



Exploring the Role of Mentorship Sense of Belonging and Non-discriminatory Campus Climates on Leadership Self-Efficacy for Black Women Collegians

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INTRODUCTION

- Leadership self-efficacy remains an area of minimal information in research on culturally diverse representation among collegiate leaders being developed. Specifically, the leadership experiences of black women often don't receive proper attention (Hague & Okpala, 2017).
- Previous literature has identified sense of belonging as a crucial element in learning about determination perseverance in college students (Museus, Yi & Saelua, 2018).
- Analysis of the influence of culturally engaging campus environments find that culturally engaging campus environment are associated with positive sense of belonging in college students (Museus, Yi & Saelua, 2017).
- Despite debates about same or different mentor-student pairings, students of color ultimately have more academic success when they have a faculty mentor at all then others who do not (Scisney-Matlock & Matlock, 2001).
- The Present study aims to expand on the existing literature about leadership self-efficacy and examine whether campus climate and sense of belonging have positive influences on it along with mentorship as a moderator.

HYPOTHESES

Hypothesis 1: As black women's rating of campus climate increases, sense of belonging will increase also and vice versa.

Hypothesis 2: The more black women feel their college campus is non-discriminatory and that they belong there, the more they will believe in their abilities to be successful leaders.

Hypothesis 3: Having a faculty mentor, will moderate lower ratings of sense of belonging, and campus climate, resulting in increased leadership self-efficacy scores.

METHODS

Measure

Sense of belonging: One sense of belonging scale, with 3 items (ex: "I feel valued as a person at this school") was utilized.

Non-discriminatory campus climate: A scale was composed of the mean score of 6 items. (Ex: "I have encountered discrimination while attending this institution")

Leadership self-efficacy: One scale, including 4 items was used. (ex: "How confident are you that you can be successful at leading others")

Analysis Plan

- Separate regressions were run for each research question and then hierarchical regression was used to account for the entire model.

Procedure

Participants for this study were drawn from the 2015 national administration of the Multi-Institutional Study of Leadership (MSL). Scales examining sense of belonging climate, non-discriminatory campus climate, mentorship, and leadership self-efficacy were utilized.

Participants (n=2852 : African American, female)

Age: M=24 years of age, SD= 8.82, Mode= 20 years old

Class level: Freshman (19%), Sophomore (19.5%), Junior (25.9%), Senior/4th year and above (30.5%), Graduate or unclassified (5%)

Parent Education: Bachelor's degree at least (76%)

Enrollment Status: Full time (89.9%), Part time (10.1%)

