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Who Needs Friends … I'm a Leader!: Peer Support's Effect on Student Leadership

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Who Needs Friends…I’m a Leader!
Peer Support’s Effect on Student Leadership

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Abstract

The relationship between student’s leadership development and the role which peer support enhances it creates a phenomenon, which is experienced at the University of Dayton. The concept of Proximity explains peer support as a catalyst within a student’s leadership development and provides insight for their various leadership skills and competencies.

Demographic & Frequencies

94 Participants Total

Materials & Methods

The existence or non-existence of peer relationships effect on leadership competencies will be gathered through a quantitative analysis within my research. The quantitative analysis will be gathered via SPSS. Peer support and leadership competencies will be assessed via an online survey through SurveyMonkey. The survey will prompt students to answer 10 questions, which utilize Likert scale questions where students will strongly agree or strongly disagree with given statements. From my sample of students I will then run tests to see if my hypothesis has statistical significance or not.

Research Questions

1. Does Peer Support have a positive impact on Leadership skills?
2. What are the strength of students’ Leadership skills (collaboration, controversy with civility and empowerment)?
3. Does the Marianist Mission have an effect on student leadership?

Results

Friends Supported my Involvements

- Active Org Involvement
  Statistical Significance of 0.002
  Strong Correlation – 99% Confidence Level
- Marianist Mission Influence
  Statistical Significance of 0.905
  No Correlation
- Collaboration
  Statistical Significance of 0.039
  No Correlation
- Controversy with Civility
  Statistical Significance of 0.620
  No Correlation
- Empowerment
  Statistical Significance of 0.060
  No Correlation

Friends Enhance Leadership Skills

- Active Org Involvement
  Statistical Significance of 0.009
  Strong Correlation – 99% Confidence Level
- Marianist Mission Influence
  Statistical Significance of 0.106
  No Correlation
- Collaboration
  Statistical Significance of 0.609
  No Correlation
- Controversy with Civility
  Statistical Significance of 0.883
  Mild Correlation – No Confidence or Statistical Significance
- Empowerment
  Statistical Significance of 0.110
  No Correlation

Conclusions

- The Marianist Mission did NOT have an effect on student leadership skills or involvements
- The Collaboration leadership skill is enhanced by student’s peer support systems
- The Controversy with Civility leadership skill was enhanced as a result of students reporting their friends enhance leadership skills
- Empowerment yielded no significance from peer support systems
- Active organization involvement was greatly influenced by peer support systems

Future Directions

- The research question presented was collected with a smaller sample of students as opposed to the original objective. The statistics were gathered from 94 student responses and failed to meet the goal of 100. In addition to, the breakdown of the responses had more underclassmen responses than was originally expected. The responses were supposed to encompass only upperclassmen to help gauge leadership skills in a part of the collegiate years where students are normally more developed. The small sample of 94 was gathered only represents a small fraction of the University of Dayton population and inferences can be gathered, however, more student responses and a larger population would have helped to gather more-in-depth statistics of students peer support and effect on leadership skills.
- Leadership skills are also very numerous and my study only focused on four leadership skills. This presents problems because there are several other leadership skills, which could have been analyzed, but for the purposes of this research and given the time restraint, only these four skills could be analyzed

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References