. Correlation is significant at the 0.01 level (2-tailed)

Research question 4. How do interactions with peers influence leadership identity development in Latina/o Rowan University students?

The corresponding survey items used to answer this research question came from the factor groupings Peer Influences, Identity Development, Reflective Learning, Responsibility to Lead, and Leadership Identity. A Spearman Rho correlation coefficient was calculated for the relationship between peer influences and leadership identity development. A moderate positive correlation was found (*rho (203)* = .304, *p* < .000),

indicating a significant relationship between Latina/o students whose identity is related to their racial background and Latina/o students whose personal development grows when having meaningful conversations with friends. Moreover, Latina/o students whose identity is related to their racial background had a weak positive correlation (*rho (202) =* .289, *p* < .000), suggesting a significant relationship with Latina/o students whose confidence as a leader increased because associating with peers of similar racial background. Also, Latina/o students who believe it is important to have meaningful conversations with friends of similar racial background for their personal development had a weak positive correlation (*rho (203) =* .281, *p* < .000), indicating a significant relationship with Latina/o students who are most comfortable when associating with peers of similar racial background. Furthermore, Latina/o students whose personal development grows due to meaningful conversations had a moderate positive correlation (*rho (202) =* .307, *p* < .000), indicating a significant relationship with Latina/o students who have greater confidence as a leader because of the strength they found associating with peers of a similar racial background. Results are presented in Table 4.11.

Table 4.11

Peer Influences

			(Identity Development)	(Reflective Learning)
Spearman's rho	(Identity Development) My identity is most closely related to persons of my racial background.	Correlation Coefficient	1.000	.304**
		Sig. (2-tailed)	.	.000
		N	205	205
	(Reflective Learning) Having time for meaningful conversations with friends of a similar racial background is important in my personal development.	Correlation Coefficient	.304**	1.000
		Sig. (2-tailed)	.000	.
		N	205	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.11 (continued)

Peer Influences

			(Identity Development)	(Leadership Identity)
Spearman's rho	(Identity Development) My identity is most closely related to persons of my racial background.	Correlation Coefficient	1.000	.289**
		Sig. (2-tailed)	.	.000
		N	205	204
	(Leadership Identity) I have greater confidence as a leader because of strength I find in associating with peers of a similar racial background.	Correlation Coefficient	.289**	1.000
		Sig. (2-tailed)	.000	.
		N	204	204

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.11 (continued)

Peer Influences

			(Reflective Learning)	(Peer Influences)
Spearman's rho	(Reflective Learning) Having time for meaningful conversations with friends of a similar racial background is important in my personal development.	Correlation Coefficient	1.000	.281**
		Sig. (2-tailed)	.	.000
		N	205	205
	(Peer Influences) I am most comfortable when I associate with students who are of a similar racial background.	Correlation Coefficient	.281**	1.000
		Sig. (2-tailed)	.000	.
		N	205	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.11 (continued)

Peer Influences

			(Reflective Learning)	(Leadership Identity)
Spearman's rho	(Reflective Learning) Having time for meaningful conversations with friends of a similar racial background is important in my personal development.	Correlation Coefficient	1.000	.307**
		Sig. (2-tailed)	.	.000
		N	205	204
	(Leadership Identity) I have greater confidence as a leader because of strength I find in associating with peers of a similar racial background.	Correlation Coefficient	.307**	1.000
		Sig. (2-tailed)	.000	.
		N	204	204

**. Correlation is significant at the 0.01 level (2-tailed)

Research question 5. How does meaningful involvement in campus organizations and activities influence leadership identity development in Latina/o university students?

The items used to answer this research question came from the factor groupings Meaningful Involvement, Reflective Learning, Responsibility to Lead, Identity Development, and Leadership Identity. A Spearman Rho correlation coefficient was

calculated for the relationship between meaningful involvement and leadership identity development. A weak positive correlation was found (*rho (203)* = .289, *p* < .000), indicating a significant relationship between Latina/o students who are active in one or more campus clubs and Latina/o students who are in a leadership role or plan to seek a leadership position on campus. Furthermore, Latina/o students who are active in one or more campus clubs had a moderate positive correlation (*rho (203)* = .373, *p* < .000), suggesting a significant relationship with Latina/o students who believe their leadership abilities have increased because of their involvement in activities. Also, Latina/o students who took time to reflect on their university experiences are able to focus more clearly on their future goals had a moderate positive correlation (*rho (202)* = .358, *p* < .000), indicating a significant relationship with Latina/o students who desire to serve in leadership roles to represent students of their racial diversity, and Latina/o students who are comfortable participating in campus-sponsored activities even if they are the only person of their racial background in the group (*rho (201)* = .310, *p* < .000). Results are presented in Table 4.12.

Table 4.12

Meaningful Involvement Influences

			(Meaningful Involvement)	(Meaningful Involvement)
Spearman's rho	(Meaningful Involvement) I am an active member of one or more campus clubs or organizations (including athletic teams).	Correlation Coefficient	1.000	.289**
		Sig. (2-tailed)	.	.000
		N	205	205
	(Meaningful Involvement) I am either in a leadership role or plan to seek a leadership position at the university.	Correlation Coefficient	.289**	1.000
		Sig. (2-tailed)	.000	.
		N	205	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.12 (continued)

Meaningful Involvement Influences

			(Meaningful Involvement)	(Leadership Identity)
Spearman's rho	(Meaningful Involvement) I am an active member of one or more campus clubs or organizations (including athletic teams).	Correlation Coefficient	1.000	.373**
		Sig. (2-tailed)	.	.000
		N	205	205
	(Leadership Identity) Because of my involvement in activities and organizations, I believe my leadership abilities have increased.	Correlation Coefficient	.373**	1.000
		Sig. (2-tailed)	.000	.
		N	205	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.12 (continued)

Meaningful Involvement Influences

			(Reflective Learning)	(Responsibility to Lead)
Spearman's rho	(Reflective Learning) When I take time to reflect on my university experiences, I am able to focus more clearly on my future goals.	Correlation Coefficient	1.000	.358**
		Sig. (2-tailed)	.	.000
		N	204	204
	(Responsibility to Lead) I have a desire to serve in leadership roles on campus in order to represent students of racial diversity.	Correlation Coefficient	.358**	1.000
		Sig. (2-tailed)	.000	.
		N	204	204

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.12 (continued)

Meaningful Involvement Influences

			(Reflective Learning)	(Identity Development)
Spearman's rho	(Reflective Learning) When I take time to reflect on my university experiences, I am able to focus more clearly on my future goals.	Correlation Coefficient	1.000	.310**
		Sig. (2-tailed)	.	.000
		N	204	203
	(Identity Development) I am comfortable participating in campus-sponsored activities, even if I am the only person of my racial background in the group.	Correlation Coefficient	.310**	1.000
		Sig. (2-tailed)	.000	.
		N	203	204

**. Correlation is significant at the 0.01 level (2-tailed)

Research question 6. How does reflective learning influence leadership identity development in Latina/o university students?

