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High School Students' Participation in Fine Arts Programs and Perceived Leadership Self-Efficacy

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2015

Abstract

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Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Research suggests that participation in fine arts programs may enhance the development of leadership skills in student populations; however, few studies have examined the unique association between fine arts students and the development of their leadership self-efficacy skills. Lambert's theory of constructive leadership formed the theoretical framework for this quantitative study. The 3 research questions asked whether there is a significant relationship between (a) the number of programs and self-reported leadership self-efficacy, (b) the type of programs and the self-reported leadership self-efficacy, and (c) the quality of programs and the self-reported leadership self-efficacy. The sample included 103 high school students who participated in fine arts programs while attending a high school in Mississippi. Data were collected employing a quantitative questionnaire survey based on the Civic Action and the Life Skills Scales. The study used correlational research design and employed hierarchical multiple linear regression to address the research questions. The results indicated that participation in fine arts programs built participants' competencies specific to leadership. Results also showed that the perceived quality of programs was significantly associated with increased self-reported leadership self-efficacy. These results suggest that participation in quality fine arts programs can positively affect students' leadership development. Effective student leadership may facilitate positive social change starting on the school level. Student leaders with appropriate training and guidance may be able to use their position to help their schools and organizations to function at a greater capacity and evoke positive social change through collaboration from teachers, administrators, and other students.

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Dedication

I would like to dedicate this study to my family. The love and support of my beautiful wife Cindy has made this experience easier to navigate. My children Max and Emma have been a source of inspiration to me along with the encouragement of our family and close friends.

I also dedicate this study to the memory of my mother, Frances Burge. She instilled in me from a very early age the importance of education and the value of completing a task laid before me. She was unable to complete her degree before her unexpected passing, so I celebrate my education with her. I know she would be so proud.

Acknowledgments

There are many people who I must acknowledge and offer my most sincere appreciation and love. My teachers along the way who have offered me their honest advice, concern, example, and gave me their precious resource of time. I have been blessed in my educational journey to have experienced the guidance of many wonderful teachers, and I am forever thankful to them all. Wonderful teachers such as Bonnie Donald, Nita Kersey, and Robin Craft from Pearl River Central High School may never know the impact they had on me as a young man, and I appreciate so much the support they offered me during one of the most difficult times in my life.

My college professors and directors pushed me and supported me along my journey. Like family and close friends, their honesty and dedication to me means more to me than I can express. Archie Rawls, Elva Kaye Lance, Dr. Mark Malone, Dr. Kyle Hill, and Dr. Gail Levinsky played integral parts in my education. I can't thank them enough for providing me an experience that I wish to replicate for the students in my care.

I am thankful to God for his providence. His forgiveness, His grace, and His mercies are enough. I am so grateful for my many blessings and for this experience.

I would like to thank my students past, present, and future. I hope to pour into you the same love and dedication that has been shown to me throughout my education. God Bless you.

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Section 1: Introduction to the Study

Introduction

The high school setting often provides numerous opportunities for students to develop their sense of leadership self-efficacy and leadership skills. Among these opportunities are fine arts programs, such as band, choir, orchestra, drama/theatre, and arts clubs (Catterall, 2012; Dawes & Larson, 2011). The National College Board (2009) advocated for increased fine arts program opportunities for high school students, as participation in such programs have been shown to increase students' leadership skills, including "engagement and cooperation with others, commitment and persistence, decision-making skills, [and] innovative thinking" (p. 5). A review of the literature on school-based programs by Farb and Matjasko (2012) furthermore showed that participation in high school fine arts programs conferred numerous leadership benefits for students.

The development of students' sense of leadership self-efficacy and skills is an important and recommended practice recognized in fine arts education (Catterall, 2012; Duax, 2013; Hallam, 2010; National College Board, 2009). However, few studies exist that have examined associations between high school student participation in fine arts programs and students' perceived leadership self-efficacy. As a result, there is insufficient data to promote or support effective leadership development opportunities in high school fine arts programs.

The current study provides information on the associations between the number, type, and perceived quality of fine arts programs of which students are

members and students' self-reported leadership self-efficacy. The idea for this research study was prompted because of my informal observation that student leadership could be improved if the quality and amount of student leadership opportunities within the high school fine arts programs were improved. I believe that the lack of quality leadership opportunities and the amount provided may contribute to the larger issue of positive leadership opportunities being missed in the educational experience of students.

The current research study contributes to the existing body of literature on student leadership and high school fine arts programs (e.g., Catterall, 2012; Dawes & Larson, 2011; Farb & Matjasko, 2012; Hallam, 2010; Larson & Angus, 2011) and adds to the literature on student leadership development and leadership self-efficacy (e.g., Bella & Bloom, 2003; Larson & Miller, 2011; Lautsenheiser, 2005). If positive relationships between the type, amount, and quality of fine arts leadership programming and students' self-reported self-efficacy are discovered and documented, recommendations to support additional leadership development opportunities for student leaders in the school setting can be developed and disseminated, and promote social change.

Background

Contemporary Leadership Development

Organizations are beginning to realize the potential and importance of leadership development on various levels. By providing leadership development, various organizations will benefit and experience social change through individual and

organizational effectiveness (Lawley, 2004). For example, the job market in 2014 today has demands for dynamic leadership that differ from the demands of prior years (George, 2012). The job market is an obvious benefactor from effective leadership training, and company and organizational leaders are realizing the importance of effective leadership skills in their employees (George, 2012).

Although research attention to leadership development training is growing, some researchers have maintained that previous methods of leadership development may not be successful: "traditional methods of educational management and leadership are found to be wanting (are lacking)" (Gleeson, 2001, p. 47). Gleeson (2001) suggested that a shift in leadership and management style may reflect the need for newer models of leadership. As research in leadership training continues, more dynamic and experienced based leadership training will be made available in business and education (Avolio & Gardner, 2005; Bush, 2009; Donaldson, 2006).

Leadership Innovation in the Educational Setting

Successful leaders in education are finding that their success is contingent on their ability to handle challenges when presented with problems, such as the everyday interactions with students, parents, and other stakeholders (Velsor, 2011). This is important in an educational setting because a variety of individuals and groups are represented in a school setting. A leader's ability to recognize the emotional needs of those in his or her care and to be well versed in a variety of settings is paramount in the process of developing team goals, the ability to multitask, delegate, solve problems, and resolve conflict (Velsor, 2011). Many of these requisite skills are not

necessarily inherent, and strategies to foster their development have been shown to be effective. Lewis (2009) suggested that the strong need for leadership in our society has influenced the training and development of leadership in our youth.

Research on Student Leaders

Research on the topic of student leadership in secondary education–especially as it pertains to fine arts programming--is lacking. Much of the youth leadership literature has focused on the evaluation of youth leadership educational programs (Ricketts & Rudd, 2002; Whalley, 2005), college student leadership (Bolkan & Goodboy, 2011), or developing high school student leadership skills for the workforce (Larson & Miller, 2011). Indeed, Greenwald (2010) maintained that today's students need leadership training like never before. As the workforce and job market continues to change, effective leadership is required. Hall (2008) stated that research on leadership remains limited by its focus on behaviors and gender differences.

Posner (2004) suggested that student leaders would benefit from leadership training and development programs, and this in turn would have positive benefits on college populations. Marcketti (2011) found that students who received leadership training and development courses paired with appropriate fine arts curriculum offerings increased their understanding of leadership and leadership behaviors in specific settings. Some researchers have recommended additional research should be conducted with student leaders in fine arts to gain information from the actual perspective of the student leader (Farb & Matjasko, 2012).

Leadership Efficacy and Leadership Outcomes

Hannah, Avolio, Luthans, and Harms (2008) reported leadership efficiency has not yet received adequate attention in the current and available literature in leadership studies. Hannah et al. (2008) also maintained that research on the effects of leadership on desired leadership outcomes require further study. Such leadership outcomes include knowledge, skills, and abilities of the leaders as well as the self-conceptualizations of their efforts. The idea that the leader must know his or her strengths, weaknesses, and the collective and collaborative efforts of those in their charge is crucial to the outcome of their leadership. Hanna et al. (2008) noted

> Our definition of such leaders' efficacy is the following: Beliefs in their perceived capabilities to organize the positive psychological capabilities, motivation, mean, collective resources, and courses of action required to attain effective, sustainable performance across their various leadership roles, demands, and contexts. (p. 44)

Efficacy in recent studies is understood to be a capable feeling or feeling of general confidence in one's efforts (Hannah, 2008). Bandura (1997) suggested that efficacy is based on specific tasks and specific situations. What is unclear is how leadership development training impacts the student's leadership perceptions of self-efficacy, especially in a student leader population. In this study, I will investigate development training experiences and their effects on student leadership efficacy.

Problem Statement

A problem exists in a Mississippi high school district in that students participating in fine arts programs may not be receiving effective and high-quality

leadership skill-building opportunities, thus limiting the opportunities for them to develop leadership self-efficacy and skills. It is furthermore unclear whether (a) the *type of* fine arts programs enhance student leadership self-efficacy (it may be that some programs are more beneficial than others) or (b) the *number of programs* participated in enhance student leadership efficacy and (c) students perceive such programs as being of *quality*. If results of this study show any of these possibilities are evident, recommendations for program improvement can be made.

Nature of Study

This quantitative research study used a correlational research design to answer several research questions on the topic of fine arts leadership program participation among high school students. Following school administrator permission and IRB approval, approximately 250 male and female fine arts students in ninth through 12th grades from a Mississippi school district were invited to participate in the research study. A minimum of 100 respondents was the desired sample size for the final data collection. It is important to clarify that I had no connection to the students involved in this study.

In the study, I examined the degree to which the number and type of fine arts programs influence students' self-reported leadership self-efficacy and furthermore assessed if students' perceptions of the quality of these fine arts programs influenced their self-reported leadership self-efficacy. This study was guided by and built upon the studies by Simonsen et al. (2010), who examined the relationships between school activity involvement and student leadership characteristics, and Flanagan, Syvertsen, and

Stout (2007), who conducted studies with high school and college student leaders to develop youth civic leadership measures and tools.

With regard to data analyses, a hierarchical multiple linear regression (HMLR) was conducted to answer the three research questions. The three predictor variables were as follows: (a) number of fine arts programs in which the student participates, (b) the type of fine arts leadership program in which the student participates, and (c) the overall quality of the fine arts programs in which the student participates. The dependent variable was the students' self-reported leadership self-efficacy. Two covariates, student gender and class status (i.e., freshman, sophomore, junior, senior), are included in the HMLR model.

Research Questions

Research Questions

The current investigation was conducted to answer the following research questions:

1. Is there a significant relationship between the number of high school fine arts programs of which the student is a member and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students?
2. Is there a significant relationship between the type of high school fine arts programs of which the student is a member and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students?

3. Is there a significant relationship between the perceived quality of the high school fine arts programs and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students?

Hypotheses

***H*$_{1o}$.** There is not a significant relationship between the numbe*r* of high school fine arts programs of which the student is a member and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students enrolled in a fine arts program in a Mississippi high school district.

***H*$_{1a}$.** There is a significant relationship between the number of high school fine arts programs of which the student is a member and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students enrolled in a fine arts program in a Mississippi high school district.

***H*$_{2o}$.** There is not a significant relationship between the type of high school fine arts programs of which the student is a member and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school

students enrolled in a fine arts program in a Mississippi high school district.

***H*$_{2a}$**. There is a significant relationship between the type of high school fine arts programs of which the student is a member and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students.

***H*$_{3o}$**. There is not a significant relationship between the perceived quality of the high school fine arts programs and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students.

***H*$_{3a}$**. There is a significant relationship between the perceived quality of the high school fine arts programs and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students.

