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Abstract

Substantial research has been done on self-efficacy as well as a growing amount of research on women in leadership. This qualitative study examined the perceived relationship between leadership development opportunities given to Panhellenic women and their perceived level of self-efficacy. Three semi-structured interviews were conducted at a regional, mid-sized institution in the Midwest with undergraduate women holding leadership positions in their respective Panhellenic organizations. The results found in this study support many of the previous findings in research in relation to the importance of leadership development and self-efficacy. Many types of leadership development opportunities emerged, from informal peer support to designated training opportunities from each organization. This research also saw the importance of mastery experiences, vicarious experiences, physiological condition and social persuasion as it relates to leadership self-efficacy. Recommendations were made for future research as well as a discussion on the implication of this research on members of these organizations and the inter/national and volunteer staff.

DEDICATION

This work is dedicated to all of the women that have made someone into the person they are today. Strong, brave, and outstanding women who have shaped the lives of others through their warmth and spirit. This work is also dedicated to the women who show up every day and do their best and don't know the impact they have. You matter more than you know. The advisors, mentors, and peers that give their time and resources to lift someone else up are so important in this world today. The organizations that have dedicated themselves to empowering women and teaching them their value are vital and necessary. I dedicate this research to them.

To the women still finding themselves and looking for guidance and support. You will get there and you will become exactly who you are meant to be. I want to dedicate this research to the women who are doing their best with what they have and who are pushing themselves to become stronger no matter the obstacles. We need women to continue to seek out help and look for ways to grow. You will become a person that others look up to one day, so I hope you keep working towards that.

ACKNOWLEDGEMENT

When I think of all the people who have helped me through this process, I am in awe of the team I had. First, to my thesis advisor, Dr. Richard Roberts, thank you for pushing me to keep working no matter the obstacles and for being there through the entire journey. Your patience and grace were noticed and appreciated. To my thesis committee members, Dr. Tanya Willard and Nathan Wehr, your guidance and advice meant the world, and this thesis would not have been the same without you. Thank you for taking time to help me through this process and to make this work what it is.

I also want to thank my family. You have been my rock and my cheerleaders through this whole process. You never gave up on me and I hope I made you proud. From phone calls to check in to hanging up those phone calls so I could keep writing, you always knew what I needed in that moment. Mom and Dad, you have made so many sacrifices so I could get an education and work towards any job that I wanted, and I can never thank you enough for your love. Christina, your optimism and encouragement through this process were more helpful than you can ever know. Thank you for loving EIU so much I just had to try it out for myself.

Lastly, I want to thank all of the sorority women who have made an impact on my life and given me my passion to pursue this career. From some of the best friends I could ever ask for to the most strong, outgoing and wonderful women I look up to everyday, this organization has truly made me who I am today. I would have never made it through school and found my path without the encouragement and love from these women to work towards something bigger than myself.

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CHAPTER I

Introduction

A study conducted by the Center for Advanced Social Research showed that 82% of women in Panhellenic organizations noted leadership training as a reason for joining a sorority (NPC/NIC Research Initiative, 2002). Astin et al. (2000) defined a leader as "anyone – regardless of formal position – who serves as an effective social change agent" (p. 2). Since leadership is a main value for many Panhellenic groups (National Panhellenic Conference, n.d.), this research will be valued in the continued development of young women. This research will also help organizations look into the effectiveness of their programming and the way they promote the development of women. While there has been research conducted looking at leadership programming provided by universities (Posner, 2009), it is important to examine programs offered by extra-curricular groups to highlight their benefits on a college campus.

Women's leadership is an area that has been receiving growing attention. Books like *Lean In: Women, Work and the Will to Lead* by Sheryl Sandberg (2013) highlight the gender gap in businesses and encourage women to become assertive and know their worth in the corporate world. Women are encouraged by hearing of their peer's development and growth (Isaac, Katz, Lee & Carnes, 2012), so this study has the potential to shed light on the positive growth women can have when they become involved in a Panhellenic organization. While these organizations promote the betterment of their members, women are less likely to advocate for themselves (Kray & Thompson, 2004), so research looking into the resources they are being provided and potential areas for growth in that area will help further advocate for women when they may not choose to do so for themselves.