Missing values: parents education-9, age-1,

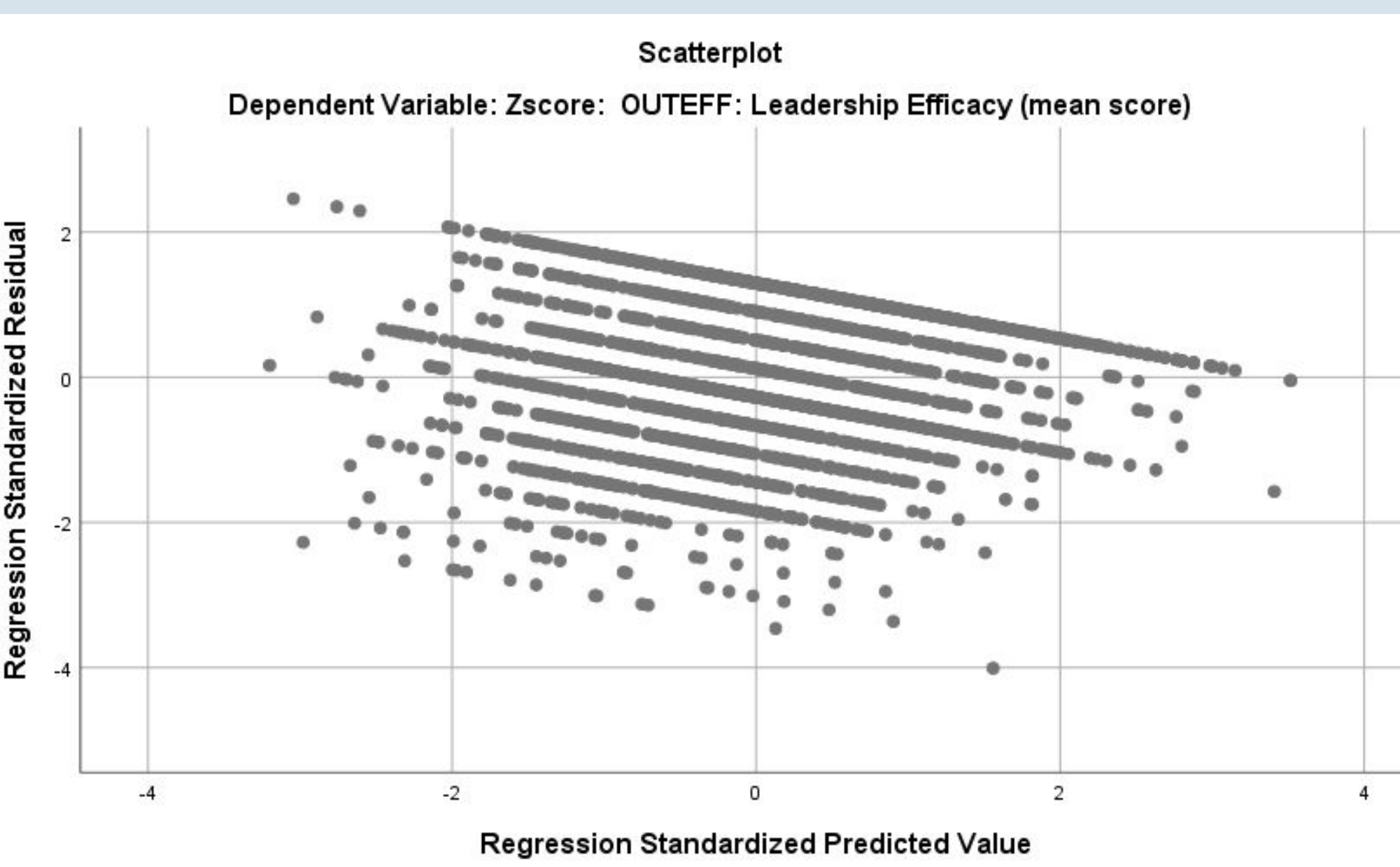
RESULTS

Sense of Belonging X Non-discriminatory Campus Climate

- Non-discriminatory campus climate along with other control factors (Age, Class level, enrollment status, living situation) explained 0.09% of the variance in sense of belonging (R-squared=0.09, $p < .001$)
- There is a significant positive correlation between non-discriminatory campus climate and sense of belonging ($r=0.30$, $p < .001$)

Leadership self-efficacy

- non-discriminatory campus climate and other controls, explain 4.9% of the regression model (R-squared=.049, $p < .001$)
- The regression model with sense of belonging as the predictor was significant. Sense of belonging with the other control variables (non-discriminatory campus climate not included) explain .11% of the model (R-squared=.110, $p < .001$).



Mentorship Variable

- The overall hierarchical regression model was significant for predicting leadership self-efficacy, however, the addition of presence of a mentor did not yield a significant change in the model (without mentor variable: R-squared= .127, $p < .001$; with mentor variable: R-squared= .128, $p=.409$).

DISCUSSION

Hypothesis 1: supported- As Non-discriminatory campus ratings became more positive, sense of belonging increased.

Hypothesis 2: partially supported- As sense of belonging ratings increase, leadership self efficacy ratings increased also. As non-discriminatory campus climate ratings became more positive, leadership self efficacy ratings increased.

Hypothesis 3: Not supported- There was ultimately no evidence of a moderating effect of having a faculty mentor

Conclusion: Non-discriminatory campus climate and sense of belonging are good predictive factors of leadership self-efficacy, but the sole presence of a faculty mentor does not significantly alter these variable ratings

Limitations: More representative surveys are necessary in order have more representation from diverse populations.

Future directions :

- Studies establishing a hierarchy of importance among these variables in connection to leadership self-efficacy
- focus on mentorship (all types) and its implications on leadership self-efficacy

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