Purpose of the Study

The purpose of this quantitative study, which built upon previous research conducted by Simonsen et al. (2010) and Flanagan et al. (2007), was to determine if the number, type, and perceived quality of high school fine arts programs of which the participants were members significantly correlated with participants' self-reported leadership self-efficacy. White (2005) maintained that leadership in the modern culture is fast becoming a prized field of practice. This study will contribute to the body of leadership development knowledge by providing empirical evidence on

whether relationships exist among the amount of leadership training opportunities, training quality, and leadership efficacy in a population of high school student leaders. Based on the results of the current investigation, strategies to augment student leader training may be proposed.

If educators are to expect individuals to become agents of change via their leadership roles, it may be helpful to provide instruction on how to do so, especially at early levels in their educational development. Student leaders with appropriate training and guidance may be able to use their position to help their schools and organizations to function at a greater capacity and through collaboration from teachers, administrators, and other students evoke positive social change.

Theoretical Base

The framework for the current research is based on Lambert's (2002) theory on constructivist leadership. Constructivism is "the reciprocal processes that enable participants in an educational community to construct meanings that lead toward a common purpose about schooling" (Lambert, 2002, p.1). Constructivist ideas in this study are appropriate as they pertain to the individual experience of the student.

Piaget (1959) examined the efficacy of constructivism when he clarified that our understanding of learning is a process over time and not collection a fixed body of knowledge. Piaget suggested that the educational process is a "continual construction and reorganization of knowledge, with the learner taking responsibility for constructing and reorganizing" (as cited in Lambert et al., 2002, p. 29).

The constructivist theory relates to the current research study because enabling learners and providing an atmosphere where they can question, interact, and use personal experience to grow in leadership and personal skills enhance the educational experience of learners. This theory also translates into leadership training, and it is a driving force behind the research questions in this study. Efe (2011) described the impact of constructivist approaches in leadership development and the influence among peers in the classroom by studying co-operative learning groups in action. The use of collaboration is very important in leadership development. The application of the theory in the classroom and the benefit from student awareness of these concepts will provide additional information to this study. The overall goal of this study, similar to constructivism, was to encourage positive social change by better preparing young leaders and equipping them with an understanding of how to lead.

Definition of Terms

This study was conducted in an educational environment using key concepts and ideas from a variety of educational texts, journals, and other sources. It also used aspects of current leadership theory and practice. It is important to define some key terms that students and educators will need to understand in order to accurately take advantage of the study.

Collaboration: Libermann and Miller (2001) defined collaboration as "the engagement of educators or groups to participate in activities and inquiry that foster learning (p. 25)." Dialogue, small groups, meetings, and opportunities to share experiences and knowledge serve as primary collaborative activities.

Constructivism: Lambert (2002) defined constructivism as "the theory of learners constructing meaning based upon their previous knowledge, beliefs, and experiences (pp. 5-6)."

Leadership efficacy: Zaccaro (1995) explained that leadership efficacy is "the leader's ability to generate effective solutions for leadership challenges and dilemma's and the confidence with their ability to do so (p. 33)."

Leadership efficacy ratings: The dependent variable of leadership efficacy will be operationally defined as a total score from the instrument.

Leadership training/opportunities: A collection of experiences or activities created or designed with the purpose of developing or enhancing leadership skills or experience (Haber, 2006).

Leadership quality ratings: The variable of quality of training will be operationally defined as response to one Likert-type question for respondents to indicate the quality of leadership training they have received.

Student leadership efficacy: Bandura (1997) explained the ability of the student leader to generate effective solutions and leadership capability for their experience.

Assumptions, Limitations, Scope, and Delimitations

Assumptions

The primary assumption in this study was that student participants would respond to the interview and survey questions honestly. Strategies to increase the likelihood of honest responding included assurance in the informed consent that the student leaders' responses were anonymous, private, confidential, and that their survey would not be

attached to their name in any way. It was also assumed that students would remember or acknowledge leadership training experiences and would draw from those experiences.

Limitations

There were limitations to consider in this study, such as the actual level of understanding from the participants. Completion of the survey questions on leadership efficacy required a certain degree of introspection, and it is uncertain whether all participants were able to provide answers that reflected their current views on their leadership capabilities. Another limitation was that data would be collected from only one school district in Mississippi in current research. It was assumed that the results may generalize to similar high school districts that use student leaders. Finally, the study was limited because only subjective data would be analyzed, which could have inflated correlations by common methods variance (Podsakoff, MacKenzie, & Podsakoff, 2003).

Scope and Delimitations

This research study examined leadership training and leadership efficacy in one secondary school district in Mississippi. Student leaders responded to survey questions and data were analyzed for correlational and predictive relationships. Only questions relating to amount and quality of training opportunities and leadership efficacy were posed as the purpose of this study was to explore the correlational and predictive relationships among the amount of received student-leader training opportunities, the type of fine arts programming, the perceived quality of fine arts opportunities, and self-reported leadership efficacy in a population of high school student leaders.

Significance of the Study

The results from the current investigation may be significant to teachers, students, administrators, and parents. Fostering appropriate leadership is a tool used to empower people. Developing young leaders is also a personal priority for me. The initial review of the literature indicated that although there are abundant resources and information pertaining to administrator and teacher leadership development, there is not enough information on student leadership development. The current research may add to the literature on this important topic. This study may provide data and information for educator use regarding the relationship between student leadership opportunities and leadership efficacy from the perspective of student leaders themselves. Because the current leadership research is almost completely based on administrator and teacher leadership ideas, this research is unique and will add a different, top down perspective that will provide novel information from a within approach. Perspectives on leadership cultivated from the student population to mirror the professional development ideals for teachers and administrators make this investigation unique and an important addition to the literature. Finally, as there is no other leadership efficacy instrument for high school student use, the development of the questionnaire to measure student leadership efficacy may be useful in future research endeavors.

Positive Social Change

This research can offer a comprehensive and practical view about how fine arts participation is related to perceived leadership efficacy from the student leader's perspective. This information can benefit students and educational organizations. If the results of the investigation reveal that student leaders with the greatest and highest

perceived quality of program experience have the highest leadership self-reported efficacy scores, then strategies can be recommended to increase training opportunities and quality. This research will also add to the limited research on leadership efficacy. Currently it is presumed that leadership efficacy may be related to leadership development; however, the actual relationship of leadership efficacy to program experience has received only limited attention by leadership researchers (Hannah et al., 2008).

Effective student leadership may facilitate positive social change starting on the school level. Student leaders with appropriate training and guidance may be able to use their position to help their schools and organizations to function at a greater capacity and through collaboration from teachers, administrators, and other students evoke positive social change. Astin (1996) stated that promoting social change and growth makes a better world and a better society for all people.

I believe that responsibility should not rely solely on the administrative and educators actions but that students must become actively involved and participate in the leadership of the school or groups they represent. A collaborative effort on campus may create an environment to foster change and for young leaders to succeed (Keyzar& Lester, 2009). Effective student leadership will benefit all stakeholders Covey (2004).

This is directly related to the field of education because it deals with secondary school-aged students and campus organizational leadership. Dynamic student leadership has the potential to impact campus organizations, the student body, and may directly affect the communities in which the schools are located. Students taking ownership of

their programs and their communities can serve as the basic beginning for positive social change (Komives & Dugan, 2007).

Summary

In Chapter 1, I provided the reader with an understanding of the problem and the foundational ideas of the research questions. The current study described the status of leadership opportunities for student participants and examined the relationship between student perceptions of such opportunities and leadership efficacy from a student leader's perspective. The data from this study are intended to add to the literature and possibly promote positive social change.

The outcome of the study may provide educators with information to better train and develop leaders in their campus organizations and help promote proactive and focused student leaders in public schools. The framework for the current investigation, key terms, preliminary data analysis strategy, and a description of the goals of this study were provided in Section 1 of this doctoral study. A literature review and supplemental resources will be examined in Section 2, and a detailed description of the methodology will be described in Section 3. Section 4 will describe the results and Section 5 will contain the conclusion.

Section 2: Literature Review

Introduction

The purpose of the current investigation was to explore the relationships between the number, type, and quality of fine arts programs of which the student was a member and students' self-reported leadership self-efficacy among students attending a high school in Mississippi. Student participants responded to a survey to determine if relationships exited between the (a) the amount of self-reported leadership training received and current perceived level of leadership efficacy, and (b) the perceived quality of leadership training received and current perceived leadership efficacy. Organizations are beginning to realize the potential of leadership on various levels. By demonstrating that augmented leadership development opportunities may impact leadership efficacy, various organizations may benefit and experience social change.

Literature Search Strategies

Research to support and develop findings in this paper has been completed by locating literature containing related information on the topics of *leadership, leadership in education, leadership development*, and *leader efficacy*. Primary databases used to locate information related to this study included ERIC, Magnolia, and the Walden Library Dissertation collection. I used peer reviewed journals and a variety of books, journals, e-journals and other texts that provided the foundation for study. By analyzing sources and posing questions regarding some of the pertinent information, relevant data were discovered to assist me in developing the current study. One way to explore these findings and promote the leadership ideals in this paper is to be knowledgeable with what

is currently available in leadership education. However, there is a gap in available research with the regards to leadership efficacy and training for students in schools. Dempster and Lizzio (2007) suggested that there is an identifiable gap in the information in regards to student leadership and their understanding of leadership and related experiences. I have used some recent material and have cited current resources available that promote change and demonstrate ways to implement these concepts. To achieve this idea, educators need to be aware of and learn new methods of leadership education and understand the mastery of leadership skills in the everyday setting. Boones and Taylor (2007) suggested that educators should share more responsibility in the training and development of student leaders. Students could receive the support and direction they most need from their classroom experience. Because of advances in technology and the electronic resources available today, opportunities and resources readily provide current and reliable sources.

My preliminary research and resources have provided essential information in regards to the definition of leadership, leadership qualities, leadership skills, leadership training, and teacher/student expectations from leaders. The aim of this research is to inquire as to whether students in one secondary school in Mississippi perceive that the training they are receiving in leadership is sufficient and effective. Although there is very limited information and research geared specifically to student leadership training in education, various related resources have been used to converge on the topic of the current investigation.

Theoretical Framework

The theoretical framework for the current investigation is based on constructivist principles that suggest learning comes from experiences. Lambert (2002) noted that learners process information and form or reform that information based on experiences, values, and beliefs. I proposed that leadership and student development may rely on and are influenced by student experiences. Constructivist theory broadens current definitions of learning and leading. Lambert (2002) described this process as students working, creating, valuing, and believing in their experience. Harris (2003) maintained leadership is part of the interactive process of sense-making and creating meaning in a group by its members. The individual student's experience will shape his or her opinion on leadership. Meanwhile, Kanter (2005) suggested that leaders have to build the chemistry of collaboration, meaning that the leader must create an appropriate environment to provide the best possible experience for those in his/her care. Constructivism considers collaboration a vital component in developing skills and understanding learning styles because individuals construct meaning from their experience (Kanter, 2005). Moreover, Marketti and Kadolph (2010) maintained that leadership and skills are learned in a variety of ways such as through direct experience and observation as well as level of education. Furthermore, Thomas and Cheese (2005) suggested that the life experience, job experience, and specific skills of the individual combined create the experience-based approach to leadership

development. Additionally, Watson (2001) suggested that students and academics can combine their experiences and observations to better understand leadership.

Gleason (2001) noted leadership training in education is minimal and called for more dynamic and experienced based leadership training in education. As a result of additional leadership training opportunities, more capable leaders would be available across many organizations, and more positive opportunities would emerge for future leaders (Gleason, 2001). Meanwhile, the paucity of research on the quality of training opportunities for student leaders and leadership efficacy in education may pose a problem for positive outcomes in leadership. Gehret (2010) maintained that leadership development programs may exist in some school settings, but they are available to a very limited population of students.

