Examining Factors Associated with High Leadership Self-Efficacy Among International Women College Students in the U.S.

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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 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
- I was the dean of girls for one and a half years in high school.
- ...joining the volleyball team and being a tutor [improves] how I interact with people and understand people with different ideas.
- She has supernatural powers!
- “He has built a level of success so people listen to him.”

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