According to Oldham's (2008) research the corresponding survey items she used to answer this research question came from the factor groupings Reflective Learning, Identity Development, Leadership Identity, and Responsibility to Lead. A Spearman Rho

correlation coefficient was calculated for the relationship between reflective learning and leadership identity development. A moderate positive correlation was found (*rho (202)* = .430, *p* < .000), indicating a significant relationship between Latina/o students who took time to reflect on their university experiences and Latina/o students who communicated with people who are significant in their life about their college experiences. Also, a moderate positive correlation was found (*rho (202)* = .431, *p* < .000), suggesting a significant relationship between Latina/o students who took time to reflect on their university experiences and Latina/o students who believe they would be able to capitalize on their strengths as a leader when reflecting on their experiences. Furthermore, Latina/o students who believe they can capitalize on their strengths as a leader by reflecting on their experiences had a weak positive correlation (*rho (203)* = .202, *p* < .004), indicating a significant relationship with Latina/o students who would recommend enrollment to friends based on their experiences with faculty. Moreover, Latina/o students who believe it is their responsibility to educate college administrators on how to assist students of racial background had a weak positive correlation (*rho (200)* = .218, *p* < .002), suggesting a significant relationship with Latina/o students who believe they are stronger as a person because they overcame challenges at a predominately White institution, and Latina/o students whose sense of identity have grown because of talking to people who are significant in their life about college experiences (*rho (202)* = .198, *p* < .004). Results are presented in Table 4.13.

Table 4.13

Reflective Learning Influences

			(Reflective Learning)	(Identity Development)
Spearman's rho	(Reflective Learning) When I take time to reflect on my university experiences, I am able to focus more clearly on my future goals.	Correlation Coefficient	1.000	.430**
		Sig. (2-tailed)	.	.000
		N	204	204
	(Identity Development) Talking to people who are significant in my life about my college experiences is important to my sense of identity.	Correlation Coefficient	.430**	1.000
		Sig. (2-tailed)	.000	.
		N	204	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.13 (continued)

Reflective Learning Influences

			(Reflective Learning)	(Leadership Identity)
Spearman's rho	(Reflective Learning) When I take time to reflect on my university experiences, I am able to focus more clearly on my future goals.	Correlation Coefficient	1.000	.431**
		Sig. (2-tailed)	.	.000
		N	204	204
	(Leadership Identity) Reflecting on my experiences so far, I believe I will be able to capitalize on my strengths and become a strong leader.	Correlation Coefficient	.431**	1.000
		Sig. (2-tailed)	.000	.
		N	204	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.13 (continued)

Reflective Learning Influences

			(Leadership Identity)	(Reflective Learning)
Spearman's rho	(Leadership Identity) Reflecting on my experiences so far, I believe I will be able to capitalize on my strengths and become a strong leader.	Correlation Coefficient	1.000	.202**
		Sig. (2-tailed)	.	.004
		N	205	205
	(Reflective Learning) Based on my experiences with faculty and staff on this campus, I would recommend enrollment to my friends of a similar background.	Correlation Coefficient	.202**	1.000
		Sig. (2-tailed)	.004	.
		N	205	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.13 (continued)

Reflective Learning Influences

			(Responsibility to Lead)	(Reflective Learning)
Spearman's rho	(Responsibility to Lead) I believe that it is partially my responsibility	Correlation Coefficient	1.000	.218**
	to educate college administrators on how to	Sig. (2-tailed)	.	.002
	assist students of diverse racial backgrounds at this institution.	N	204	202
	(Reflective Learning) I am a stronger person because I have	Correlation Coefficient	.218**	1.000
	overcome challenges faced while attending a	Sig. (2-tailed)	.002	.
	predominantly White educational institution.	N	202	203

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.13 (continued)

Reflective Learning Influences

			(Responsibility to Lead)	(Identity Development)
Spearman's rho	(Responsibility to Lead) I believe that it is partially my responsibility to educate college administrators on how to assist students of diverse racial backgrounds at this institution.	Correlation Coefficient	1.000	.198**
		Sig. (2-tailed)	.	.004
		N	204	204
	(Identity Development) Talking to people who are significant in my life about my college experiences is important to my sense of identity.	Correlation Coefficient	.198**	1.000
		Sig. (2-tailed)	.004	.
		N	204	205

**. Correlation is significant at the 0.01 level (2-tailed)

Research question 7. Is there a significant relationship between ethnic identity

and leadership development?

Rowan University Latina/o students have reported about their leadership identity

development according to Oldham's (2008) factor groupings and also about the

development of their ethnic identity. This section focuses on ethnic identity and

leadership development, and if there was a significant relationship between the two. A Spearman Rho was calculated between Phinney's (1992) MEIM and Oldham's (2008) factor groupings. More specifically, identity development, leadership identity, and responsibility to lead were the three factor groupings used to compare with Phinney's (1992) MEIM.

Table 4.14 displays the significant correlations between the MEIM and identity development. A weak positive correlation was found (*rho (203) = .179, p < .010*), indicating a significant relationship between Latina/o students whose identity is most closely related to persons of their racial background and Latina/o students who are active in organizations or social groups that include mostly members of their own ethnic group. Also, Latina/o students who are comfortable participating in campus-sponsored activities, even if they are the only person of their racial background in the group had a weak positive correlation (*rho (202) = .221, p < .002*), suggesting a significant relationship with Latina/o students who have a clear sense of their ethnic background and what it means for them. Furthermore, Latina/o students who are comfortable participating in campus-sponsored activities, even if they are the only person of their racial background in the group also had a weak positive correlation (*rho (202) = .208, p < .003*), indicating a significant relationship with Latina/o students who are happy to be a member of the group they belong to. A weak positive correlation was also found (*rho (203) = .252, p < .000*), suggesting a significant relationship between Latina/o students who talk to people who are significant in their life about their college experiences is important to their sense of identity and Latina/o students who have a strong sense of belonging to their own ethnic group. Also, a weak positive correlation was found (*rho (201) = .266, p < .000*),

indicating a significant relationship with Latina/o students who often talk to other people

about their ethnic group to learn more about their ethnic background and Latina/o

students whose personal-confidence enhances by having relationships with university

faculty and staff.