This literature review provides a detailed examination of the literature associated with leadership. The chapter is organized into five broad areas including the definition of leadership, leadership qualities and skills in education, leadership development and training, teacher/student expectations, and leader efficacy. The review of literature concludes with a description of this study and a review of the methods that were used to conduct and analyze the study.

Leadership: Definitions

Leadership is a multidimensional construct, and few theorists and researchers agree to one definition of leadership (Greenwald, 2010; Posner, 2004). Leadership traits have often been defined as either intrapersonal characteristics or interpersonal characteristics. Researchers (e.g., Gehret, 2010; Solly, 2003) who have focused on the

intrapersonal qualities of leadership have argued that leaders are defined by a strong sense of character and ethics, passion and enthusiasm, and empathy (Gehret, 2010; Solly, 2003). These aforementioned characteristics are often part of charisma, which has been shown to be a significant leadership trait (Bolkan & Goodboy, 2011; Harding, Lee, Ford, & Learmonth, 2011).

Emotional intelligence has also been identified as a characteristic among leaders (Singh, 2013). Emotional intelligence has been defined as the ability to effectively understand and process, regulate, and use emotions (Singh, 2013). Emotional intelligence can also include the characteristics of empathy, flexibility, optimism, and adaptability, characteristics that have been associated with effective leadership (Yukl, 2008).

Other researchers (e.g., Cockerell, 2009; Davidson, 2012; Kanter, 2005) defined leadership via descriptions of interpersonal skills. Davidson (2012) posited that leaders are those who provide the opportunities for sustained group success by accepting and encouraging diverse opinions and promoting different means of perspective taking from group members. Cockerell (2009) stated that great leaders give their people effective, thorough, and consistent opportunities to keep learning and leading. Kanter (2005) further suggested that good leaders are those who have the skills to build group cohesion and shared accountability among their people.

The ability to influence has been posited to be a driving factor of effective leadership (e.g., Hunter, 1998; Northouse, 2001; Rost, 1991; Whalley, 2005). Whalley (2005) maintained that it was the influence of the leader, not their authority,

that is the important quality and most effective element of leadership. Individual influence was noted by Northouse (2001) as being a leadership trait where a common goal and the process of achieving the goal are a result of that influence. Similarly, Rost (1991) provided a definition of leadership as being the influential relationships among those with mutual purposes. Hunter (1998) posited that leadership was having set of skills that influence people to work towards goals with enthusiasm for the *common good* rather than personal gain.

In contrast, Wis (2007) argued that effective leadership was more than just the ability to influence others, and that good leaders take the "opportunity to … grow others … not … rule others" (p. 9). This definition was elaborated by Martin (2000). Martin (2000) noted that "(l)eadership is the ability to create a vision for positive change, help focus resources on right solutions, inspire and motivate others, and provide opportunities for growth and learning" (p. 66).

Important to this study is the student's definition and understanding of leadership. In a study examining student leadership, Lambert (2007) described leaders as "those who embrace open inquiry, the sharing of problems and solutions, and collective responsibility will foster creativity, resourcefulness, and collaboration in the work" (p. 75). Although Lambert's description of leadership contributed to the literature sources by providing a reliable and valid example of a leader with regard to students, he did not provide examples of leadership interactions with students or training techniques for faculty. Lambert did provide many ideas related to leadership as well as meaningful and thorough examples of types of leaders. However, Lambert

was not able to explain how the leader achieves the ability to lead, and resultantly stated that there is "the need for [student leadership] standards to provide coherence to principals, teachers, students, and parents" (p. 38).

Leadership in Education

While principal and teacher leadership has received substantial research and programming attention since the 1990s, only since the mid-2000s has such attention been given to student leadership. This attention has focused on building student leadership skills to best prepare them for a global society in the 21st century (Murphy & Johnson, 2011). In response to national educational reforms, such as the Common Core for State Standards, which was implemented in 2010, educators have increased their efforts in building students' 21st century skills (Murphy & Johnson, 2011). Studies (Wisniewski, 2010) that have examined 21st century skills have documented the need to build specific leadership skills in students to best prepare them for college and career success. Indeed, building life skills is part of the Partnership for 21st Century Skills (2012) national education framework. The life skills recommended by the Partnership for 21st Century Skills are in fact the same qualities use to define effective leadership and include having a sense of ethics, accountability, adaptability, personal responsibility, and people skills (as cited in Dede, 2009).

A concern among some educators, however, is that the 21st century curriculum may set unrealistic goals for students and furthermore may not align with what students feel are important leadership qualities (Wisniewksi, 2010). The leadership skills required for the 21st century was the focus on a study by Wisniewski (2011), conducted with 88

college students. Results from Wisniewski's (2011) study showed that the leadership skills students felt to be most crucial for the 21st century were (a) the ability to garner and build trust; (b) management abilities, including being able to inspire and motivate other; (c) critical thinking skills; and (d) communication skills, including good listening skills.

The needs for student leadership in the educational setting are increasing. Lautzenheiser (2005) reported student leaders are no longer a luxury in our educational world but have become a necessity. Although students are often eager to assume a leadership role, they are not always capable of fulfilling such roles because of a lack of general understanding of leadership skills. In the school setting, leadership is often promoted by the relationships between people. Donaldson (2006) explained that school-based relationships can foster leadership if the group has mutual openness, trust, and affirmation among individuals, and when "leaders emerge from any and all roles" (p. 48). As a consequence, relationships and collective purpose foster school leadership by encouraging the students, teachers, and administrators to relate to one another, take ownership, and commit to the cause (Donaldson, 2006). McCann (2007) suggested that the achievement of any group is based on its ability to recognize strengths and weaknesses. Leadership in education is not different.

Leadership Qualities and Skills in Student Leaders

Like adult leadership, student leadership has been defined by both intrapersonal and interpersonal characteristics. Matthews (2004) stated that many of the leadership qualities found in youth are relational and social and are often task specific. Simonsen et al. (2014), in a study with 388 freshmen college students, asked students to identify

leadership traits they valued in high school. The most important traits identified by students were integrity, intelligence, sociability, determination, confidence, and charisma. Students also noted that effective high school student leaders had strong leadership and decision-making efficacy (Simonsen et al., 2014).

Lautzenheiser (2005) identified several key qualities that student leaders must possess in order to be successful. These qualities reflect the individual leader's character as well as their core belief system. According to Lautzenheiser (2005), the most successful student leaders were (a) selfless, (b) persistent, (c) consistent, (d) affable, (e) honest, (f) faithful, and (g) loyal. Although these qualities were important in developing leadership, Bolman and Deal (1994) suggested that the human and spiritual dimensions are important to student leadership development and maintained that the value and belief system of the student leader is also important. Moreover, McNae (2011) stated that student leaders often have a disposition of service to others and display leadership to benefit other people; that some students have a natural ability for leadership was also reported by Murphy and Johnson (2011). McNae (2011) further posited that leadership traits become more evident as the student leader emerges.

Ricketts and Rudd (2002) proposed a model of youth leadership development, which included a set of comprehensive leadership skills sets. These skills related not just to students intrapersonal skills but also their cognitive abilities (Ricketts & Rudd, 2002), The cognitive abilities pertained to the areas of decision-making, reasoning, and critical thinking and included (a) leadership knowledge and information; (b) leadership attitude,

will, and desire; (c) decision making and reasoning skills; and (d) oral and written skills (Ricketts & Rudd, 2002).

Other researchers (Gehret, 2010; Posner, 2012) have focused more on the interpersonal aspects of effective student leaders. Gehret (2010) asserted that that it was possible to assemble the common denominators that appear in young leaders: These were vision, the ability to make positive change, and strong interpersonal skills. Posner (2012), in a study validating a student leadership scale with over 70,000 students, identified five overarching qualities that defined student leadership: (a) being a positive role model by displaying and advocating for shared values and ethics, (b) having the ability to promote and enhance shared visions and aspirations, (c) being an innovative problem-solver who takes positive risks, (d) the ability to gain peoples' trust and to build others self-esteem and sense of competence, and (e) recognizing and celebrating individual excellence among team members. In a related study, Cheng, Lin, Chu, and Tsai (2012), examined the structure of a leadership survey for middle school students and found similar results with regard what student perceived as being effective leadership skills. Cheng et al. further asserted that students felt that the cognitive abilities of having good problem-solving and decision-making skills as well as strong oral and written communication skills were also key leadership traits.

Ricketts and Rudd (2002) also suggested that although the individual may be unaware of his or her leadership skills and/or the formal training to put them to use, their experiences and personal leadership qualities are integrated into their daily lives. As a consequence, these potential leaders with the necessary skill sets are only lacking the

formal training to put them to use (Ricketts & Rudd, 2002). The opinions expressed by Ricketts and Rudd (2002) have been reiterated by Posner (2013), Cheng et al. (2012), and Simonsen et al. (2010), who stated that "educators should be challenged to more explicitly and intentionally seek to enhance student … leadership development" (p. 210).

Although there are many resources available for teacher or administrator leadership development, there are limited resources available for the facilitation of student leadership. Moreover, there is limited data on the impact of these skills on the efficacy of student leadership in education. The current investigation attempts to add to the leadership literature especially as related to student leadership qualities, skills, and resources.

Student Leadership Development and Training

In relation to student leadership, Greenwald (2010) stated that "each institution must define leadership in a meaningful way before it can develop a meaningful curriculum for its students" (p. 10). There are many resources that cover the wide and growing area of leadership development and training. Gehret (2010) suggested that there is not one single way to improve leadership skills. Researchers have found that there are a variety of paths for development of leaders.

However, most leadership development theories have focused on building adult leadership skills. Murphy and Johnson (2011) are among the very few researchers who have proposed a leadership development framework for children and adolescents. Their framework included three major components: (a) early developmental factors, (b) the student's intrapersonal and emotional characteristics, and (c) future leadership goals.

Murphy and Johnson (2011) posited that early developmental interact with the students' characteristics to influence later leadership skills. The early developmental factors posited to enhance youth leadership skills included (a) having parents with authoritative parenting styles, (b) having a secure attachment with parents, (c) being involved in organize sports, and (d) having exposure to leadership models, programs, and training (Murphy & Johnson, 2011). The intrapersonal and emotional characteristics posited to effect leadership were (a) having the motivation and desire to be a leader; (b) having a strong sense of self-efficacy, including leadership self-efficacy;(c) having strong self-regulatory skills, (d) using effective coping styles, and (e) being resilient..

Lester, Hannah, Harms, Vogelgesang, and Avolio (2011), in their framework for leader efficacy development for college students, elaborated on the two leadership program components central to building student leadership self-efficacy. The two major elements to a successful leadership program for youth, Lester et al. (2011) posited, were the formal classroom-based leadership interventions and the informal individualized coaching and mentoring. Lester et al. (2011), however, argued that the individualized coaching and mentoring component was the crucial factor in developing student leadership self-efficacy:

> To the degree that the mentor can connect to the individual's needs, abilities, and aspirations, a mentoring program will have a more positive impact on leader self-efficacy … than a more generalized, ready-made leader training intervention. (p. 414)

Lester et al. (2011) emphasized the importance of the teacher/mentor-student bond by elaborating on three teacher/mentor characteristics that demonstrated trustworthiness. The first characteristic was the ability of the teacher/mentor to model effective interpersonal leadership behaviors. The second characteristic was benevolence. The third characteristic was integrity. Lester et al. (2011) argued that if these three characteristics were evident in the teacher/mentor then the student can "feel more comfortable exploring who [he/she is] and how [he/she] can become a more effective leader" (p. 416).

