OUTCOMES

- Participants will learn the outcomes of the dissertation study.
- Participants will learn which attributes studied had a positive relationship with the number of leadership roles held.
- Participants will leave with suggestions to implement on campus.
- Participants will share and brainstorm some activities/programs.
PICTURE YOURSELF

- Think About A Recent Picture of Yourself…
- What did that photo say about you?
- What story did it tell?
- Pictures of students on our campuses.
- What is their story?
- We need more stories to be told.
Faces of Hispanic Involvement
Statement of the Problem

- Increased Hispanic Enrollment & Involvement
- Limited Information Available About Population
- Less Known About Involvement
- Need More Information About Group To Serve Better
Purpose of the Study

- Examined the Involvement of Hispanic College Students in Leadership Roles
- Relationship Between Leadership Roles and the Characteristics of:
  - Peer Influence
  - Self-Confidence
  - Self-Efficacy
  - Role Model Influence & Support
  - Extraversion
  - Gender
Significance of the Study

- Provided insight into Hispanic student involvement in student organization leadership roles.

- Identified attributes with a relationship to the number of positions a student holds.
Significance of the Study

- Assisted Student Affairs Professionals with Student Organizations & Leadership Development.
- Assisted Student Affairs Professionals in Understanding Hispanic Students.
- Increased Information About The Population
Leadership

- Characteristics Associated With Student Leadership (Lloyd, 2006)
  - Peer Influence
  - Self-Confidence
  - Self-Efficacy
  - Role Model Influence & Support
  - Extraversion
  - Gender

- Person In An Organization Who Holds A Title & Influences The Group Toward A Common Goal For At Least Four Months.
Data Collection

- Lloyd Leadership Instrument (Lloyd, 2006)
- Distributed to students at UTSA, Texas A&M-Kingsville, and Texas A&M-Corpus Christi
- Distributed at the South Texas Leadership Conference with students from TAMUK, TAMUCC and UT-Pan Am
- 297 valid instruments were compiled
Analysis of Scales

- Chronbach’s Alpha For All Scales
- Self-Efficacy = .85
- Extroversion = .88
- Peer Influence = .85
- Role Model Influence & Support = .83
- Self-Confidence = .89

All Scales Were Reliable!
Descriptive Statistics

- 45.1% Female
- 54.5% Male
Descriptive Statistics

Leadership Positions Held

$N=288$

Range: 0-18 Positions

$3.34 \ M \ 2.53 \ SD$
Descriptive Statistics

Grade Point Average

$N = 273$

Range: 2.00-4.00

$3.04 \ M \ 0.49 \ SD$
Descriptive Statistics

Semesters Enrolled

$N=284$

Range: 0-25 Semesters

$M=5.71$ $SD=3.27$
Research Question #1

What is the relationship between peer influence, self confidence, self-efficacy, role model influence and support, extraversion, and gender on the number of leadership positions held by Hispanic college students?
Research Question #1

**Standard Multiple Regression Procedure**

Data Showed An Issue With Multicollinearity.
Research Question #1

Stepwise Multiple Regression Procedure

$r$ Was Severely Limited.

- Confounded Effects of Independent Variables.
- Prediction Equations Unstable.
Research Question #1

- Unable To Show Predictability
- We cannot say how the variables together contribute to the number of leadership positions held as a result.
Research Question #2

How does each of the independent variables (peer influence, self-confidence, self-efficacy, role model influence and support, extraversion, and gender) contribute to the number of leadership positions held by Hispanic College Students?
Null Hypothesis$_{01}$

There is no statistically significant relationship between peer influence and the number of leadership positions held by Hispanic college students.
Peer Influence and Number of Leadership Positions

$r = .151$

$p = .013$

*Relationship Is Significant At The .05 Level.*
Null Hypothesis

There is no statistically significant relationship between self-confidence and the number of leadership positions held by Hispanic college students.
Null Hypothesis \( H_0 \)

Self-Confidence and Number of Leadership Positions

\( r = .157 \)
\( p = .009 \)

*Relationship Is Significant At The .01 Level.*
Null Hypothesis

There is no statistically significant relationship between self-efficacy and the number of leadership positions held by Hispanic college students.
Null Hypothesis\textsubscript{03}

Self-Efficacy and Number of Leadership Positions

\[ r = .202 \]
\[ p = .001 \]