There has been a gap in research into leadership development for fraternity and sorority life, as most research is based on hazing and alcohol consumption (Alva, 1998; Cashin, Presley, & Meilman, 1998; Eberhardt, Rice, & Smith, 2003). This focus is most likely because universities have been bombarded with pressure to remedy issues with hazing in the past years. The University of Miami created new guidelines for the pledging process of their new members yet still hazing allegations were filed in March of 2019 (Clark, 2019). With the growing number of critics concerning these organizations (Flanagan, 2014), it is important to show the potential benefits these organizations provide for young women. This research will add to the research on this population.

By looking at the perceived correlation between leadership development and a student's self-efficacy, organizations will be better equipped to aid in a student's overall well-being (Bandura, 1994). Self-efficacy is important when looking at how resilient a person will be. Knowing if Panhellenic organizations are having an impact in this area will be beneficial for universities since resilience is a major factor in involvement and retention of students (Astin, 1975). Self-efficacy relies in part on a person's previous experiences (Bandura, 1994). Knowing if these organizations are providing experiences that increase a student's self-efficacy will not only show immediate benefits, but may better equip students for the future since self-efficacy is a determinant in long term goals and decision-making processes (Bandura, 2006).

Purpose of the Study

The purpose of the study was to investigate the perceived relationship between Panhellenic women's leadership development and their level of self-efficacy. This study examined Panhellenic women attending a four-year institution in the rural Midwest. The reason for this study was to examine the lived experience of Panhellenic women, the programming

offered to leaders and the perceived relationship to self-efficacy. This study has the potential to guide the focus of programming given by Panhellenic organizations and the university to better meet the needs of its members.

Research Questions

Since a main intention of Panhellenic organizations is to encourage leadership development in their undergraduate members (National Panhellenic Conference, n.d.), research questions were created to discover if a students' understanding of their leadership development throughout their time in their organization has a perceived relationship to self-efficacy. This objective will be accomplished by looking at the following research questions:

1. How does leadership development opportunities for Panhellenic women occur during their time as an undergraduate member by their specific organization?

2. What is the perceived relationship between leadership development opportunities and self-efficacy?

3. What are the participants' perspectives on how Bandura's sources of self-efficacy relate to leadership development?

Significance of Study

Since their founding, sororities have stood on the values of friendship, leadership, service, knowledge, integrity and community (National Panhellenic Conference, n.d.). One of these values that has held true for most organizations is leadership. While most research has focused on alcohol consumption and other behavior in these organizations (Alva, 1998; Cashin, Presley, & Meilman, 1998; Eberhardt, Rice, & Smith, 2003), they are intended to "promote the values of and to serve as an advocate for its member groups in collaboration with those members, campuses and communities" (National Panhellenic Conference, n.d.). Research in

2010 found that there was a gap in programming within Panhellenic organizations (Taylor, 2010), so more current research will be beneficial to investigate if that program development has evolved.

Limitations

A limitation of this study was the sample size of organizations. Since the study only looked at one university that hosts nine Panhellenic groups, it did not cover the full array of leadership tactics that Panhellenic organizations may utilize. There are 26 organizations in the National Panhellenic Conference and this study only had the opportunity to examine nine of those groups at a specific university. The results only showed the perceived relationship of sorority leadership development at one rural comprehensive university which may differ from other chapters at different universities.

Another limitation of this study was the reliance on participants to have gained the intended outcomes from the leadership development that has been offered to them. This study relies on these women to have met the learning outcomes set forth by the programs or interactions on leadership development, and since this study does not include a manipulation of variables, there is no way to make a causal claim between the development given to these women and their self-efficacy. This study is a qualitative analysis and therefore looked at the perceptions of participants on their leadership development and what that means to them as well as their perceived relationship between self-efficacy and their own leadership development.

Delimitations

Since this study only offered participation to two individuals from each organization, this also limited the results. This number was chosen because the President and Vice President are

the two highest roles in any organization. This means that they have the highest potential to have been given leadership development at the highest rate for their organization.