Additional researchers (e.g., Beisenherz, 2001; Murphy & Johnson, 2011; Simonsen et al., 2011) have recognized the importance of the student-teacher relationship in building student leadership skills: while learning the meaning of leadership and its goals, the student leader needs to connect with others. Beisenherz (2011) provided recommendations on effective teacher-student interactions that enhanced student leadership skills. Beisenherz (2011) posited that the student can build his/her leadership skills – especially those that pertain to communication and interpersonal skills – when the teacher places emphasis on questioning and thinking skills and strives to refine them in the student. The student leader can benefit from a broad arrangement of questions. Beisenherz (2011) further argued that by allowing time for the student to think, the teacher gives the learner time to formulate and think critically before a providing a response. It allows for reflective and structured thinking patterns and this is most beneficial to the emerging leader. Providing feedback to the learner is also very important. This serves as a guide and a prompt for the student to discuss and share

responses. It also serves as a communication tool and source for conversation. Through the questioning and dialogue practiced, the student is encouraged to use effective problem-solving skills, engage in self-reflection, and develop time management and strong communication skills – all factors of effective leadership.

Research on Leadership Self-Efficacy

An aspect of leader development shown to impact later leadership behavior and skill is leadership self-efficacy (Lester et al., 2011). Leadership efficacy has been defined as the belief that one has the "psychological capabilities, motivation, means … and resources to attain effective, sustainable performance ... across roles and context" (Lester et al., 2011, p. 411). Bandura (1986), who developed the concept of self-efficacy in his social cognitive theory, defined leadership efficacy as having self-confidence and successful leadership practices. Bandura's (1986) theories about social cognitive and the self-regulated behavior are relevant to the current research because they are experienced based. Bandura's (1986) work can be a resource for leadership training and can create a foundation for those implementing leadership training and development programs as his research describes several characteristics of the way people learn including modeling, observation, attitude and motivation. By using his concepts of modeling and observation, educators can develop strategies to promote student leadership development.

Chemer's (1995) theory of leadership indicates that the self-confidence of a leader will determine the self-efficacy of the leaders experience and as a result, will impact future behaviors. Chemer also indicated that one's personal experience is crucial to translating ideas into actions. Leadership training and the experience gained from the

training could possibly impact young leaders and help to form meaningful and valuable beliefs. Furthermore, Chemer (1995) suggested that a person's confidence in his or her ability to lead may determine their success in leadership performance.

Lester et al. (2011) drew from both Bandura (1986) and Chemer (1995) to develop their model of *leader efficacy development* specific to students. In their model, Lester et al. (2011) expanded upon the definition of leadership self-efficacy by positing that it is comprised of three self-efficacy components. The first component was self-efficacy in the ability to perform those tasks of a leader, what Lester et al. (2011) called "leader efficacy for action" (p. 413). The second self-efficacy component entailed the ability to face challenges in leadership via the use of effective problem solving, what Lester et al. (2011) called "leader efficacy for thought" (p. 413). The third self-efficacy component in the ability to perceive oneself as having the skills, drive, and motivation to address a leadership issue, what Lester et al. (2011) called "leader efficacy for self-motivation" (p. 413).

Youth Leadership Programs and Leadership Self-Efficacy

Despite the substantial body of research on leadership programs and their impact on leadership self-efficacy in adults, fewer studies (Bella & Bloom, 2003; Isaac, Kaatz, Lee, & Carnes, 2012; Simonsen et al., 2011) have been conducted on leadership self-efficacy associated with leadership training.

Bella and Bloom's (2003) study, conducted with over 180 individuals participating in leadership training, has implications for student leadership development. Data in the form of self-reports and questionnaires were used to determine the effect that

the leadership training had on participant intrapersonal and work-based outcomes. Results of the study showed that participants reported a sense of empowerment after the training. Their self-esteem and self-confidence increased. Participants stated that the training helped to prepare them for future challenges, enhanced their management skills, and increased their sense of competency in the workplace. Notably, they stated that the training motivated them to play a strategic role in their own communities (Bella & Bloom, 2003).

The two studies (Isaac, Kaatz, Lee, & Carnes, 2012; Simonsen et al., 2011) that have examined the impact of a leadership program on leadership self-efficacy approached the topic in different ways. Isaac et al. (2012) examined the impact of a semester-long leadership course on the leadership self-efficacy in 30 female college students who were majoring in science, technology, engineering, and/or mathematics. The leadership course involved lecture, reading assignments, and numerous experiential learning activities. The topics covered in the course pertained to theoretical aspects of leadership as well as gender and race issues in leadership. Results of Isaac et al.'s (2012) study showed that the female students increased in their level of leadership self-efficacy after completing the leadership course. They also showed increased in self-esteem and personal mastery.

Simonsen et al.'s (2011) study was unique in its focus: the relationship between high school student participation in leadership programs and student leadership characteristics, including leadership self-efficacy. In Simonsen et al.'s (2011) study, 388 college freshmen were asked to reflect on their participation in leadership programs while they were in high school. They were further asked to rate themselves currently on

specific leadership characteristics, including leadership efficacy. The programs reported by the students included religious youth groups, FFA, 4-H, student council, speech/debate team, and community service projects. Results from correlational analyses showed that involvement in three programs – community service, student council, and speech/debate team – were significantly related to increased levels of leadership efficacy. Interestingly, participation in community service was significantly to all eight leadership characteristics (i.e., charisma, confidence, decision-making self-efficacy, determination, integrity, intelligence, leadership self-efficacy, and sociability). In contrast, participation in FFA and 4-H did not significantly correlate to any of the leadership characteristics.

Quantitative Research Methods

Quantitative research methods include the collecting, analyzing, interpreting, processing and writing of the results of a study (Cresswell, 2009). Quantitative research designs are very common in social sciences and relate best to this study, as they will provide a proposed explanation of the relationship among the topics being examined. Quantitative research commonly uses the survey as a strategy of inquiry as a non-experimental design (Cresswell, 2009). The use of a survey in this study will aid in finding the specific data unique to this population and the research topic. Cresswell (2009) suggested that a survey can provide the numeric description of trends, attitudes, and opinions of a population. Babbie (1990) described survey research as the way to generalize the information from a specific sample to the population so understanding of the attitudes or behaviors can be identified. This researcher-developed survey will first be piloted to test the design and then be used on a specific population unique to the research

problem after any adjustments are completed. Creswell (2003) maintains that surveys are advantageous data collection tools as they are perhaps less time consuming for collection and more economical to design.

Qualitative Research Methods

The current research in student leadership is often qualitative and is reserved for the college population. After review of several studies I found that many qualitative studies are available for the older student population and do provide valuable information but do not address leadership efficacy. Specifically, leadership efficacy seems to be a prevalent topic in the literature for administrative school leadership or college leadership, almost exclusively. These qualitative studies reveal data in regards to leadership; however, the literature does not offer examples of quantitative studies on the specific population or topic that I am currently researching. Moreover, qualitative studies often require considerable amounts of time between the researcher and the participants in data collection (Stake, 2007).

A recent qualitative study on a leadership program in a private secondary school examined the leadership and self-perception of its student leaders It is suggested that students assert themselves in a variety of situations based on their comfort level and amount of preparation. Hine (2011) reports that the development of and refinement of leadership skills was the most beneficial aspect of this program. The results of this study indicate that participation in this school program benefits young leadership. The researcher gathered data by several means. Hine (2011) explains that a series of interviews, researcher journaling, field notes, document searches and observations were

required. This qualitative study was longitudinal and took over three years to complete the gathering of data. Another qualitative study on the campus of Virginia Tech examined the leadership experience of 31 students in leadership positions in co-curricular activities. Reed (2001) studied the participants during one semester and utilized e-journaling and interviews to collect data. Student leaders in campus activities were evaluated through their perceptions, beliefs and personal observations to consider their leadership skills in curricular settings as well as co-curricular settings. Reed (2001) claims that there is value in leadership training and there could be better benefit with appropriate training experiences.

Qualitative studies seem to have more personal involvement between researcher and participant and the data collection methods including interviews and activities do not fit my design plan. Qualitative designed studies typically tend to move past the basic objective outcomes of quantitative research. My research at this point seeks specific objectives that can be found from a quantitative design and the data from the survey can be easily analyzed with use of the Pearson Product Moment Correlation in the SPSS software.

Summary

The literature review has defined leadership, provided information of leadership qualities and skills as related to the field of education, described research on leadership development and training, and provided research on teacher student expectations and the efficacy of leadership training. The resources that are available on this topic provide an abundance of information pertaining to leadership and its role in society, education and

the workplace. Although the importance of leadership on an adult level has been established with more qualitative research in the literature, the quantitative studies on the leadership development and training on the student level is lacking. This study will contribute to the quantitative studies in leadership. By analyzing the material for adult leadership, we can borrow and combine our resources to form strategies can use. The next section of this proposal describes the research methods for the current investigation.

Section 3: Research Method

Introduction

The purpose of the current investigation is to explore the relationships between the number, type, and perceived quality of fine arts programs of which students are members and students' self-reported leadership self-efficacy among students attending a high school in Mississippi. Currently there is a lack of research on leadership development opportunities for student leaders and even less research on high school fine arts programs. The results of this research may promote further effective leadership experiences for secondary students. Based on the findings of the study, the continued positive social change elements may include education and opportunity for teachers and students to further develop leadership skills and to further define leadership and its positive role in secondary education. In this chapter, I present the research design and approach, setting and sample, instrumentation and materials, procedure, data analysis, for the investigation and conclude with a summary.

Research Design and Approach

This study is quantitative and uses cross-sectional correlational research design. The research questions are best answered using a quantitative approach as opposed to a qualitative one. In contrast to a qualitative research design, which takes a more subjective approach to research and employs narrative or images as data, a quantitative research approach is objective, with conclusions drawn from numerical data and statistical analyses (Rosenthal & Rosnow, 2008). Data in this study are numerical, derived from students' responses to the study survey. I employed the use of correlational

and regression statistics. The study design is nonexperimental and cross-sectional: Data were collected from study participants at one point in time (Rosenthal & Rosnow, 2008).

A correlational research design aligns with the study variables of number and type of fine arts programs, students' perceptions of the quality of leadership program training, and students' self-reported leadership self-efficacy. These variables are measures of naturally occurring behaviors, attitudes, and cognitions "that do not readily lend themselves to experimental manipulation" (Muijs, 2010, p. 245). In this study, there is no manipulation of variables nor is there random selection and assignment to conditions as seen in an experimental study (Rosenthal & Rosnow, 2008). Comparisons between existing categories of students (e.g., gender, ethnicity) are not the focus of this study; comparisons are examined in causal comparative studies (Rosenthal & Rosnow, 2008).

In this study, I examine associations, which fits a correlational research approach. A correlational research design provides a means to determine the degree of association between two or more naturally occurring variables (Rosenthal & Rosnow, 2008). However, causality cannot be proven using cross-sectional or correlational research design as it can in when employing an experimental research design (Rosenthal & Rosnow, 2008).

Setting and Sample

The setting for this research is a fine arts program in a high school in a Mississippi school district. The sample for this research was drawn from secondary students enrolled in a fine arts program. A desired total of 100 respondents came from the ninth, 10^{th}, 11^{th}, and 12^{th} grade student participants enrolled in a fine arts program in a

Mississippi high school. The invitation to participate in the study was by letter of invitation (see Appendix B) sent via email to their parents. Parental consent was implied when the parent gave the survey link to the child participant. Participants provided implied consent by completing the survey after reading the participant assent clause at the beginning of the survey and continuing. Completing the survey was voluntary. Data from all students who agreed to participate provided informed consent and completed the study materials (discussed in the instrument section) are included in the data analyses.

The eligibility criteria for invitation and participation included grade level, enrollment in the fine arts program, and service in a school activity. All participants were in Grade 9, 10, 11, or 12, and all participants were enrolled in the fine arts program in the high school district.