Table 4.14

Significant Correlations between MEIM & Identity Development

			(Identity Development)	(MEIM)
Spearman's rho	(Identity Development) My identity is most closely related to persons of my racial background.	Correlation Coefficient	1.000	.179*
		Sig. (2-tailed)	.	.010
		N	205	205
	(MEIM) I am active in organizations or social groups that include mostly members of my own ethnic group.	Correlation Coefficient	.179*	1.000
		Sig. (2-tailed)	.010	.
		N	205	205

*. Correlation is significant at the 0.05 level (2-tailed)

Table 4.14 (continued)

Significant Correlations between MEIM & Identity Development

			(Identity Development)	(MEIM)
Spearman's rho	(Identity Development) I am comfortable participating in campus-sponsored activities, even if I am the only person of my racial background in the group.	Correlation Coefficient	1.000	.221**
		Sig. (2-tailed)	.	.002
		N	204	204
	(MEIM) I have a clear sense of my ethnic background and what it means for me.	Correlation Coefficient	.221**	1.000
		Sig. (2-tailed)	.002	.
		N	204	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.14 (continued)

Significant Correlations between MEIM & Identity Development

			(Identity Development)	(MEIM)
Spearman's rho	(Identity Development) I am comfortable participating in campus-sponsored activities, even if I am the only person of my racial background in the group.	Correlation Coefficient	1.000	.208**
		Sig. (2-tailed)	.	.003
		N	204	204
	(MEIM) I am happy that I am a member of the group I belong to.	Correlation Coefficient	.208**	1.000
		Sig. (2-tailed)	.003	.
		N	204	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.14 (continued)

Significant Correlations between MEIM & Identity Development

			(Identity Development)	(MEIM)
Spearman's rho	(Identity Development) Talking to people who are significant in my life about my college experiences is important to my sense of identity.	Correlation Coefficient	1.000	.252**
		Sig. (2-tailed)	.	.000
		N	205	205
	(MEIM) I have a strong sense of belonging to my own ethnic group.	Correlation Coefficient	.252**	1.000
		Sig. (2-tailed)	.000	.
		N	205	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.14 (continued)

Significant Correlations between MEIM & Identity Development

			(Identity Development)	(MEIM)
Spearman's rho	(Identity Development) Having relationships with university faculty and staff enhances my personal self-confidence.	Correlation Coefficient	1.000	.266**
		Sig. (2-tailed)	.	.000
		N	203	203
	(MEIM) To learn more about my ethnic background, I have often talked to other people about my ethnic group.	Correlation Coefficient	.266**	1.000
		Sig. (2-tailed)	.000	.
		N	203	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.15 presented the significant relationship between the MEIM and leadership identity. A Spearman Rho was calculated for the relationship between Phinney's (1992) MEIM and Oldham's (2008) leadership identity factor grouping. A weak positive correlation was found (*rho (203) = .218, p < .002*), indicating a significant relationship between Latina/o students who believe their leadership abilities has increased because of their involvement in activities and organizations and Latina/o students who are happy to be a member of the group I belong to. Also, Latina/o students who have a

greater confidence as a leader because of the strength they find in associating with peers of a similar racial background had a weak positive correlation (*rho (201)* = .383, *p* < .000), indicating a significant relationship with Latina/o students who have spent time trying to find out more about their ethnic group, such as its history, traditions, and customs. Furthermore, Latina/o students who have a greater confidence as a leader because of the strength they find in associating with peers of a similar racial background had a weak positive correlation (*rho (202)* = .276, *p* < .000), suggesting a significant relationship with Latina/o students who have a strong sense of belonging to their own ethnic group. Moreover, Latina/o students who have a greater confidence as a leader because of the strength they find in associating with peers of a similar racial background had a weak positive correlation (*rho (202)* = .269, *p* < .000), indicating a significant relationship with Latina/o students who participate in cultural practices of their own group, such as special food, music, or customs.

Table 4.15

Significant Correlations between MEIM & Leadership Identity

			(Leadership Identity)	(MEIM)
Spearman's rho	(Leadership Identity) Because of my involvement in activities and organizations, I believe my leadership abilities have increased.	Correlation Coefficient	1.000	.218**
		Sig. (2-tailed)	.	.002
		N	205	205
	(MEIM) I am happy that I am a member of the group I belong to.	Correlation Coefficient	.218**	1.000
		Sig. (2-tailed)	.002	.
		N	205	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.15 (continued)

Significant Correlations between MEIM & Leadership Identity

			(Leadership Identity)	(MEIM)
Spearman's rho	(Leadership Identity) I have greater confidence as a leader	Correlation Coefficient	1.000	.383**
	because of strength I find in associating with peers of a	Sig. (2-tailed)	.	.000
	similar racial background.	N	204	203
	(MEIM) I have spent time trying to	Correlation Coefficient	.383**	1.000
	find out more about my	Sig. (2-tailed)	.000	.
	ethnic group, such as its history, traditions, and customs.	N	203	204

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.15 (continued)

Significant Correlations between MEIM & Leadership Identity

			(Leadership Identity)	(MEIM)
Spearman's rho	(Leadership Identity) I have greater confidence as a leader	Correlation Coefficient	1.000	.276**
	because of strength I find in associating with peers of a	Sig. (2-tailed)	.	.000
	similar racial background.	N	204	204
	(MEIM) I have a strong sense of	Correlation Coefficient	.276**	1.000
	belonging to my own ethnic	Sig. (2-tailed)	.000	.
	group.	N	204	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.15 (continued)

Significant Correlations between MEIM & Leadership Identity

			(Leadership Identity)	(MEIM)
Spearman's rho	(Leadership Identity) I have greater confidence as a leader	Correlation Coefficient	1.000	.269**
	because of strength I find in associating with peers of a	Sig. (2-tailed)	.	.000
	similar racial background.	N	204	204
	(MEIM) I participate in cultural	Correlation Coefficient	.269**	1.000
	practices of my own group,	Sig. (2-tailed)	.000	.
	such as special food, music, or customs.	N	204	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.16 exhibited the significant correlations between the MEIM and responsibility to lead. A Spearman Rho was calculated for the relationship between Phinney's (1992) MEIM and Oldham's (2008) responsibility to lead factor grouping. A weak positive correlation was found (r (201) = .322, $p < .000$), suggesting a significant relationship between Latina/o students who believe that it is partially their responsibility to educate college administrators on how to assist students of diverse racial backgrounds at this institution and Latina/o students who have spent time trying to find out more about their ethnic group, such as its history, traditions, and customs. Furthermore, Latina/o