Definition of Terms

> **Leadership.** President or Vice President in one's respective Panhellenic organization.
>
> **Leadership Development.** Resources (people, events, written or spoken guidance) or opportunities (conferences, programming, tasks) with the main purpose to educate or increase a person's leadership skills.
>
> **Panhellenic.** One of the 26 all-women's organizations under the umbrella of the National Panhellenic Conference.
>
> **Undergraduate student.** A person enrolled full-time at a university who is working towards a baccalaureate degree.

Summary

Chapter one introduced the study and its significance to the university community. The continued advancement of these organizations and research indicating the potential benefits on college campuses is important. The following sections will look more into the current research on leadership, self-efficacy and the overall Fraternity and Sorority Community. After that, the methods section will outline the construction of the study and how results were obtained and utilized.

CHAPTER II

Literature Review

This section explores leadership development, women and leadership, fraternity and sorority life, and self-efficacy. These are the foundations of the study and will further explain their relevance within the college community, gaps in research, and the need to further explore the importance of their connections.

Leadership Development

As previously stated, Astin et al. (2000) defined a leader as "anyone – regardless of formal position – who serves as an effective social change agent" (p. 2). Cress et al., (2001) noted that leadership potential exists inside every student and that it can be developed in programs and activities. Leadership development comes in many forms for student leaders (Taylor, 2010). Whether it is found in the classroom or in organizations, it has been shown to provide many benefits to those individuals as it is frequently sighted as a learning outcome for higher education (Smith & Chenoweth, 2015). Institutions are aware of the benefits of leadership development as it is often stated in mission statements, and there is a growing number of leadership development programs offered by institutions (Zimmerman-Oster, 2003). While there are many ways to develop leadership, studies show that when coursework and extracurricular opportunities and activities coincide, positive results are amplified (Astin, 1993; Dugan & Komives, 2013; Pascarella & Terenzini, 2005). Because there are many universities that offer leadership courses and put a large emphasis on the importance of leadership development for the betterment of self, Posner (2009) conducted a study to look into the effectiveness of these courses. Results showed that the students in their senior year were more

engaged in the different stages of leadership than when these individuals were freshmen, which supports the importance of this development in courses and outside involvement (Posner, 2009).

Leadership development is something that is taught by peers, faculty, or professionals. This development can occur through formal teaching, or development can happen through social interactions and general engagement in group activity (Smith & Chenoweth, 2015). Development can also be accomplished through mentoring, both formally and informally (Bynum, 2015). It has been shown that informal, intentional mentoring can be highly beneficial to women in leadership through peers, family members, and collaborative mentoring (Bynum, 2015). Dugan and Komives (2010) stated that faculty support played a significant role on socially responsible leadership, and community service was a large, positive role on most of the outcomes of leadership development. Students that were elected into leadership, as opposed to appointed, were shown to be more engaged leaders (Ervin, 2005). These results were due to the greater support they felt from their peers. One of the most influential components to socially responsible leadership was the engagement in socio-cultural conversations with peers (Dugan & Komives, 2010). Reflection is also a critical component to leadership development (Roberts, 2008). Reflection causes students to engage in new ideas, reflect on the experiences they have had, and continually grow and develop in their leadership abilities. While Walker (2001) found no significant difference in leadership behaviors after students participated in a leadership development course, he noted that leadership development is not always linear. He also stated that while results may not support leadership growth in a pre-test/post-test study, that may be due to the fact that these participants have grown in their awareness of leadership and know of the many components (Walker, 2001). Direct post-tests may show negative results but overtime

may lead participants to a larger growth in their leadership once that awareness is gained. Leadership development can occur at any time and is an ever-changing process for students.