Instrumentation

The tools and instruments were selected for use in this study are in the public domain and they have been developed, validated, used, and disseminated by positive youth development research organizations (After-School Initiative for Positive Youth Development, 2004) and youth leadership and civic action research (Flanagan et al., 2007; Simonsen et al., 2014).

Type and Number of High School Fine Arts Programs

To gauge the type and number of high school fine arts programs, two of the independent variables in this study, a list of high school student programs from Simonsen et al. (2014) was used. These categories have been recognized as the core fine arts leadership programs for education (Catterall, 2012).

Type of fine arts programs. The type of fine arts programs was a categorical variable with coding of programs being 1 = *band/orchestra*, 2 = *music clubs other than band/orchestra* (e.g., choir), 2 = *majorette/flag/drum corps*, 4 = *dance*, 5 = *drama/theatre*, and 6 = *visual arts* (e.g., studio arts clubs, photography clubs, filmmaking, and video clubs).

Number of fine arts programs. The number of programs of which the student was a member was an interval variable and was derived from how many of the five programs of which the student was a member. The number of programs of which the student was a member was considered an interval variable as all students were members of at least one program (there is not a true "0" as required for a ratio variable) (Agresti, 2013). The range of scores for this variable is 1 to 6.

Overall Quality of Fine Arts Programs

The overall quality of the fine arts programs was measured by the After-School Initiative for Positive Youth Development Life Skills scale (2004). The 11-item Life Skills scale measures the degree to which students feel that attending a program has led to increases in life skills specific to leadership, including decision-making, conflict resolution, teamwork, and commitment (After-School Initiative for Positive Youth Development, 2004). Two example items are as follows: "Because I came to this program, I make better decisions," and "Because I came to this program, I am more of a leader." The scale uses ordinal response coding where 3 = *yes*, 2 = *kind of*, and 1 = *not really*. This ordinal scale was treated as an interval (continuous) variable in the hierarchical multiple linear regression (HMLR) analyses for hypothesis testing. Allen

and Seaman (2007) posited that "analyzing ordinal data as interval data" entails the use of parametric statistics, which "are more powerful," "easier to interpret," and "provided more information" than the nonparametric alternatives for ordinal data (p. 64). The range of scores for this measure is 11 to 33 points, with a higher score denoting higher agreement that the program increased life skills.

The Life Skills scale, as part of the evaluation toolkit for the After-School Initiative for Positive Youth Development (2004), was created from a

> synthesis of a number of data collection processes including research on survey question sets used to measure assets and positive youth development in the United States, a review of positive youth development literature, and integration of the logic models from 35 youth development grantees. (p. 40)

The Life Skills scale has shown concurrent criterion-related validity with positive youth development scales and has a documented inter-item reliability of .78 (After-School Initiative for Positive Youth Development, 2004).

Students were asked to rate the overall quality of the fine arts programs of which they were members. That is, an overall quality score was computed for the fine arts programs.

Leadership Self-Efficacy

Leadership self-efficacy was measured using Flanagan et al.'s (2007) Competence for Civic Action scale. This 8-item scale is a measure of leadership self-efficacy as it pertains to community issues (Flanagan et al., 2007). Two example items are as follows: "If you found out about a problem in your community, how well do you think you could

organize and run a meeting?" and "If you found out about a problem in your community, how well do you think you could get other people to care about the problem?" The measure uses an ordinal Likert-type response scale from 0 = *I definitely could not* to 4 = *I definitely could*. Although this scale employs a zero in scoring, the zero does not measure the complete absence of self-efficacy, and thus is not a ratio variable (Agresti, 2013). The scale was treated as an interval variable, a practice that is commonly used in statistics (Agresti, 2013; Allen & Seamna, 2007). The possible range of scores of the Competence for Civic Action scale is 0 to 32 points, with a higher score denoting higher levels of leadership self-efficacy.

The Competence for Civic Action scale has been tested for and demonstrated sound construct validity via confirmatory factor analysis, with factor loadings of the scale ranging from .61 to .80 (Flanagan et al., 2007). It has demonstrated concurrent criterion-related validity with measured of leadership self-efficacy and has demonstrated good inter-item consistency with Cronbach's alphas in the low .90s (Flanagan et al., 2007).

Covariates

Two variables shown to be correlated with leadership self-efficacy (Bolkan & Goodboy, 2011; Dawes & Larson, 2011; Efe & Efe, 2011) were included as covariates.

Gender. Gender is a dichotomous variable coded where 0 = *male* and 1 = *female*.

Class status. Class status is a categorical variable coded where 1 = *freshman*, 2 = *sophomore*, 3 = *junior,* and 4 = *senior*.

Procedure

Following Institutional Review Board (IRB) approval from Walden University, letters of invitation were emailed to the parents of the potential participants. The letters of invitation provided an explanation of the purpose of the research and described the procedure of the study. Potential respondents were advised that their participation was voluntary and anonymous, and that their responses would be completely confidential. They were advised that even if they agreed to participate they could have withdrawn from the study at any time. Those participants who provided informed consent and with a parent's consent if they were under the age of 18 and understanding of agreement were invited to complete the questionnaire. Following completion of the study questionnaire, the data were compiled and entered it into the SPSS software for analysis. Data will be kept for 5 years and stored in a locked file cabinet for security purposes per Walden policy. Only I have access to the data.

Data Analysis

The data analysis was conducted using SPSS 22.0 to answer the research questions of the study. The statistical approach to data analysis consisted of descriptive and inferential statistics. The first set of descriptive statistics was conducted on the participant demographic data. The mean, standard deviation, and minimum and maximum scores were reported for those variables that were interval or ratio coded. For dichotomous or categorical variables, such as gender, frequencies and percentages were reported. The interitem reliability was calculated for the Life Skills scale and the Competence for Civic Action scale. A Cronbach's alpha between .70 to .79 is considered good, a Cronbach's alpha between .80 and .89 is considered very good, and a Cronbach's

alpha of .90 or higher is considered excellent (Tavakol & Dennick, 2011). Descriptive statistics in the form of means, standard deviations for continuous variables, and frequencies and percentages for categorical variables were provided on all study variables.

Spearman's rho correlations were conducted between participant gender and class status and the Competence for Civic Action scale to determine if they were significant and thus need to be entered as covariates in the hierarchical multiple linear regression analysis.

Pearson bivariate correlation analyses was conducted between the number of fine arts programs of which the students were members and the overall perceived quality of leadership programs of which students were members. This analysis was done to determine if the variables show multicollinearity (Muijs, 2010). A Pearson bivariate correlation of $r > .80$, $p < .001$, demonstrated that the data do show multicollinearity. A variance inflation factor (VIF) was also computed to test for multicollinearity, which is when the independent variables significantly correlate with each other to such a degree that they are measuring the same construct (Pedhazur & Schmelkin, 2013). A VIF that is greater than 4.00 demonstrates that multicollinearity is evident (Osborne & Waters, 2002; Pedhazur & Schmelkin, 2013).

There are specific assumptions for multiple regression analyses, which I considered prior to testing each hypothesis (Pedhazur & Schmelkin, 2013). One assumption is that the predictor and criterion data for the independent and dependent variables show normality in the distribution of scores. Normality is determined by

skewness and kurtosis values. The skewness refers to the shape of the distribution of the data, that is, whether data fall in a symmetrical or asymmetrical distribution around the mean (Pedhazur & Schmelkin (2013). Another assumption for linear regression is that there is a linear relationship between the predictor and criterion variables (Pedhazur & Schmelkin, 2013). Linearity is met if the scatterplot displays scores that are equally distributed above and below 0 at the horizontal line, without any curvature in the data (Pedhazur & Schmelkin, 2013). Two other assumptions pertain to the regression residuals. Normality in the distribution of regression residuals for each predictor and criterion variable relationship will be determined by a P-P plot: If the residuals follow a 45 degree line, the assumption of normality of residuals has been met (Pedhazur & Schmelkin, 2013). Independence of residuals was determined by a Durbin-Watson statistic for each predictor and dependent variable relationship. A Durbin-Watson statistic that is less than one or higher than three indicates a lack of independence of errors (Pedhazur & Schmelkin, 2013).

The analysis to test the hypotheses is a hierarchical multiple linear regression (HMLR). The participant variables of gender and class status, if shown to significantly correlate with the dependent variable, were entered on the first step of the HMLR model, resulting in Model 1. The three independent variables were entered on the second step of the HMLR model, resulting in Model 2. Entering all three independent variables in the same model allowed for the examination of variable significance on the dependent variable in consideration of the variance explained by the other independent variables (Pedhazur & Schmelkin, 2013). The HMLR model F-value was examined for

significance, with the significance level set at $p < .05$. The HMLR model R^2 provided information on the effect size or the amount of variance in the criterion variable explained by the predictor variable (Pedhazur & Schmelkin, 2013). Individual predictor effects were determined by the standardized beta coefficient, with significance set at $p < .05$.

Ethical Procedures

In this study, I followed ethical procedures for human subjects research. I obtained formal permission from Walden University's Institutional Review Board (IRB) to conduct this study prior. Once Walden University IRB approval was granted, I then recruited participants and collected data. Participants and parents/guardians were required to give informed consent before completing the study survey. Participation was voluntary and participants had the right to not finish answering the study survey. No information was collected from participants that might have identified them. Data were reported at the aggregate and not at the individual level. The survey responses were deleted from the online data collection site. The study data set was kept on a jump-drive (and not on a computer hard drive), and this jump-drive will be destroyed 3 years after the completion of this study.

Summary

This quantitative study was designed to see if there is a significant relationship between student participation in fine arts programs and student self-reported leadership efficacy. Currently there is insufficient data to promote or support appropriate leadership development opportunities for student leaders and even less data to promote guidance and

training for teachers/mentors for the students in leadership roles. The current investigation used a survey approach to assess perceptions fine arts students from a Mississippi high school district.

A quantitative predictive correlational approach was used for the current investigation. Approximately 125 student participants were invited to participate in the study by completing a survey. The data from this study are intended to add to the literature and possibly promote positive social change. The outcome of the study may provide educators with information to better train and develop leaders in their campus organizations and help promote proactive and focused student leaders in public schools.

Section 4: Results

Introduction

The purpose of this study, which built upon previous research conducted by Simonsen et al. (2010) and Flanagan et al. (2007), was to determine if the number, type, and perceived quality of high school fine arts programs of which the participants were members significantly correlated with participants' self-reported leadership self-efficacy. The purpose of this chapter is to provide results from descriptive and inferential statistics conducted for this study. I open this chapter with a discussion of the data collection process and procedure. A review of the characteristics of the study sample follows. I continue with a presentation of preliminary data analyses, with attention given to the descriptive statistics of the study independent and dependent variables, testing of covariates, and an examination of multicollinearity among the independent variables. The testing of assumptions and study hypotheses via a HMLR are the topics of the following sections. The chapter concludes with a summary.

Research Questions

The three research questions for this study were as follows:

1. Is there a significant relationship between the number of high school fine arts programs of which the student is a member and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students enrolled in a fine arts program in a Mississippi high school district?

2. Is there a significant relationship between the type of high school fine arts programs of which the student is a member and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students enrolled in a fine arts program in a Mississippi high school district?
3. Is there a significant relationship between the perceived quality of the high school fine arts programs and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students enrolled in a fine arts program in a Mississippi high school district?

Hypotheses

***H*$_{1o}$.** There is not a significant relationship between the numbe*r* of high school fine arts programs of which the student is a member and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students enrolled in a fine arts program in a Mississippi high school district.

***H*$_{1a}$.** There is a significant relationship between the number of high school fine arts programs of which the student is a member and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school

students enrolled in a fine arts program in a Mississippi high school district.

***H*$_{2o}$**. There is not a significant relationship between the type of high school fine arts programs of which the student is a member and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students enrolled in a fine arts program in a Mississippi high school district.