students who believe that it is partially their responsibility to educate college administrators on how to assist students of diverse racial backgrounds at this institution had a weak positive correlation (r (202) = .330, p < .000), indicating a significant relationship with Latina/o students who participate in cultural practices of their own group, such as special food, music, or customs. Also, Latina/o students who seek ways to encourage other students of racial diversity in order to help them succeed had a weak positive correlation (r (201) = .325, p < .000), suggesting a significant relationship with Latina/o students who often talk to other people about their ethnic group to learn more about their ethnic background. Moreover, Latina/o students who seek ways to encourage other students of racial diversity in order to help them succeed had a weak positive correlation (r (201) = .165, p < .019), indicating a significant relationship with Latina/o students who are active in organizations or social groups that include mostly members of their own ethnic group. Also, Latina/o students who have a desire to serve in leadership roles on campus in order to represent students of racial diversity had a weak positive correlation (r (202) = .139, p < .048), suggesting a significant relationship with Latina/o students who are active in organizations or social groups that include mostly members of their own ethnic group. Furthermore, Latina/o students who have a desire to serve in leadership roles on campus in order to represent students of racial diversity had a weak positive correlation (r (202) = .215, p < .002), suggesting a significant relationship with Latina/o students who are happy to be a member of the group I belong to.

Table 4.16

Significant Correlations between MEIM & Responsibility to Lead

			(Responsibility to Lead)	(MEIM)
Spearman's rho	(Responsibility to Lead) I believe that it is partially my responsibility to educate college administrators on how to assist students of diverse racial backgrounds at this institution.	Correlation Coefficient	1.000	.322**
		Sig. (2-tailed)	.	.000
		N	204	203
	(MEIM) I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.	Correlation Coefficient	.322**	1.000
		Sig. (2-tailed)	.000	.
		N	203	204

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.16 (continued)

Significant Correlations between MEIM & Responsibility to Lead

			(Responsibility to Lead)	(MEIM)
Spearman's rho	(Responsibility to Lead) I believe that it is partially my responsibility	Correlation Coefficient	1.000	.330**
	to educate college administrators on how to	Sig. (2-tailed)	.	.000
	assist students of diverse racial backgrounds at this institution.	N	204	204
	(MEIM) I participate in cultural practices of	Correlation Coefficient	.330**	1.000
	my own group, such as special food, music, or	Sig. (2-tailed)	.000	.
	customs.	N	204	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.16 (continued)

Significant Correlations between MEIM & Responsibility to Lead

			(Responsibility to Lead)	(MEIM)
Spearman's rho	(Responsibility to Lead) I seek ways to encourage other students of racial diversity in order to help them succeed.	Correlation Coefficient	1.000	.325**
		Sig. (2-tailed)	.	.000
		N	203	203
	(MEIM) To learn more about my ethnic background, I have often talked to other people about my ethnic group.	Correlation Coefficient	.325**	1.000
		Sig. (2-tailed)	.000	.
		N	203	205

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.16 (continued)

Significant Correlations between MEIM & Responsibility to Lead

			(Responsibility to Lead)	(MEIM)
Spearman's rho	(Responsibility to Lead) I seek ways to encourage other students of racial diversity in order to help them succeed.	Correlation Coefficient	1.000	.165*
		Sig. (2-tailed)	.	.019
		N	203	203
	(MEIM) I am active in organizations or social groups that include mostly members of own ethnic group.	Correlation Coefficient	.165**	1.000
		Sig. (2-tailed)	.019	.
		N	203	205

*. Correlation is significant at the 0.05 level (2-tailed)

Table 4.16 (continued)

Significant Correlations between MEIM & Responsibility to Lead

			(Responsibility to Lead)	(MEIM)
Spearman's rho	(Responsibility to Lead) I have a desire to serve in leadership roles on campus in order to represent students of racial diversity.	Correlation Coefficient	1.000	.139*
		Sig. (2-tailed)	.	.048
		N	204	204
	(MEIM) I am active in organizations or social groups that include mostly members of own ethnic group.	Correlation Coefficient	.139*	1.000
		Sig. (2-tailed)	.048	.
		N	204	205

*. Correlation is significant at the 0.05 level (2-tailed)

Table 4.16 (continued)

Significant Correlations between MEIM & Responsibility to Lead

			(Responsibility to Lead)	(MEIM)
Spearman's rho	(Responsibility to Lead) I have a desire to serve in leadership roles on campus in order to represent students of racial diversity.	Correlation Coefficient	1.000	.215**
		Sig. (2-tailed)	.	.002
		N	204	204
	(MEIM) I am happy that I am a member of the group I belong to.	Correlation Coefficient	.215**	1.000
		Sig. (2-tailed)	.002	.
		N	204	205

*. Correlation is significant at the 0.05 level (2-tailed)

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study sought to understand the influences of leadership development and ethnic identity among selected Rowan University Latina/o undergraduate students during the Spring 2014 academic semester. Predominantly, the study replicated Oldham's (2008) research based on Erikson's Identity Development Theory (1980) and the Leadership Identity Model of Komives et al. (2005). In addition, the study used Phinney's (1992) *Multigroup Ethnic Identity Measure* (MEIM) to assess how Latina/o Rowan University undergraduate students viewed their ethnicity.

The target population of this study was 896 undergraduate Latina/o students attending Rowan University during the 2014 spring semester. The sample for this study consisted of 488 Latina/o undergraduate students who were selected by using a sample size calculator set at 95% confidence interval and 3% error rate from the original population of 896. On April 21, 2014 an email was sent to the randomly selected sample size of 488 Latina/o students containing a link to an electronic version of the survey instrument, yielding a 13.9% response rate. Furthermore, on April 21, 2014 a paper format of the survey instrument was also handed out to Latina/o students who were in the Campbell Library and the Chamberlain Center. A total of 137 paper surveys were collected, which gave a 28.1% response rate. The electronic surveys combined with the paper copies gave a total response rate of 42%. Overall, the survey on leadership development and ethnic identity was distributed to 205 Rowan University Latina/o undergraduate students.

96

The data collected were analyzed using the Statistical Package for the Social Sciences (SPSS) computer program. There were seven research questions that guided analysis of the study data. The first two research questions (RQ1 & RQ2) were analyzed by calculating the frequency, percentage, mean, and standard deviation. The next four research questions were all taken from Oldham's (2008) research, and were analyzed by statistically running a Spearman Rho correlation test. The last research question was analyzed by calculating a Pearson Coefficient Correlation between Phinney's (1992) MEIM and Oldham's (2008) factor groupings. More specifically, identity development, leadership identity, and responsibility to lead were the three factor groupings used to compare with Phinney's (1992) MEIM.

Discussion of the Findings

Research question 1. What do selected Latina/o students at Rowan University report about their leadership identity according to Oldham's (2008) factor groupings?

