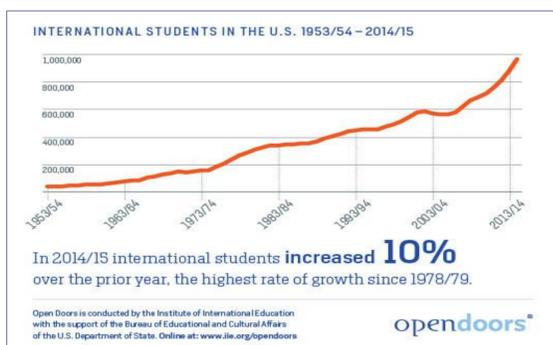




ABSTRACT

Leadership self-efficacy is an area of self-efficacy related to the level of confidence one has in his or her knowledge, skills, and abilities to lead others (Bandura, 1997). When leadership self-efficacy is placed within the context of student development, it has the ability to contribute to or negate from a student's motivation to persist and succeed in leadership associated tasks (Bandura, 1993; Stage, 1996). The goal of this research was to explore how international female undergraduate students perceive their leadership abilities in relation to their personally constructed definition of leadership. Through qualitative interviews with international female undergraduate students, this research identified specific experiences that contribute to their leadership self-efficacy, and overall self-confidence.

RESEARCH PURPOSE



RESEARCH QUESTIONS

1. How do female international students define leadership?
2. What experiences are associated with female international students who have higher leadership self-efficacy?

METHODS

With the assistance of the Center for International Programs at the University of Dayton, personal emails were sent to several nominated students. Once students replied, time was scheduled to conduct individual interviews with seven international undergraduate women students from various countries to gather qualitative data. Each interview was recorded, transcribed, and coded. The data was then analyzed to discover common themes associated with high leadership self-efficacy among the target population.

THEMES



FUTURE DIRECTIONS

- Data should be collected on previous experiences that can be utilized to help students and advisors be more strategic with his or her leadership development plan.
- Student leadership development should be intentional within all areas of student employment for both international and domestic students.
- Leadership programs should be designed to assist students in defining and identifying personal leadership values.
- Future student leadership research should explore the impact of parental relationships on student leadership efficacy, specifically for women.

SELECTED REFERENCES

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Worth Publishing.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28, 117-148.

Bardou, K. J., Bryne, S. M., Pasternak, V. S., Perez, N. C., & Rainey, A. L. (2003). Self-efficacy and student leaders: The effects of gender, previous leadership experiences and institutional environment. *Journal of the Indiana University Student Personnel Association*, 33-48.

Hudzik, J.K. & Briggs, P.F. (2012). Trends and institutional implications for international student enrollments in US institutions. *NAFSA Trends and Insights for International Leaders*. Retrieved from http://www.nafsa.org/File/ti_feb_2012.pdf.

Mertens, D. M. (2015). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Stage, F. K. (1996). Setting the context: Psychological theories of learning. *Journal of College Student Development*, 37(2), 227-35.

ACKNOWLEDGEMENTS

I would like to thank the participants who so generously gave their time and shared their amazing stories. I would also like to thank Chanel Wright and Amy Anderson for providing resources and support for this project. To my PS, thank you for being a family away from home and for bringing me so much laughter and encouragement. Also, an enormous thank you to my family for sacrificing normalcy while I pursued my passion. I hope I make you proud. Finally, a special thank you to Daria Graham. You have been an amazing mentor, friend, and good company on my journey. To God be the glory! Matthew 5:16.