There are also many definitions of leadership. When searching "leadership and higher education" in EBSCOhost, there were 21,437 results. These results yielded information on a broad spectrum of leadership styles, from authentic leadership to transformative leadership. It is important to know what these terms mean and what one is looking for. One type of leadership development aimed towards college students is the social change model of leadership (HERI, 1996). The social change model focuses on increasing self-knowledge and improving social responsibility. This model includes seven core values including consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, and citizenship, to accomplish those goals (HERI, 1999). These values are grouped into individual level, group level, and societal level. Dugan (2006) utilized this model in his research to show that women scored higher in the Socially Responsible Leadership Scale than men in all of the core values. Later research conducted by Dugan and Komives (2010) examined the relationship of leadership efficacy. Dugan and Komives (2010) found that leadership efficacy is a major factor in development. Cultivating leadership efficacy may be just as vital as educating students on direct leadership building (Dugan & Komives, 2010). Believing in oneself is critical to the development of leadership skills. By studying what influences student leaders, individuals may be better equipped to enhance students' leadership efficacy and therefore, increasing their chance for overall growth in leadership.

Women and Leadership

The research on women and leadership has shown a range of findings. Some research states that there is a difference in men and women when it comes to development and style of

leadership (Dugan, 2006), while others find no difference (Young, 2004). According to Gilligan (1993), women view leadership as responsibility, relationship building, and respect. Other research has shown that women view leadership as empowering others and working towards a mutual goal (Grogan & Shakeshaft, 2011; Zenger & Folkman, 2014).

Grogan and Shakeshaft (2011) discussed relational leadership in their book *Women and Educational Leadership*. This type of leadership is the idea that women value having "power with" rather than "power over". In general, women value building up those around them and using their leadership as a tool to advance the group. Relational leadership is the idea of having a horizontal power rather than hierarchal and using that power to strengthen relationships (Grogan & Shakeshaft, 2011).

This type of leadership can explain traits that women typically score higher in than men on leadership surveys. Dugan (2006) utilized the social change model to identify differences in men and women in regard to their leadership development. He found that women scored significantly higher in consciousness of self, congruence, commitment, common purpose, citizenship and change. Overall, Dugan found that women scored higher in every leadership category, which supports other research that shows that women generally excel in leadership traits (Eagly, Johannesen-Schmidt & van Engen, 2003). Dugan (2006) encouraged women to become peer leaders in order to develop themselves and serve as role models for other students, both males and females.

Isaac, Katz, Lee and Carnes (2012) found that women were encouraged by hearing stories from women in leadership and learning about practical suggestions for development. Dugan (2006) also charged student affairs professionals to promote the results that women do in

fact excel over men in leadership development in order to limit the stereotype that men are more equipped for leadership.

According to Kray and Thompson (2004), women are less likely to advocate for themselves and ask for what they want, such as leadership roles and promotions. Thus, the need for an increase in leadership development and a higher self-efficacy of those skills is crucial to the advancement of women. Isaac, Katz, Lee and Carnes (2012) pointed out that while women have been earning doctoral degrees at an increasing rate in the past 40 years, there has not been a matched increase in career advancement. Women are also underrepresented in senior rankings at institutions (Isaac et al., 2012). Researchers looked at women and leadership because they knew it had a close connection to the likelihood of career advancement for women, specifically in STEM careers (Isaac et al., 2012). Hoyt (2005) found that women with a higher self-efficacy in leadership were more likely to identify with leadership. This finding means that they were more likely to pursue leadership roles. Rhode (2016) stated that one of the most prominent obstacles women face when looking into leadership is the gender bias surrounding it. This bias can come from men doubting women's ability to lead in a large setting but can also come from women doubting their own ability and skills in this area. Studies have also found that women are less likely to be chosen for a position when "innate raw talent" was looked to as a criterion for success (Ely & Thomas, 1996). Women have a stereotype of being warm and communal while men are perceived as being confident and assertive, traits typically used to describe leaders (Heilman, 2001). Women face the disadvantage of trying to fulfill these characteristics while still catering to the gender stereotypes.

The struggle in fulfilling leadership roles is explained in the Social Role Theory (Eagly, 1987). This theory is the idea that by belonging to a prescribed gender, individuals act a certain

way based on expectations of that gender. Heilman (2001) noted that because women believe they stereotypically do not fit the prescribed leadership role, they often do not believe they can pursue those roles. While these discriminations and biases are true for most women, they are especially prevalent for women of color (Rhodes, 2016). A study in 2010 reported that many of these women earning leadership roles are assumed to be a result of affirmative actions (Hoyt, 2010). These women were not viewed for their talents, but instead others perceived them as "token" representatives to diversity. Research proving women's skills in leadership are critical for ending the stereotypes and empowering women to pursue leadership.