Oldham's (2008) seven factor groupings were analyzed showing the mean, standard deviation, frequency, and percentages for each item. Overall, Latina/o students reported a positive outlook on all seven factor groupings according to the mean scores. Furthermore, the Adult Influences factor grouping had the highest mean score of 3.56 out of 5. The four items within this factor grouping showed to have a mean score between "Agree" and "Neither Agree or Disagree." Latina/os showed to have a large percentage (67.3 %) of students agreeing or strongly agreeing with the statement "It is important to know that a university faculty member has time to listen to my issues." Thus, indicating that Latina/o students at Rowan University value staff and faculty members who take the time to be involved with students. The more mentors or role models are involved in

97

students academic careers the more likely their leadership skills will increase (Velez-Ibanez et al., 2013). The second factor grouping that had the next highest mean score was Reflective Learning with a mean score of 3.41 out of 5. The items in this factor grouping showed to have a connection with reflecting on experiences, conversations, and challenges at Rowan University. "Based on my experiences with faculty and staff on this campus, I would recommend enrollment to my friends of a similar background," had the highest mean score at 3.82. Therefore, indicating that Latina/o students at Rowan University expressed a positive experience with peers, faculty, and overall have the confidence to accomplish their goals.

The third highest factor grouping was Peer Influences with a mean score of 3.38 out of 5. The statements in this factor grouping referred to peers with similar background, upperclassmen, and making the campus climate comfortable. The statement with the highest mean score was "Having friends I can relate to is more important than having friends from my racial background," with a mean score of 3.91. This suggests that Latina/o students at Rowan University felt that their ethnicity population does not have to be the biggest at the university as long as they meet peers who have the same ideas, goals, and perspective towards life as they do. Saenz et al. (2007) stated that first experiences with racially or ethnically diverse peers happens in college, and by promoting this cultural shock it can lead to the developing of friendships, leadership, and making the campus climate comfortable. However, Jimenez (2012) showed that Latina/o Rowan University students said they felt a culture shock when on campus and rather have more Latina/o peers to relate to.

Responsibility to Lead was the factor grouping with the lowest mean score of 3.27 out of 5. The items in this factor grouping revolved around educating administrators, encouraging students, and serving in leadership positions. "My sense of responsibility for positively influencing others has been enhanced by encouraging relationships I have formed with university personnel," had the highest mean score of 3.47. Thus, indicating that university personnel having significant relationship with Latina/o students is beneficial and can lead to Hispanic students encouraging other students to increase their leadership skills.

Research question 2. What do selected Latina/o students at Rowan University report about the development of their ethnic identity?

Similar to research question one, Phinney's (1992) MEIM was analyzed showing the mean, standard deviation, frequency, and percentages for each item. Generally, Latina/o students reported having a positive outlook on their ethnic identity according to the mean scores. Majority of the 12 items within the *Multigroup Ethnic Identity Measure* showed to have a mean score between "Agree" and "Neither Agree or Disagree." Latina/os showed to have a high percentage (77.4 %) of students agreeing or strongly agreeing with the statement "I feel good about my cultural background," with a mean score of 4.06 out of 5. Phinney (1992) reported that the two items that had the greatest impact on ethnic identity were the statements "I am happy that I am a member of the group I belong to, and I feel good about my cultural background." Likewise, the second item that has the next highest mean score of 4.01 out of 5 was "I am happy that I am a member of the group I belong to." Thus, further reinforcing Phinney's (1992) results. This is also indicating that Latina/o students at Rowan University feel comfortable with

99

who they are as a person and as a student in this institution. Even with the culture shock and barriers Latina/o Rowan University students still express the love of their ethnic background (Jimenez, 2012). Furthermore, the third highest item with a mean score of 3.91 out of 5 was "I have a lot of pride in my ethnic group and its accomplishment." Therefore, this suggests that Latina/o students are proud to belong to such an amazing group. However, the third lowest item with a mean score of 3.41 out of 5 was "To learn more about my ethnic background, I have often talked to other people about my ethnic group." This indicated that Latina/o students at Rowan University love the ethnic group they belong to, but are not positively advancing in the knowledge so they can learn more about their ethnicity. However, Jimenez (2012) showed that Rowan University Latina/o students were encouraged to attend workshops, lectures, and club-sponsored events by mentors to learn more about their ethnicity. Additionally, the second lowest item with a mean score of 3.18 out of 5 was "I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs." Further explaining that Latina/o students within this institution are not broadening their education on their ethnic background. Moreover, the item with the lowest mean score of 2.79 out of 5 was "I am active in organizations or social groups that include mostly members of my own ethnic group." Therefore, indicating that Latina/o students are active in campus sponsored organizations that are not majority populated by peers who have similar ethnic backgrounds.

Phinney's *Multigroup Ethnic Identity Measure* has items that are correlated with identity exploration, affirmation/belonging, achievement, and commitment. Phinney (1992) found that some Latina/o students are seen as differentiating their ethnicity from

100

other groups to make their own ethnicity more favorable as a way to increase their self-concept/self-worth. This can be associated with the item "I think a lot about how my life will be affected by my ethnic group membership," which was found to have a mean score of 3.42 out of 5. This suggests that Latina/o students are making their ethnicity more favorable to have a stronger commitment for embracing their ethnic identity. Phinney (1992) also found that Latina/o students who unexamined or have low feelings about their ethnic identity often appear to have low ethnic identity achievement. This can be associated with the item "I feel a strong attachment towards my own ethnic group," which was found to have a mean score of 3.47 out of 5. This indicates that majority of Latina/o students have a sense of affirmation/belonging and/or have a high ethnic identity achievement.

Research question 3. How do interactions with university personnel influence leadership identity development in Latina/o Rowan University students?

Latina/o students at Rowan University reported that university personnel had a positive influence on leadership identity. It was reported that Latina/o students who have a faculty mentor with whom they have a meaningful relationship had a weak positive correlation (*rho (203)* = .226, *p* < .001), indicating a significant relationship with Latina/o students who would recommend enrollment to friends of a similar background based on their experiences with faculty on this campus. Furthermore, Oldham (2008) showed that the same two items had a moderate positive correlation (*rho* = .691, *p* < .006) in her study. Thus, indicating that Latina/o students who attend Rowan University had positive experiences due to meaningful relationship built with faculty members and therefore reinforcing Latina/o students to recommend attendance to people with similar ethnic

101

backgrounds. Moreover, Oldham (2008) showed that students who are positively acknowledged by a faculty member had a moderate positive correlation (*rho* = 591, *p* < .026), suggesting a significant relationship with students whose responsibility for positively influencing others has enhanced. However, in my study, Latina/o students who were positively acknowledged by a faculty member reported to have a weak positive correlation (*rho (202)* = .338, *p* < .000), suggesting a significant relationship with Latina/o students who believe it is important that faculty members have time to listen to their issues, and Latina/o students who believe their ability to perceive themselves as a leader have increased because of their positive relationship with a faculty member (*rho (203)* = .405, *p* < .000). This suggests that university personnel who put the effort to make an impact on Latina/o student's lives can dramatically have an effect on their leadership, cognitive functions, and overall experience within this institution.