***H*$_{2a}$**. There is a significant relationship between the type of high school fine arts programs of which the student is a member and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students.

***H*$_{3o}$**. There is not a significant relationship between the perceived quality of the high school fine arts programs and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students.

***H*$_{3a}$**. There is a significant relationship between the perceived quality of the high school fine arts programs and student self-reported leadership self-efficacy, controlling for student gender and class status (i.e., freshmen, sophomore, junior, senior), among high school students.

Data Collection

Data for this study were collected over the first 2 weeks of September 2014, with participants completing the survey on a Survey Monkey® site unique to the study. This data collection resulted in a sample of 105, which was 47% of the possible number of participants who could have participated in this study. A review of the data showed that two participants answered just the first six survey questions, approximately 10% of the survey questions. They were removed from the data set, resulting in a final sample size of 103 participants (98.1% of the original sample). While the final sample of $N = 103$ was lower than the desired sample size of 125, the power was a robust .898 with this sample size, in consideration of the independent variables and covariates, with a medium effect size, $f^2 = .20$ and the level of significance set at $p < .05$ (Faul, Erdfelder, Lang, & Buchner, 2007).

Characteristics of the Sample

Descriptive statistics for participant demographic variables are presented in Table 1. Of the 103 participants, 61 (59.2%) were female and 42 (40.8%) were male. The mean age of the participants was $M = 15.80$ years ($SD = 1.14$ years), and ages ranged from 14 to 18 years. The majority of participants ($n = 71$, 68.9%) identified as White/Caucasian, with smaller percentages of students identifying as Black/African American, Biracial/Multiracial, or Asian American (see Table 1 for complete data). The distribution of participants across high school grade was roughly equivalent, with slightly

more participants (n = 32, 31.1%) being high school juniors (see Table 1 for complete data).

Table 1

Descriptive Statistics: Participant Demographic Information (N = 103)

Variable	Frequency	Percentage
Gender		
Female	61	59.2
Male	42	40.8
Ethnicity		
White/Caucasian	71	68.9
Black/African American	20	19.4
Biracial/Multiracial	7	6.8
Asian American	5	4.9
High School Grade (2014-15)		
Freshman	21	20.4
Sophomore	22	21.4
Junior	32	31.1
Senior	28	27.1

Statement of the Results

Preliminary Analyses

Preliminary analyses were conducted prior to the HMLR analyses for hypothesis testing. The first set of analyses was descriptive statistics for the independent variables of number, type, and quality of the fine arts programs of which the student was a member. The overall quality of the fine arts programs was measured by the After-School Initiative for Positive Youth Development (2004) Life Skills scale. The 11-item Life

Skills scale measures the degree to which students feel that attending a program has led to increases in life skills specific to leadership, including decision-making, conflict resolution, teamwork, and commitment (After-School Initiative for Positive Youth Development, 2004).

The second set of analyses was descriptive statistics for the dependent variable of leadership self-efficacy. Leadership self-efficacy was measured using Flanagan et al.'s (2007) Competence for Civic Action (CCA) scale. This 8-item scale is a measure of leadership self-efficacy as it pertains to community issues (Flanagan et al., 2007). Included as part of the descriptive statistics for the Life Skills scale and the CCA scale are the Cronbach's alpha, an indicator of interitem reliability, for each scale.

Preliminary analyses continued with the testing of categorically and continuously coded covariates via Spearman's rho correlations and multicollinearity between the independent variables via the computing of variance inflation factors (VIFs; Tabachnik & Fidell, 2013). The final set of preliminary analyses involved the testing of the remaining assumptions for HMLR. The results and implications of these results for the HMLR for hypothesis testing are discussed.

Descriptive statistics: Independent variables. There were three independent variables in this study: the type, number, and perceived quality of the high school fine arts programs of which the participant was a member. As the participants could be members of more than one fine arts program, membership was assessed for each of the six high school fine arts programs (see Table 2). Membership in the high school band was highest of the six programs, $n = 78$ (75.7%) of participants. The high school fine arts

program with the fewest number of members (n = 16, 15.5%) was dance. Membership frequencies and percentages for the remaining four high school fine arts programs are presented in Table 2.

Table 2

Descriptive Statistics: Type of Fine Arts Program (N = 103)

Variable	Frequency	Percentage
Band		
Yes	78	75.7
No	25	24.3
Music Program		
Yes	34	33.0
No	69	67.0
Majorette/Flag/Drum Corps		
Yes	23	22.3
No	80	77.7
Dance		
Yes	16	15.5
No	87	84.5
Drama/Theatre		
Yes	22	21.4
No	81	78.6
Visual Arts		
Yes	19	18.4
No	84	81.6

Descriptive statistics are presented in Table 3 as they pertain to the two independent variables of the number of high school fine arts programs of which the participant was a member and the perceived quality of high school fine arts programs, as measured by the After-School Initiative for Positive Youth Development (2004) Life Skills scale. The mean number of programs of which the participant was a member was

M = 1.85 (*SD* = 0.73). While it was possible for participants to be members of six fine arts programs, the maximum number for participation was three. The skewness value was .99, which indicated that the distribution of scores was within acceptable limits; skewness is evident if the value exceeds 2.00 (Ghasemi & Zahediasl, 2012).

The mean of the Life Skills scale assessing program quality was *M* = 26.51 (*SD* = 4.79). The possible range of scores on the Life Skills scale is 11 to 33. The minimum score for the participants in this study was 16.00. The mean score and the minimum score on the scale were higher in this sample than was reported by the After-School Initiative for Positive Youth Development (2004). However, the skewness value of 1.85 indicated that the distribution of scale scores was within acceptable limits and that the Life Skills scale data did not violate the assumption of normality (Ghasemi & Zahediasl, 2012). The interitem reliability of the Life Skills scale was excellent, with a Cronbach's alpha of .95 (Tavakol & Dennick, 2011).

Table 3

Descriptive Statistics: Independent Variables of Number of High School Fine Arts Programs of Which Student Was a Member and Perceived Quality of Fine Arts Programs (N = 103)

	M	*SD*	Min	Max	Sk	A
Number of programs	1.85	0.73	1.00	3.00	0.99	N/A
Quality of programs	26.51	4.79	16.00	33.00	1.85	.95

Note. *M* = mean, *SD* = standard deviation, Min = minimum score, Max = maximum score, Sk = skewness, which was determined by skewness value/skewness standard error, α = Cronbach's alpha. The possible range of scores for the number of programs is 1-6. The possible range of scores on the Life Skills scale measuring program quality is 11-33.

Descriptive statistics: Dependent variable. Leadership self-efficacy was assessed via Flanagan et al.'s (2007) Competence for Civic Action (CCA) scale. The

mean scale score was $M = 23.34$ ($SD = 4.96$). The range of scores was 10.00 to 32.00. As the possible range of scale scores was 0.00 to 32.00, the truncated range of scores suggested that the participants had relatively high levels of leadership self-efficacy. The skewness was 1.76, which suggested that the distribution of scale data displayed an acceptable degree of normality (Ghasemi & Zahediasl, 2012). The interitem reliability of the CCA leadership self-efficacy scale was excellent, with a Cronbach' alpha of .93 (Tavakol & Dennick, 2011).

Table 4

Descriptive Statistics: Dependent Variable of Leadership Self-Efficacy (N = 103)

	M	*SD*	Min	Max	Sk	A
Leadership self-efficacy	23.34	4.96	10.00	32.00	1.76	.93

Note. *M* = mean, *SD* = standard deviation, Min = minimum score, Max = maximum score, Sk = skewness, which was determined by skewness value/skewness standard error, α = Cronbach's alpha. The possible range of scores for the CCA measure of Leadership Self-Efficacy is 0-32.

Spearman's rho correlations. Two Spearman's rho correlations determined if participant gender and high school class status significantly correlated with the dependent variable of leadership self-efficacy and thus would be covariates in the HMLR analysis for hypothesis testing. Gender was not significantly correlated with leadership self-efficacy, $r_s(103) = .10$, $p = .323$. High school class status was significantly correlated with leadership self-efficacy, $r_s(103) = .61$, $p < .000$. As high school class status increased from freshmen to senior year, so did leadership self-efficacy. Due to its significance with leadership self-efficacy, high school class status was included as a covariate in the HMLR analysis for hypothesis testing.

Variance inflation factors (VIFs). VIFs were conducted as part of the HMLR to determine if multicollinearity was seen among the independent variables of number, type, and perceived quality of fine arts programs of which the students are members (Tabachnik & Fidell, 2013). A VIF that is less than 4.00 indicates a lack of multicollinearity (Osborne & Waters, 2002; Pedhazur & Schmelkin, 2013). As seen in Table 5, there was substantial multicollinearity with the number and type of high school fine arts programs, with VIFs far exceeding the acceptable value of 4.00. Once the types of fine arts programs other than band/orchestra were removed from the HMLR, the VIFs fell below 4.00. Due to multicollinearity issues, the only type of fine arts program included in the HMLR analysis was band/orchestra, as it had the largest number of participants as compared to the other fine arts programs and as 50% of the participants were members of band/orchestra and at least one other fine arts program.

Table 5

Variance Inflation Factors (N =103)

Variable	VIF[a]	VIF[b]
High school class grade	2.01	1.93
Number of high school fine arts programs	65.25	1.10
Band/Orchestra member	24.77	1.05
Other music program member	26.59	--
Majorette/Flag/Drum corps member	20.76	--
Dance program member	17.43	--
Drama/Theatre program member	19.66	--
Visual arts program member	18.09	--
Perceived quality of fine arts program	2.14	1.98

Note. [a] VIFs were the result of the HMLR that included all independent variables in the regression model. [b] VIF were the result of the HMLR that included the four variables.

Hierarchical Multiple Linear Regression (HMLR) Results

Assumptions for HMLR were first tested and examined. The assumption of independence of residuals was determined by a Durbin-Watson statistic for the HMLR model. The Durbin-Watson statistic value was 1.90; as it was between 1.00 and 3.00, the assumption of lack of independence of errors was met (Pedhazur & Schmelkin, 2013). The assumptions of linearity and homoscedasticity were determined via a scatterplot of standardized residuals against predicted residuals (see Figure 1). The data met these two assumptions, as the residuals were equally distributed above and below zero at the horizontal line, without any curvature in the data (Pedhazur & Schmelkin, 2013).

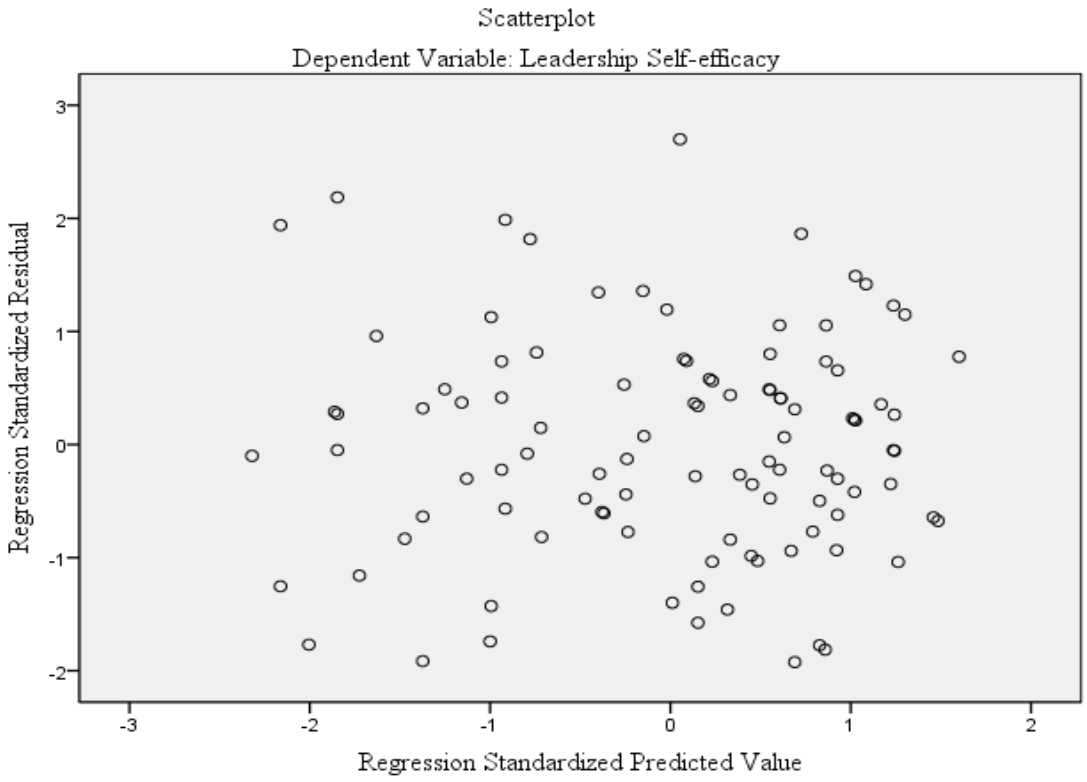

Figure 1. Scatterplot of residuals to test for linearity and homoscedasticity.