Another explanation for the limited number of women in leadership positions can be attributed to imposter phenomenon. Imposter phenomenon is the feeling of phoniness felt by many high achieving women (Clance & Imes, 1978). The cause of imposter phenomenon can be traced to societal norms and stereotyping that tell women that they should not and cannot achieve as well as males. This phenomenon can cause women to believe that they are not qualified for a position and that they will soon be "caught" by others who see they are not as good as their peers. These women believe that they have lived their lives progressing from their ability to fool others into thinking they are more intelligent than they really are. Clance and Imes (1978) completed a study of 150 high achieving women who had earned degrees, been promoted in their jobs, and received other notable accolades. These women expressed the same feeling of phoniness and they had a fear of failure at any moment. This fear can cause women to not attempt to move into new roles due to lack of confidence. While imposter phenomenon may not cause a lack of success, as seen by women still achieving different successes, it can prevent them from reaching their full potential or going on to achieve more (Clance & O'Toole, 1988).

Based on the multitude of research highlighting the continued stereotypes women face and their disadvantage in gaining leadership roles, it is necessary to find organizations where women can have a fair chance at these opportunities. Single-gender organizations can be those places. These organizations can provide a place where women are sought after for their characteristics and not looked over by men. Single-gender organizations take away the stereotype that gender roles place on women when it comes to selection for leadership. Since all members of these organizations share the same gender identity, personal traits and skills are the factors that these women can be judged on.

Fraternity and Sorority Life

Fraternity and sorority life has not always been seen as positive. According to Gohn & Albin (2006), the subpopulation of fraternities and sororities is mostly known for "their social standings on campuses, raucous parties, extensive media coverage, loyal alumni bases, and their iconic images in movies such as Animal House" (p. 239). It is hard to find opinions that look past these ideas and in many cases, these are backed by research (Cashin, Presley, & Meilman, 1998; Wechsler, Kuh, & Davenport, 1996). In recent years, the value of these organizations on campuses has been called into question (Flanagan, 2015). Whether through hazing allegations, deaths due to alcohol consumption, or other risky behavior, universities around the country are taking a closer look at the true value of fraternity and sorority life on their campuses (Andonne, 2018). Advising these organizations is a balance between supporting the individual development of the students and advancing the organization and the campus community goals (CAS Standards, 2012). According to the CAS Standards Contextual Statement (2012), there are many stakeholders in these organizations including students, alumni, national and international staff,

parents, police and fire officials, and community members. The advancement of these organizations greatly impacts each of these groups.

The establishment of fraternities and sororities began with the growth of literary societies on college campuses. Literary societies were organizations formed to enhance the development of students through further learning and growth in writing and public speaking (Torbenson & Parks, 2009). These organizations became popular but soon students craved further development in more social areas of their lives. This need was the start of fraternities and sororities on college campuses. These organizations were created to promote brotherhood and sisterhood, scholarship, service, and leadership (Anson & Marchesani, 1991). The first organization to emerge onto a college campus was in 1828 with the Kappa Alpha Society at Union College. Alpha Delta Pi was founded in 1851 as the first women's fraternity at Wesleyan College in Macon, Georgia. Now there are more than 350 active, social fraternities and sororities (Torbenson & Parks, 2009). While these organizations may differ slightly in their values and general operations, one of the core benefits these organizations boast is the exposure to leadership.

Astin (1993) found that with leadership, student-to-student interaction had the strongest relationship to development. This interaction is where fraternity and sorority life can contribute. A study showed that being involved in an extra-curricular activity resulted in a larger increase in students' reported leadership development (Smith & Chenoweth, 2015). They also saw in their research that of those involved in a student organization, 52% were involved in more than one. Smith & Chenoweth (2015) specifically found that students involved in student organizations rates themselves significantly stronger in optimism and persistence. These students self-reported higher in leadership traits than those who were not involved in student organizations.