Research question 4. How do interactions with peers influence leadership identity development in Latina/o Rowan University students?

Oldham (2008) stated that peer influence is important to student's growth. The data collected for this study supported the significance of friendships, meaningful relationships, and how peers can influence leadership at Rowan University. A low moderate positive correlation was found (*rho (203)* = .304, *p* < .000), indicating a significant relationship between Latina/o students whose identity is closely related to their racial background and Latina/o students whose personal development grows when they have time for meaningful conversations with friends of similar racial background. Thus, indicating that Latina/o students at Rowan University who took the time to learn more about their ethnicity joined clubs like United Latino Association (ULA), and who

tried to find mentors are the same students who exhibited personal growth when having

meaningful conversations with friends of similar racial background. Astin (1985) showed

that the ideal combination for maximum learning and personal development is by joining

clubs and having mentors. Furthermore, Latina/o students whose personal development

grew due to meaningful conversations had a moderate positive correlation (*rho (202) =*

.307, *p* < .000), indicating a significant relationship with Latina/o students who had

greater confidence as a leader because of the strength they found associating with peers

of a similar racial background. This suggests that Latina/o students who were involved

with learning about their ethnicity by meeting new friends with similar background are

the same students whose confidence as a leader has increased due to the strong

relationship they had with their peers. Researchers showed that ethnic

exploration/affirmation had a relationship with school performance when it came to

grades, peers, cooperation, leadership, and work (Supple et al., 2006).

Research question 5. How does meaningful involvement in campus

organizations and activities influence leadership identity development in Latina/o Rowan

University students?

This study examined meaningful involvement that students had with

organizations, clubs, and activities on campus, and the influences they had on leadership

identity development. Oldham (2008) found that students who focus on their future goals

had a moderate correlation (*rho* = 601, *p* < .023), indicating a significant relationship

with students who believe their leadership abilities have increased because of their

involvement in activities and organizations. Whereas, this study found that Latina/o

students who believed their leadership abilities had increased because of their

involvement in activities and organizations had a lower moderate positive correlation (*rho (203) = .373, p < .000*), suggesting a significant relationship with Latina/o students who were active in one or more campus clubs. Therefore, the results indicate that campus sponsored clubs and organizations can have an effect on Latina/o students differently, but still have a positive outcome on student's leadership abilities. Students who achieve in extracurricular activities also excel in areas such as leadership, athletics, and express satisfaction with their undergraduate experience, particularly in the areas of student friendships, and faculty-student relations (Astin, 1985). Oldham (2008) showed that meaningful involvement could assist students in the growth of their confidence, time management, hard work, and dedication. These qualities can be associated with Komives et al. (2005) fourth stage of leadership differentiated. This stage created awareness for people in organizations, and increased their need to engage in leadership to support and complete the goals of the organization (Komives et al., 2005). Thus, suggesting that Rowan University Latina/o students could possibly be in this stage when they realize their leadership abilities were increasing due to their involvement in activities.

Research question 6. How does reflective learning influence leadership identity development in Latina/o Rowan University students?

Oldham (2008) stated that reflective learning is critical when developing leadership. It was found that Latina/o students who believed they can capitalize on their strengths as a leader by reflecting on their experiences had a weak positive correlation (*rho (203) = .202, p < .004*), indicating a significant relationship with Latina/o students who would recommend enrollment to friends based on their experiences with faculty. This also correlates with Oldham (2008) statement that students who have meaningful

conversations with peers and faculty about their family, culture, and experiences can increase their sense of belonging and acceptance at the university. Again, Komives et al. (2005) showed the fourth stage leadership differentiated dealt with the recognition that anyone can be a leader. Thus, reinforcing the correlation (*rho (202)* = .431, *p* < .000) between Latina/o students who took time to reflect on their university experiences and Latina/o students who reflect on their experiences to be able to capitalize on their strengths as a leader. Overall, the results suggest that reflective learning can be beneficial when paired with Latina/o students who had a faculty mentor, and were involved in campus sponsored clubs.

Research question 7. Is there a significant relationship between ethnic identity and leadership development?

This research question was broken up into three sections according to how Phinney's (1992) *Multigroup Ethnic Identity Measure* (MEIM) and Oldham's (2008) factor groupings were analyzed. The first factor grouping that was analyzed with the MEIM was identity development. After a Spearman Rho was calculated it was found that there was a weak positive correlation (*rho (202)* = .221, *p* < .002), suggesting a significant relationship between Latina/o students who are comfortable participating in campus-sponsored activities, even if they are the only person of their racial background and Latina/o students who have a clear sense of their ethnic background. Furthermore, Latina/o students who are comfortable participating in campus-sponsored activities, even if they are the only person of their racial background in the group also had a weak positive correlation (*rho (202)* = .208, *p* < .003), indicating a significant relationship with Latina/o students who are happy to be a member of the group they belong to. Once stage

three Ethnic Identity Achievement is attained students are able to feel more comfortable of who they are, gain love and appreciation for their culture, increase their leadership skills in and out of groups with peers of similar background, and decrease their hatred for groups who are perceived to be dominant (Phinney, 1993). Due to the weak positive correlations it can be inferred that Latina/o students at Rowan University may not be in Phinney's (1993) stage three, but could be transitioning from stage two to stage three by being active in campus sponsored clubs, interacting with more peers, and creating relationships with university personnel.

Phinney's (1992) *Multigroup Ethnic Identity Measure* and Oldham's (2008) leadership identity factor grouping were also analyzed. A Spearman Rho analysis found a weak positive correlation (*rho (201)* = .383, *p* < .000), indicating a significant relationship between Latina/o students who have a greater confidence as a leader because of the strength they find in associating with peers of a similar racial background and Latina/o students who have spent time trying to find out more about their ethnic group, such as its history, traditions, and customs. Moreover, Latina/o students who have a greater confidence as a leader because of the strength they find in associating with peers of a similar racial background also had a weak positive correlation (*rho (202)* = .276, *p* < .000), suggesting a significant relationship with Latina/o students who have a strong sense of belonging to their own ethnic group. According to Phinney (1993) the second stage, Ethnic Identity Search/Moratorium, is the start of experimentation where students talk to friends and family about their culture, read literature, take courses, connect with mentors, and attend cultural events. Therefore, suggesting that Latina/o students who are curious about their ethnicity will begin to form relationships with faculty members and

106

peers to learn more about their racial background, and the relationship they create can lead to them increasing their leadership abilities.

