

# FACTORS INFLUENCING SOCIALLY RESPONSIBLE LEADERSHIP DEVELOPMENT IN COLLEGE STUDENTS

Kristin A. Kovar

Dr. Anna Ball, Dissertation Supervisor  
Dr. Jon Simonsen, Dissertation Supervisor

## ABSTRACT

The purpose of this study was to examine factors impacting college student leadership development within a College of Agriculture, Food and Natural Resources at the University of Missouri. This study employed descriptive relational survey methods to examine the impact of gender in conjunction with involvement factors (participation in organizations, community service and leadership education) on college student leadership development. The target population was all junior and senior students in the College of Agriculture, Food and Natural Resources at the University of Missouri during the Spring semester of 2014 ( $N = 1,124$ ). One hundred seven participants completed the online instrument (37.3%). Data were collected utilizing an online questionnaire via Qualtrics.

In the examination of the socially responsible leadership outcomes, the highest mean was reported for the outcome of commitment and the lowest mean was reported for the outcome of change. The organization with the highest participation was the Pre-Veterinary Medicine Club. Most students were involved with two to five different organizations during their college career. A majority (92.5%) of the students reported as having engaged in community service during their college career, although 44.9% of respondents did not participate in community service on a regular basis. Students responded as being involved in one to two short term leadership education programs, but no long-term leadership education programs. The leadership program

with the highest reported involvement was the CAFNR Student Organization Leadership Academy.

Eight separate linear regression models were analyzed to determine the impact of organizational involvement, community service participation and leadership education on the development of socially responsible leadership. The variable of gender was considered the confounding variable. Regarding the model for the outcome variable, common purpose (CP), explained 15% of the variance in common purpose and was significant at  $p = .003$ . In addition the outcome variable, citizenship (CZ), explained 13% of the variance in citizenship and was significant at  $p = .007$ . Finally, the researcher examined Group Values and found the model explained 9% of the variance in the group values and was significant at  $p = .05$ .