Organizations like Fraternity and Sorority Life work to provide students with tangible programs and activities for development. A study conducted by Taylor (2010) looked at the leadership development opportunities provided by Panhellenic organizations at the inter/national level. Surveys were sent to all NPC national headquarters to assess what kinds of leadership development is offered. Of the total population, 18 organizations participated. The results showed that all 18 organizations offered leadership programming through a variety of ways (conventions, leadership institutes, workshops, etc.). A gap in Panhellenic leadership programming was "developing self-confidence" and "finding voice" (Taylor, 2010). Another study conducted by Witkowsky (2010) revealed integrity, mentoring, and public speaking as a learning outcome of involvement in recruitment counseling, a major role in the Panhellenic community.

These organizations can be a place where fraternity and sorority members are taught to become leaders, or it may just be a place where "born-leaders" go to continue to grow and find a place that suits those traits (Smith & Chenoweth, 2015). Bureau (2010) made a call to researchers to examine these organizations to determine if the relationship between leadership and fraternity and sorority life is a causal one or if it is just a place where leaders come together in future research.

CAS Professional Standards (2012) encourages advisors to promote the learning and development of students in these organizations and to support the fraternity and sorority community to be "relevant and contributing parts of the institution" (p. 255). It is vital that these organizations fulfill their mission so that they remain an important part of institutions. The role of the advisor is balancing the advancement of the organization, the university and the individual members.

Self-Efficacy

Self-efficacy is defined as individuals' perceived belief in their own abilities to accomplish tasks (Bandura, 1994). Self-efficacy will help determine how likely individuals are to face a difficult task and believe that they will succeed. The importance of self-efficacy is its prediction of how resilient individuals will be when faced with a task, how much effort they will put in, and how persistent they will be when facing obstacles (Pajares, 2002). It is important to reiterate that self-efficacy focuses on perceived capabilities (Bandura, 2006). Self-efficacy is often confused with the terms self-esteem, or locus of control. Self-esteem refers to one's judgement of their self-worth and locus of control is one's thoughts regarding a specific outcome. Studying self-efficacy is important because it not only affects people's current actions and their decision making, but it can also play a role in their goal setting and aspirations (Bandura, 2006). Improving self-efficacy can have long-term effects on a person because it will determine how they set goals, move forward with their lives, and their attitude in daily tasks.

Albert Bandura (1994) pointed to four main sources of efficacy: mastery, vicarious experiences, physiological, and social persuasion. Of these, mastery has been shown to be most effective in impacting self-efficacy. Mastery is the idea that completing a task increases an individual's self-efficacy. Completing a task successfully would increase a person's self-efficacy in that task, but mastery can also lower a person's self-efficacy if the task is not successful. Succeeding in that task is especially crucial when self-efficacy is low or when an individual is not experienced in an area. Vicarious experience is watching someone else complete a task. In a college setting, this experience can be seen with advisors, upperclassman or peers. This experience can be seen through watching someone in their leadership position, seeing how an advisor handles a conflict or hearing about upperclassmen completing their

college experience. Physiological state is another source of self-efficacy. This state is one's feelings in a situation, whether it be related to the situation or not. The last source of self-efficacy is social persuasion. This source is having someone tell another that they believe they can complete a task. While this source may be less beneficial on its own, it can still be an effective tool for increasing self-efficacy when combined with other factors. This idea can be seen in organizations when group members encourage another to run for a position. While Bandura noted in his research that mastery was the most effective, it has been replicated in other research as well.

A study conducted by Isaac, Kaatz, Lee, & Carnes (2012) on self-efficacy showed that mastery of academic coursework did increase self-efficacy and perceived constraints were lowered. This study is important because it looks into mastery as a factor of women's self-efficacy. Another study that looked at women's beliefs in themselves was conducted by Adams & Keim (2000). This study showed that when looking at effectiveness, male presidents believed they were more effective than their members thought they were, and female leaders believed they were worse than their members thought they were in effectiveness. This study sheds light on the idea that while women may out-perform men, they do not always feel that way (Adams & Keim, 2000).