The third factor grouping that was analyzed with Phinney's (1992) MEIM was responsibility to lead. After a Spearman Rho was calculated it was found that there was a weak positive correlation (r (201) = .325, p < .000), suggesting a significant relationship between Latina/o students who seek ways to encourage other students of racial diversity in order to help them succeed and Latina/o students who often talk to other people about their ethnic group to learn more about their ethnic background. Thus, reinforcing that Latina/o students at Rowan University are curious about their ethnicity and can be presumed to be at Phinney's experimentation stage. This can suggest that Latina/o students who are encouraging peers of a similar racial background in college to help them succeed are mostly likely involved with mentors, enquiring new information about their ethnicity, and building their leadership skills.

Conclusions

Latina/o students undergo considerable transformation while attending Rowan University. It can be concluded from the results of this study that Latina/o Rowan University students changed how they viewed their ethnicity and leadership abilities due to three aspects at this institution. The three areas that can have the biggest impact on Latina/o students is the relationships they have with faculty members, peers, and how active they are in campus sponsored activities. It was shown that majority of Latina/o students (67%) stated that they wanted university personnel to listen to their issues. This showed that Latina/o students want to be noticed, want to feel important, and want guidance when faced with adversity or obstacles while attending Rowan University.

107

Also, Rowan University student population needs to be diverse. Not only in ethnicity, but also in all aspects of life, such as religion, sexual orientation, class, and age. Over 75% of Latina/o students reported that having friends that are relatable is more important than having friends of similar backgrounds. This suggests the significance of having friends that are relatable rather than having friends from similar backgrounds is important because friends with similar cultures is only beneficial to the development of ethnicity. Whereas, having friends that are relatable is beneficial to the development of ethnicity, leadership, and vast knowledge of life.

The third area that can assist with the changes that Latina/o students are going through is campus-sponsored activities and clubs. A majority (52.2%) of Latina/o students reported they would like to be more involved in campus clubs and organizations. This contrast with 47.8% of Latina/o students reporting they were active members of one or more campus clubs and organizations including athletic teams at Rowan University. This showed that Latina/o students want to be active and join clubs whether it is for meeting new peers, for fun, developing their ethnicity, or developing their leadership skills.

Recommendation for Practice

1. Overall, Rowan University has a great setup when it comes to leadership with their Core Values, Leadership Rowan, and all of the campus sponsored clubs and organizations available to students. However, faculty and administrators need to be more aware that these clubs and organizations are lacking in Latina/o student membership. A system must be implemented to involve more Latina/o students so they can develop their ethnicity and leadership skills.

2. Faculty and administration members are at the forefront when it comes to assisting students with college. A program should be implemented that gathers Latina/o students and pairs them with professional staff members. A program like this can be beneficial for faculty members and students because the university personnel will learn more about Latina/o culture, and the Latina/o students can have a professional administrator to listen to their issues and give them advice on their academic or social struggles.

Recommendation for Further Research

1. More research needs to be done analyzing a larger Latina/o population at Rowan University to examine and compare the findings between both studies.

2. A longitudinal study that follows freshman Latina/o Rowan University students throughout their college career until they graduate may yield different results that can be beneficial to the development of ethnicity and leadership.

3. Oldham's (2008) study used a mixed method design, which collected data by interviews and surveys. Further research should model Oldham's (2008) study by including qualitative questions to receive an in depth response from Latina/o students at Rowan University. This can aid in understanding the data collected by the surveys by looking for deeper explanations of the issues and challenges faced by Latina/o students in college.

4. There have been many studies done at Rowan University on a particular ethnic group. Further research should be done including all ethnicities, such as Latina/o American, African American, Native American, and Asian American. The results

should then be compared with each other to learn how different groups develop

their ethnicity and leadership.

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Appendix A

Institutional Review Board Approval Letter

Rowan University

May 8, 2014

Burton Sisco
Educational Services, Administration and Higher Education
James Hall

Dear Burton Sisco:

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has exempted your project, category 2 through its exempted review process.

IRB application number: 2014-203

Project Title: Leadership Development and Ethnic Identity of Latina/o Students at Rowan University.

If you need to make significant modifications to your study, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman (hartman@rowan.edu or call 856-256-4500, ext. 3787) or contact Dr. Shreekanth Mandayam, Vice President for Research (shreek@rowan.edu or call 856-256-5150).

If you have any administrative questions, please contact Karen Heiser (heiser@rowan.edu or 856-256-5150).

Sincerely,

Harriet Hartman, Ph.D.
Chair, Rowan University IRB

c: Andrew Montanez

Office of Research
James Hall
201 Mullica Hill Road
Glassboro, NJ 08028-1701

856-256-5150
856-256-4425 fax

Appendix B

Informed Consent Contract

<div align="right">December 15, 2013</div>

Dear Survey Participants,

Your voluntary participation in this survey is being requested to assist me in completion of the requirements in my graduate program "Higher Education Administration" at Rowan University. This research study focuses on leadership and ethnic identity development. Participation in this survey is open to all Rowan University Latina/o undergraduate students taking courses during the 2014 spring semester.

The survey is designed to take no longer than 15 minutes to be completed. The information given on the survey is completely anonymous, which means there is no provided area for a name or any other identification. By this being anonymous it will protect all participants in any negative consequence due to the results of the research. At any moment during the survey the participants have the right to withdraw with no explanation.

I appreciate your participation and time for this survey, but I do recommend your full honesty, and as many surveys back for my research to be valid.
If you choose to participate in this study:

- Complete the form below prior to completing the survey.

- The survey will be administer after the below information is completed.

If you have any additional questions please feel free to contact me at my Rowan email (Montan67@students.rowan.edu) or the Chair of my thesis Dr. Burton Sisco, Ed.D (Sisco@rowan.edu). Thank you for your cooperation in this study.

- -

To: Andrew Montanez

I give my consent to honestly participate in this survey focusing on leadership and ethnic identity development.

---------------------------   ----------------------------   ---------------
Printed Name   Signature   Date

Instrumentation: Leadership and Ethnic Identity Development

Participation in this survey is voluntary, and you are not required to answer any of the questions, however your cooperation is greatly appreciated and important to the success of this study. All participants must be 18 years old or older and all responses will be kept anonymous and no personal information is required. Your participation in this study will not exceed 15 minutes. This study is conducted by Andrew Montanez in partial fulfillment of his M.A. degree in Higher Education. The purpose of this study is to gather leadership and ethnic identity development in Latina/o students at Rowan University. There are no physical or psychological risks involved in this study, and you are free to withdraw your participation at any time without penalty. If you have any questions or problems concerning your participation in this study, feel free to contact Andrew Montanez at Montan67@students.rowan.edu or Dr. Burton Sisco by phone at 856-256-4500 X 3717 or email Sisco@rowan.edu. Furthermore, by taking or clicking on the survey link the subject agrees to participation.