A P-P plot of the regression standardized residuals determined if the assumption of normality in the distribution of regression residuals for the HMLR was met (see Figure

2). This assumption was met, as the residuals followed a 45^{o} line (Pedhazur & Schmelkin, 2013).

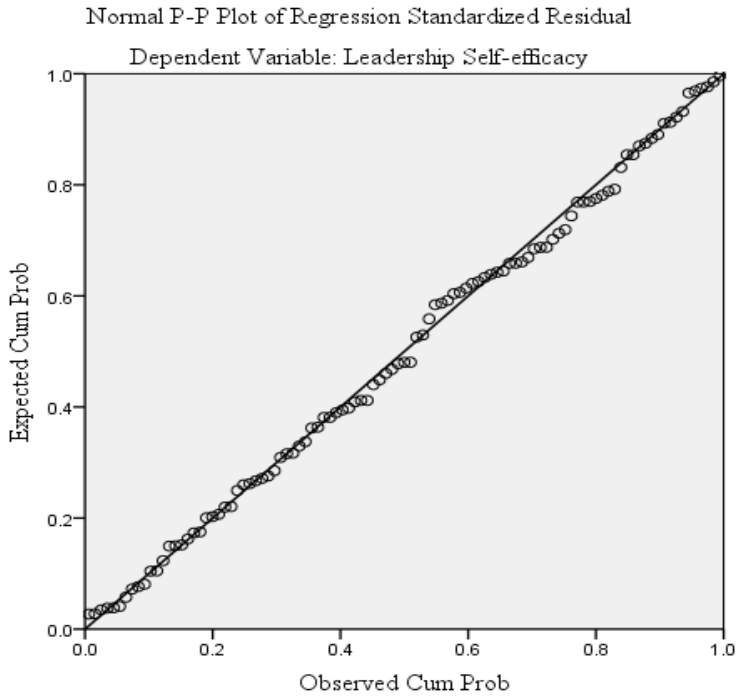

Figure 2. Normal P-P plot of residuals.

To address the three research questions of the study, one HMLR was conducted. The covariate of high school class status was entered in the first model of the HMLR. The independent variables of number of fine arts programs of which the student was a member, band/orchestra membership, and perceived quality of high school fine arts programs were entered together in the second model of the HMLR. The dependent variable was self-reported leadership self-efficacy. Results from the HMLR are presented in Table 6.

The first model of the HMLR, with high school class status as the sole predictor of leadership self-efficacy, was significant, $F(1,101) = 61.47$, $p < .001$. As class status

increased (from freshman to senior year), so did leadership self-efficacy, β = .615, p < .001. Based on the model R^2 of .378, high school class grade explained 37.8% of the variance in self-reported leadership self-efficacy.

The second model of the HMLR was also significant, $F(8,98) = 20.27$, $p < .001$, with the variables in the model explaining an additional variance of 23.8% in leadership self-efficacy, as determined by the R_{change}^2 of .238. Three independent variables contributed to the significance of the second HMLR model. The first significant independent variable was high school class status, β = .190, p = .031. As high school class status increased (from freshman to senior year), so did leadership self-efficacy. The second significant independent variable was band/orchestra membership, β = .155, p = .017. It should be noted that membership in the high school band/orchestra was significantly associated with increased levels of leadership self-efficacy. The third significant independent variable was the perceived overall quality of the high school fine arts programs, β = .593, p < .001. This variable was the most significant of the four independent variables in predicting leadership self-efficacy. The number of high school fine arts programs of which the participant was a member showed a trend toward significance, β =.124, p = .062, but was not significant at the established significance level of p < .05.

Table 6.

Hierarchical Linear Regression: High School Class Status, Number of High School Fine Arts Programs of Which the Student was a Member, Band/Orchestra Membership, and Perceived Quality of High School Fine Arts Programs Predicting Leadership Self-Efficacy (N = 103)

	Model 1			Model 2		
	B	SE B	β	B	SE B	B
High school class status	2.79	0.36	.615***	0.86	0.39	.190*
Number of programs				0.84	0.45	.124
Band/Orchestra member				1.78	0.74	.155*
Perceived quality of programs				0.61	0.09	.593***
R^2	.378			.243		
F for R^2	61.47			7.48		
Significance (p) for F	<.001			<.001		

Note. *$p < .05$; **$p < .01$; ***$p < .001$

Summary

The purpose of this study was to examine the degree to which the number, type, and perceived quality of fine arts programs influenced students' self-reported leadership self-efficacy. The study sample was 103 high school students in a Mississippi school district. The majority of participants were female (59.2%) and White/Caucasian (68.9%). The percentage of participants were relatively equivalent across 9th to 12th grade, with slightly more participants (31.1%) being high school juniors.

A substantial percentage of participants (75.7%) were members of the high school band/orchestra. There was a diversity in the combinations of membership (e.g., band/orchestra member and dance program member; dance, drama/theatre, and visual arts program member) across the six fine arts programs. The maximum number of programs

of which the participants were members was three. The perceived overall quality of the high school fine arts programs of which the participant was a member was measured by the After-School Initiative for Positive Youth Development (2004) Life Skills scale. Flanagan et al.'s (2007) Competence for Civic Action (CCA) scale measured the dependent variable of leadership self-efficacy.

The study had three research questions, which each having a null hypothesis and an alternative hypothesis. The first research question inquired as to whether there was a significant relationship between the number of high school fine arts programs of which the students are members and the students' perceived leadership self-efficacy. The null hypothesis of the first research question was that there was *not* a significant relationship between the number of high school fine arts programs of which the student was a member and student self-reported leadership self-efficacy, controlling for class status (i.e., freshmen, sophomore, junior, senior). The alternative hypothesis was that a significant relationship would exist. The HMLR results showed that the number of high school fine arts programs of which the participant was a member showed a trend toward significance, but was not significant at the established significance level. Based on the non-significant result for this independent variable in the HMLR, the null hypothesis was retained and the alternative hypothesis rejected for the first research question.

The second research question inquired as to whether there was a significant relationship between the type of high school fine arts programs of which the students are members and the students' perceived leadership self-efficacy. The null hypothesis for the second research question was that there was *not* a significant relationship between the

type of high school fine arts programs of which the student was a member and student self-reported leadership self-efficacy, controlling for class status (i.e., freshmen, sophomore, junior, senior). The alternative hypothesis was that a significant relationship would exist. Due to multicollinearity between the independent variable of type of fine arts program, band/orchestra was selected as the only fine arts program. Results from the HMLR showed that band/orchestra membership was significantly associated with increased leadership self-efficacy.

The third research question examined if a significant relationship between the perceived quality of high school fine arts programs of which the students are members and the students' perceived leadership self-efficacy. The null hypothesis for the third research question was that there was not a significant relationship between the perceived quality of the high school fine arts programs and student self-reported leadership self-efficacy, controlling for class status (i.e., freshmen, sophomore, junior, senior). The alternative hypothesis was that a significant relationship would exist. Perceived quality of the fine arts programs was measured with regard to the degree that participation in such programs enhanced participants' skills such as decision-making, problem solving, teamwork, listening, and setting personal goals. The significance of the results suggested that participation in fine arts programs built participants' competencies specific to leadership. Results showed that perceived quality of the high school fine arts programs was significantly associated with increased self-reported leadership self-efficacy. Based on the significant result for the independent variable of perceived quality of the fine arts

programs in the HMLR, the null hypothesis was rejected and the alternative hypothesis retained for the third research question.

Section 5: Discussion, Conclusions, and Recommendations

Overview

The purpose of this quantitative study, which built upon previous research conducted by Simonsen et al. (2010) and Flanagan et al. (2007), was to determine if the number, type, and perceived quality of high school fine arts programs of which the participants were members significantly correlated with participants' self-reported leadership self-efficacy. The study used a correlational research design to investigate the research questions on the topic of fine arts leadership program participation among these students. The study examined the degree to which the number and type of fine arts programs influenced the students' self-reported leadership self-efficacy and if the overall quality of the programs influenced individual perceptions of their leadership efficacy. The study was designed and guided by the studies of Simonsen et al. (2010), who examined the relationships between school activity involvement and student leadership characteristics, and Flanagan et al. (2007) who conducted studies with high school and college student leaders. Important to this study were the predictor variables including the number of fine arts programs participated in, the type of fine arts program involved in, and the overall quality of the programs participated in. I used the students' self-reported self-efficacy for the dependent variable and looked at class status and gender for additional data included in the model. A HMLR was conducted to answer the three research questions.

Interpretation of Findings

The examination of high school fine arts programs, especially with regard to student leadership, has received minimal attention in empirical work. A review of the literature showed that only two studies (Isaac et al. 2012; Simonsen et al., 2011) examined the relationship between participation in high school leadership programs and students' leadership self-efficacy. This study followed the work of Isaac et al. (2012) and Simonsen et al. (2011) to address the gap in literature, and it is the first study to examine leadership within the fine arts domains and student leadership self-efficacy.

In this quantitative correlational research study, three research questions were posed and examined via an HMLR analysis. The first research question examined if the number of high school fine arts programs of which the students were members was significantly associated with students' perceived leadership self-efficacy. Students could have been members of up to six fine arts programs: (a) band/orchestra, (b) other music program, (c) majorette/flag/drum corps, (d) dance, (e) drama/theatre, and (f) visual arts (e.g., studio arts clubs, photography clubs, filmmaking, and video clubs).

Results for the first research question were not significant. This study was contrary to results found by Simonsen et al. (2011), in their study on participation in high school leadership programs and leadership self-efficacy. However, Simonsen et al. calculated participation in leadership programs by summing the years of participation for all programs; thus, the participation scores could range from 0 to 44. In this study, total participation was based on the number of programs of which the students were members.

In this study, students also had to be participants in at least one fine arts program. Furthermore, the participation scores ranged from 1 to 3 years. The difference in the operationalization of participation in high school leadership programs may have influenced the differences in study findings. Studies that examine participation in these two ways would provide clarity on the importance of this construct in influencing leadership self-efficacy.

The second research question inquired as to whether there was a significant relationship between the type of high school fine arts programs of which the students are members and the students' perceived leadership self-efficacy. Due to multicollinearity issues, the only type of fine arts program included in the HMLR analysis was band/orchestra, as it had the largest number of participants as compared to the other fine arts programs and as 50% of the participants were members of band/orchestra and at least one other fine arts program.