*Relationship Is Significant At The .01 Level.*
Null Hypothesis

There is no statistically significant relationship between role model influence and support and the number of leadership positions held by Hispanic college students.
Null Hypothesis

Role Model Influence & Support and Number of Leadership Positions

$r = .057$
$p = .344$

*Relationship Is Not Significant.*
Null Hypothesis

There is no statistically significant relationship between extraversion and the number of leadership positions held by Hispanic college students.
Null Hypothesis

Extraversion and Number of Leadership Positions

$r = .121$
$p = .048$

*Relationship Is Significant At The .05 Level.*
Null Hypothesis

There is no statistically significant relationship between gender and the number of leadership positions held by Hispanic college students.
Null Hypothesis

Gender and Number of Leadership Positions (Nonparametric Correlation)

\[ r = -0.031 \]
\[ p = 0.599 \]

Relationship Is Not Significant.
Research Question #2

Yes, There Is A Statistically Significant Relationship Between Peer Influence, Self-Confidence, Self-Efficacy, and Extraversion and the Number of Leadership Positions Held By Hispanic College Students. As such, there may be a contribution to the number of leadership positions held.
Research Question #2

No, There Is Not A Statistically Significant Relationship Between Role Model Influence and Support and Gender and the Number of Leadership Positions Held By Hispanic College Students. As such, there may not be a contribution to the number of leadership positions held
Conclusions

- In General, Peers Play An Important Role In Number of Leadership Roles.

- Supports Literature Which Identified Hispanic Student Benefit From Peer Interactions (Norton, 2008; Hernandez, 2000)
Conclusions

• There Is A Relationship Between Self-Confidence Level & Positions Held.

• Supports Literature Which Indicated That Confidence Was Good For Leadership (Humphrey, 2002; Ouellette, 1998).

• Encompassed Leadership Skills From Emotional Intelligence. (Nelson & Low, 2003).
Conclusions

- There is a relationship between self-efficacy & positions held.

- More positions Hispanics hold, the more they will seek out (Fertman & Long, 1990; Silva 2007)
Conclusions

- The study showed there was no relationship between role model influence and support and number of positions held.
- Contradicts the literature (Buford, 2001; Gamboa & Vasquez, 2006; Ortiz, 2004; Hernandez, 2000).
Conclusions

- The study showed Extraversion was statistically significant to the number of positions held.
Conclusions

- Gender Was Not Statistically Significant to the Number of Positions Held.
- Literature Indicated Differences (Lloyd, 2006; Dugan, Komives, & Segar, 2008).
Recommendations

- Admissions Professionals Should Encourage Involvement In High School Clubs & Organizations.

- Admissions Can Use Hispanic Students To Help Recruit Other Hispanic Students.
Recommendations

- During Orientation, Help Your Community, Not Get Involved.

- Programs That Help Skills In Decision Making Such As Case-Studies or Role-Playing.
Recommendations

- Hispanic Students Gathering During First Two Weeks Of School.

- Programs That Provide Mingling Opportunities To Socialize.
Recommendations

- Involvement of Hispanic Students on University Committees.
- Workshops That Have A Social Element.
Recommendations

- Public-Speaking & Interpersonal Skills Programs with Positive Self-Talk.

- Spotlight Successful Hispanic Students.
Recommendations

● Help Students Gain A Greater Social Awareness To Impact Emotional Intelligence.

● Involve A Family Member In Programs Where Possible.
Recommendations For Further Study

- Qualitative Studies On Hispanic Involvement.
- Other Ethnic Groups With Regard To The Attributes In this Study.
- Hispanics In Leadership Roles At Non-Hispanic Institutions.
Recommendations For Further Study

- Hispanic Involvement In Community Leadership Roles.
- Leadership Roles & Length of Time In Organization.
- Language Differences Impact On Leadership.
IDEAS-BRAINSTORMS-SHARING

- Get with a partner to brainstorm and share an idea you have related to this data.
- How might you apply this data and/or information to your campus?
“The education Latino students receive today is crucial in determining what positions they will hold tomorrow.”

(Gohn & Albin, 2006, p. 340)
Faces of Hispanic Involvement
REFERENCES


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Hispanic/Latino College Student Involvement in Student Organization Leadership Roles

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