Rowan University Leadership and Ethnic Identity Development Survey
Background Information: Please check the box that best represents you.

1. **Gender**

   ☐ Male
   ☐ Female
2. **Year in college**

   ☐ Freshman
   ☐ Sophomore
   ☐ Junior
   ☐ Senior
3. **Environment you grew up in**

   ☐ Urban
   ☐ Suburban
   ☐ Rural

4. **Ethnic Affiliation**

   ☐ Puerto Rican
   ☐ Mexican
   ☐ Dominican
   ☐ Colombian
   ☐ Peruvian
   ☐ Guatemalan
   ☐ Honduran
   ☐ Ecuadorian
   ☐ Other:_____

Leadership Identity Developmental Influences

Use the scale below to indicate how much you agree or disagree with each statement.

(SA) Strongly Agree	(A) Agree	(NAD) Neither Agree or Disagree	(D) Disagree	(SD) Strongly Disagree

1. I am an active member of one or more campus clubs or organizations (including athletic teams).　SA　A　NAD　D　SD

2. I have a faculty mentor or advisor with whom I have a meaningful student/teacher relationship.　SA　A　NAD　D　SD

3. My identity is most closely related to persons of my racial background.　SA　A　NAD　D　SD

4. I am either in a leadership role or plan to seek a leadership position on campus.　SA　A　NAD　D　SD

5. Being positively acknowledged by a faculty member is significant to me.　SA　A　NAD　D　SD

6. Having time for meaningful conversations with friends of a similar racial background is important in my personal development.　SA　A　NAD　D　SD

7. I would like to be more involved in campus clubs and organizations.　SA　A　NAD　D　SD

8. It is important to know that a university faculty member has time to listen to my issues.　SA　A　NAD　D　SD

9. I am most comfortable when I associate with students of a similar racial background.　SA　A　NAD　D　SD

	(SA) Strongly Agree	(A) Agree	(NAD) Neither Agree or Disagree	(D) Disagree	(SD) Strongly Disagree
10. When I take time to reflect on my university experiences, I am able to focus more clearly on my future goals.	SA	A	NAD	D	SD
11. I have a desire to serve in leadership roles on campus in order to represent students of racial diversity.	SA	A	NAD	D	SD
12. Having upperclassmen who acknowledge and encourage me is important in my personal development.	SA	A	NAD	D	SD
13. I seek ways to encourage other students of racial diversity in order to help them succeed.	SA	A	NAD	D	SD
14. My level of involvement in campus activities is directly related to the time I need to focus.	SA	A	NAD	D	SD
15. I am comfortable participating in campus-sponsored activities, even if I am the only person of my racial background.	SA	A	NAD	D	SD
16. Having friends I can relate to is more important than having friends from my racial background.	SA	A	NAD	D	SD
17. Having positive relationships with faculty has increased my ability to perceive myself as a leader.	SA	A	NAD	D	SD
18. Because of my involvement in activities and organizations, I believe my leadership abilities have increased.	SA	A	NAD	D	SD

	(SA) Strongly Agree	(A) Agree	(NAD) Neither Agree or Disagree	(D) Disagree	(SD) Strongly Disagree
19. I have greater confidence as a leader because of the strength I find in associating with peers of a similar racial background.	SA	A	NAD	D	SD
20. My sense of responsibility for positively influencing others has been enhanced by encouraging relationships I have formed with university personnel.	SA	A	NAD	D	SD
21. Talking to people who are significant in my life about my college experiences is important to my sense of identity.	SA	A	NAD	D	SD
22. I would be dissatisfied as a student at this university if there were no faculty or staff of racial/ethnic diversity.	SA	A	NAD	D	SD
23. Reflecting on my experiences so far, I believe I will be able to capitalize on my strengths and become a strong leader.	SA	A	NAD	D	SD
24. As a student, having friends of similar racial background on campus is important in making the campus climate comfortable to me.	SA	A	NAD	D	SD
25. Having positive relationships with university faculty and staff enhances my personal self-confidence.	SA	A	NAD	D	SD
26. I am a stronger person because I have overcome challenges faced while attending a predominantly White educational institution.	SA	A	NAD	D	SD

(SA) Strongly Agree	(A) Agree	(NAD) Neither Agree or Disagree	(D) Disagree	(SD) Strongly Disagree

27. I believe that it is partially my responsibility to educate college administrators on how to assist students of diverse racial backgrounds at this institution.

    SA   A   NAD   D   SD

28. Based on my experiences with faculty and staff on this campus, I would recommend enrolment to my friends of a similar background.

    SA   A   NAD   D   SD

Revised (12-item) Multigroup Ethnic Identity Measure

In this country, people come from a lot of different cultures and there are many different words to describe the different backgrounds or ethnic groups that people come from. Some examples of the names of ethnic groups are Hispanic, Black, Asian-American, Native American, Irish-American, and White. These questions are about your ethnicity or your ethnic group and how you feel about it or react to it.

Use the scale below to indicate how much you agree or disagree with each statement.

(SA) Strongly Agree	(A) Agree	(NAD) Neither Agree or Disagree	(D) Disagree	(SD) Strongly Disagree

1. I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.

    SA   A   NAD   D   SD

2. I am active in organizations or social groups that include mostly members of my own ethnic group.

    SA   A   NAD   D   SD

3. I have a clear sense of my ethnic background and what it means for me.

    SA   A   NAD   D   SD

(SA) Strongly Agree	(A) Agree	(NAD) Neither Agree or Disagree	(D) Disagree	(SD) Strongly Disagree

4. I think a lot about how my life will be affected by my ethnic group membership.

SA A NAD D SD

5. I am happy that I am a member of the group I belong to.

SA A NAD D SD

6. I have a strong sense of belonging to my own ethnic group.

SA A NAD D SD

7. I understand pretty well what my ethnic group membership means to me.

SA A NAD D SD

8. To learn more about my ethnic background, I have often talked to other people about my ethnic group.

SA A NAD D SD

9. I have a lot of pride in my ethnic group and its accomplishments.

SA A NAD D SD

10. I participate in cultural practices of my own group, such as special food, music, or customs.

SA A NAD D SD

11. I feel a strong attachment towards my own ethnic group.

SA A NAD D SD

12. I feel good about my cultural background.

SA A NAD D SD