Results from the HMLR showed that band/orchestra membership was significantly associated with leadership self-efficacy. While this was the first study to examine fine arts program membership and self-reported leadership self-efficacy, it does align with results in the studies by Isaac et al. (2012) and Simonsen et al. (2011). Isaac et al. found that participation in a leadership training program led to increases in leadership self-efficacy, while Simonsen et al. revealed that participation in community service, student council, and speech were significantly associated with increased levels of leadership self-efficacy in students.

The third research question examined if there was a significant relationship between the perceived quality of high school fine arts programs of which the students are members and the students' self-reported leadership self-efficacy. The significance of the results suggested that participation in fine arts programs built participants' competencies specific to leadership. This is the first study to examine perceived quality of fine arts programs. However, studies have recognized the importance of the quality of leadership programs as being beneficial to its members (e.g., Beisenherz, 2001; Murphy & Johnson, 2011).

Implications of Social Change

Involvement in the fine arts programs has provided these students with the experience and opportunity to grow in the area of student leadership. I believe that it is very important for educators to understand how students perceive their leadership efficacy. The information gathered from this study is significant to educational organizations and students. The results of this investigation reveal that students' self-reported perceptions of leadership self-efficacy are correlated positively with their participation in the fine arts. Educators could use this information to argue for an increase of participation in their fine arts programs and further consider that the number of, type of, and quality of their programs can have an effect on self-reported leadership self-efficacy in student populations. Effective student leadership may facilitate positive social change at the school level as students can take ownership of their programs and could use their leadership position to help their organizations function at higher levels. This may benefit both the school and community at large. I believe that students' perceptions of

their own self-efficacy can in fact have an impact on their willingness and ability to function as leaders in their respective communities.

Recommendations for Action

The results of this study are encouraging, and the data provide basis for recommendations. School administrations, leadership teams, teachers, and club sponsors will be interested in the findings from this study. Educators are encouraged to use the data to promote leadership development in their school programs. Educators could advocate for fine arts programs and emphasize the importance of the arts in the curriculum. Schools can also use these data to promote funding for programs and student enrollment. Furthermore, school leaders can use this study as a model to and promote ideas to further engage youth to seek leadership roles in the school setting and the community abroad.

Results from this study will be available to all stakeholders. Data analysis and recommendations will be presented to interested parties and the findings of this study will be made to the local school administration and professional organizations. I will be available to meet with or answer questions about the study and provide any assistance to those interested. My intention was to share this important information with school leaders and to provide them with options to assist in the development and training of young leaders.

Significance of the Study

While there has been research conducted on the relationship between participation in the fine arts and leadership skills development (Farb & Matjasko, 2012), there has

been little attention to the individual students perception of leadership. This study is uniquely significant as the students evaluate the quality of programs and report self-efficacy based on their experiences. The development of students' sense of leadership self-efficacy and skills is an important and recommended practice recognized in fine arts education (Catterall, 2012; Duax, 2013; Hallam, 2010; National College Board, 2009). However, few studies exist that have examined the association between high school student participation in fine arts programs and their perceived self-efficacy. As a result, there is insufficient data to promote or support effective leadership development opportunities in fine arts programs.

This study was completed to determine if significant relationships existed between students in fine arts programs and perceived student leadership efficacy among high school students attending a Mississippi high school. The results of this study were indicative of those very relationships and could provide insight to all stakeholders.

Recommendations for Further Study

The results from this study can contribute to the existing body of literature on student leadership and high school fine arts programs (e.g., Catterall, 2012; Dawes & Larson, 2011; Farb & Matjasko, 2012; Jallam, 2010; Larson & Angus, 2011) and can add to the literature on student leadership development and leadership self-efficacy (e.g., Bella & Bloom, 2003; Larson & Miller, 2011; Lautsenheiser, 2005). Based on the results of this study, there are several recommendations for further study.

School leadership may be interested in a continuation of this study in other areas of the school setting. While the secondary fine arts student population provides a diverse

group of students to draw from, other school programs may be interested in finding relationships between other school groups and perceived student leadership efficacy.

School leadership could measure the relationships between participation and efficacy in other campus groups such as athletics and student government, among other activities on campus. The study could be duplicated to include a much larger population across states or within fine arts groups or associations on a national or statewide or district level. Other recommendations include the participation of the group leader or teachers and their attitudes and perceived leadership efficacy while providing leadership experiences for the students in their programs.

Conclusion

Leadership development practices are emerging across many disciplines. Organizations realize the importance of leadership development and the potential that quality leadership has to affect social change. The literature suggests that the job market and educational community recognize the need for leaders to possess a wide range of diverse skills for the success of their organizations. The connections between young leaders and their experiences provide all stakeholders with the knowledge to further develop strategies in the training and preparation of young leaders for the roles that await them in a global society. If educators hope for students to become agents of change, then they must provide instruction on how to do so at early levels in the educational experience. The findings of this study provide a glimpse into the personal experiences of a unique population of students. The overall goal of this study, similar to the tenents of constructivism, was to encourage positive social change in young leaders while equipping

them with an understanding of their experience and the leadership skills they developed along the way. Data from this study now confirm that leadership efficacy, or the confidence in the ability to lead, can be enhanced by meaningful experiences in the school setting.

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Appendix A: Letter of Cooperation From Community Partner

July 10, 2014

Dear Ben Burge,

Based on my review of your research proposal, I give permission for you to conduct the study entitled The Relationship between Leadership Training Opportunities and Leadership Efficacy in High School Student Leaders within. As part of this study, I authorize you to conduct the actual survey and to record and publish the results in your doctoral study. Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: Providing electronic mail addresses for the fine arts students, and to offer support in any manner requested. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,
Buddy Bailey
Buddy Bailey
Principal

Appendix B: Parent Consent Form for Student Participation in Research Study

Dear School Parent,

My name is Ben Burge and I am a doctoral student at Walden University. I would like your approval for your student to take a simple 5-minute online survey that will be used for the completion of my degree. Students in the fine arts program are being invited to participate. I am studying student leadership and would very much appreciate the assistance. The information I will gather from the student population is most valuable to my research.

If you give permission for your student to participate, please forward this email to your student and they can follow the directions to the online survey. Please be reminded that this is a voluntary process and they may stop at any time. There are no penalties for stopping. There is no compensation for participation and no direct benefit to the individual student, however the data collected is expected to benefit the larger community of student leaders by providing new data for leadership from this unique population. There is no risk to privacy and no risk to safety. It is a simple online survey.

I have provided for you the contact information for my University Research Office for your convenience.

Thank You,
Ben Burge

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact me via email at or by phone. If you want to talk privately about your child's rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University staff member who can discuss this with you. Her phone number is 612-312-1210. Walden University's approval number for this study is **08-15-14-0061234** and it expires on **August 14, 2015**.

You may print a copy of this agreement for your records if you so choose.

"By forwarding the survey link and assent form to my child, I am providing consent for them to participate. I understand that he/she may stop at anytime. I also understand that participation is voluntary and anonymous. I understand privacy will be maintained.

Appendix C: Student Consent Form for Research Study

Dear Student,

My name is Ben Burge and I am a doctoral student at Walden University. I am currently completing a study of student leadership and I would like your assistance in completing a brief survey to provide me with valuable data. Your participation in the fine arts program qualifies your participation. This brief online survey will take about 5-minutes of your time. The information I will gather from the student population is most valuable to my research. Expected benefits from this research may include new data from this unique population in regards to student leadership and information to better equip those involved in student leadership development.

If you consent to participate, please click NEXT at the bottom of the screen. You may stop at anytime and participation is voluntary. All information is private and all responses are confidential. Your parents have been provided my email address and a university contact if you would like to contact me or if you may have any questions. There is no risk to privacy and no risk to safety. It is a simple online survey. There is no compensation for participation.

If you may have any questions, please contact irb@waldenu.edu. You may print a copy of this form for your records if you so choose.

Thank you,
Ben Burge

By clicking NEXT, I agree to participate in this survey. I understand that I may stop at any time and that my participation is voluntary and anonymous. Your privacy will be maintained.

Appendix D: Life Skills Assessment

Life Skills

Life skills are proficiencies that allow youth to transition into and achieve successful adulthood. They are often important to educational attainment, employment and interpersonal relationships. This question set contains questions on decision-making, planning, leadership, conflict resolution, friendship skills, teamwork and communication.

Life Skills Survey

Because I came to this program ……	yes	kind of	not really
I get along better with other people my age			
I am better at making friends			
I am better at telling others about my ideas and feelings			
I am better at listening to other people			
I work better with others on a team			
I make better decisions			
I am better at planning ahead			
I am better at setting goals			
I am better at solving problems			
I am more of a leader			
I am better at taking care of problems without violence or fighting			

From: Toolkit for Evaluating Positive Youth Development

Appendix E: Civic Action Scale

Competence for Civic Action Scale

Directions: If you found out about a problem in your community that you wanted to do something about (for example, illegal drugs were being sold near a school, or high levels of lead were discovered in the local drinking water), how well do you think you would be able to do each of the following?

#	Item	0 Definitely can't	1 Probably can't	2 Maybe	3 Probably can	4 Definitely can
1.	Create a plan to address the problem					
2.	Get other people to care about the problem					
3.	Organize and run a meeting					
4.	Express your views in front of a group of people					
5.	Identify individuals or groups who could help with the problem					
6.	Write an opinion letter to a local newspaper					
7.	Call someone on the phone that you never met to get help with the problem					
8.	Contact an elected official about the problem					
9.	Organize a petition					

Appendix F: High School Fine Arts Leadership Program Survey

Are you currently a member of the following fine arts programs at your high school? If you are a member, please check "yes" then select the length of time you have been a member							
1. and/orchestra		Yes	No	1 year	2 years	3 years	4 years
2. ther music programs (e.g., Jazz band, choir)		Yes	No	1 year	2 years	3 years	4 years
3. ajorette/drum core		Yes	No	1 year	2 years	3 years	4 years
4. ance		Yes	No	1 year	2 years	3 years	4 years
5. rama/theatre		Yes	No	1 year	2 years	3 years	4 years
6. isual arts (e.g., studio arts, photography)		Yes	No	1 year	2 years	3 years	4 years

Note. This survey was adapted from the survey found in Simonsen, J. C., Velez, J. J., Foor, R. M., Birkenholz, R. J., Foster, D. D., Wolf, K. J., & Epps, R. B. (2010). A multi-institutional examination of the relationships between high school activity involvement and leadership characteristics. *Journal of Agricultural Education*, *55*(1), 200-214.

Appendix G: Demographic Questionnaire

1. What is your gender?
   ___ Male
   ___ Female

2. Please select one or more of the following categories to describe yourself.
   ___ American Indian/Alaskan Native
   ___ Asian
   ___ Black or African American
   ___ Hispanic/Latino
   ___ Native Hawaiian/Pacific Islander
   ___ White/Caucasian
   ___ Other: _____

3. What is your age? _____

4. For the school year 2014-2015, what is your class status?
   ___ Freshman
   ___ Sophomore
   ___ Junior
   ___ Senior

Appendix H: Certificate of Completion of Protecting Human Research Participants Training Course

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Ben Burge** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 12/17/2012

Certification Number: 1065466

Curriculum Vitae

Benjamin Burge

Education

Ed.D. Candidate Walden University Minneapolis, MN	February 2015 (expected graduation date)
M.M.E. University of Southern Mississippi Hattiesburg, MS	August 2006
B.M.E. Mississippi State University Starkville, MS	December 1999
A.A. Pearl River College Poplarville, MS	May 1997

Teaching Experience

Belhaven University	March 2014- Present
Northwest Rankin High School	June 2007-June 2014
Pearl River County Schools	January 2001- May 2007
Nettleton City Schools	August 1999-December 1999

Professional Associations

College Band Directors National Association, Mississippi Bandmasters Association, Phi Beta Mu, Phi Mu Alpha, Capital District Banmasters, East Mississippi Bandmasters, Texas Music Educators