Improved self-efficacy through leadership can encourage further development of student leaders. One study written about leadership programs found that those members that participated in leadership development provided by the organization were more likely to move into higher positions such as president (Bureau, 2010). A study conducted by Mccormick, Tanguma, & López-Forment, (2002) showed that previous leadership contributed to one-third of the future attempts in leadership positions and that those who had been rated high in leadership self-

efficacy attempted more leadership roles than those students with low leadership self-efficacy. When students believe they can accomplish tasks, they are more likely to pursue similar or more challenging roles. This is vital in the continued development of student leaders. The research by Mccormick, Tanguma, & López-Forment, (2002) supported the idea that when leaders have a higher self-efficacy in their leadership ability, they are more likely to pursue future leadership opportunities. There have also been studies linking self-efficacy and sorority involvement (Saville & Johnson, 2007; Wilder, Hoyt, Surbeck, Wilder, & Carney, 1986). Thompson, Oberle, & Lilley, (2011) looked into academic performance and self-efficacy of both Greek and non-Greek students. They found that while academic performance was not higher in Greek students, their effort and self-efficacy was significantly higher than their non-Greek peers. Their research is interesting because it contributes to the varied findings about students involved in fraternity and sorority life and academic performance. While high self-efficacy is typically correlated with better performance, this is not always seen in regards to students involved in fraternity and sorority life and academics (Coutinho & Neuman, 2008; Elias & MacDonald, 2007; Hoffman & Schraw, 2009; Klomegah, 2007; Lynch, 2008). Self-efficacy and leadership have seen a positive correlation, as seen by previously cited research.

Theoretical/ Conceptual Framework

Astin's Theory of Involvement. Astin's theory examined the importance of the individual actions in the environment of college and not necessarily the university itself. Astin (1984) noted that when it comes to the term "involvement", he is referring to how a person spends their time, usually in relation to their academics in college. A person with high involvement could include going to classes, being a part of organizations, studying frequently,

and spending time on campus. A large emphasis of involvement is about a specific behavior, as opposed to a person's thoughts or feelings (Astin, 1984).

Astin noted that a student's engagement in an environment is what truly encourages development (cited in Patten, Renn, Guido, & Quaye, 2016). This idea puts more emphasis on what opportunities are given to students for them to engage in. This theory states that it is the effort put in by student's that matters more than the environment that they are placed in (Astin, 1984). Just being given information or being in an organization does not necessarily encourage development, but when a person engages in those activities, they can experience growth. Astin's theory is about the "active person" in the learning environment (Astin, 1984). Finding organizations and activities that utilize active involvement of a person is a great way to guarantee growth and development.

Most of Astin's research has gone into supporting this idea. One of his studies showed that maintaining a part-time job increases academic performance (Astin, 1975). Even though these students are spending time away from their studies, they have a higher retention rate than those students without a job. This finding is seen to be related to their engagement and involvement on campus. Other studies look at living in resident halls, and involvement in athletics. Honors groups and ROTC have resulted in similar findings to an increase in persistence and retention (Astin, 1975).

Astin (1993) also noted that peer groups are the most important influence on a student's environment. Social organizations can provide these peer groups that students need for adequate development. Student's beliefs and values can make an impact on their peers' development (Astin, 1993) and Fraternity and Sorority organizations are founded on a set of shared values and

traditions. A longitudinal study conducted by Astin showed that those who joined a social

fraternity or sorority were less likely to drop out (Astin, 1999).

Another area that can have an effect on involvement is the idea of fit. In 1975, Astin

conducted a studied that found students who feel like they fit in their environment are more

likely to persist. These students felt like they identified with their environment and therefore had

a better time getting involved. Students who came from a small town had more persistence at

schools located in small towns, Black and African-American students persisted more at a

predominantly Black universities (Astin, 1975).

Overall, Astin (1984) provided this theory as a way for universities to more effectively

teach their students. This theory contains five postulates, two of which are designed specifically

to recommend more research on involvement to create a more effective educational environment.

1. Involvement refers to the investment of physical and psychological energy in various

objects. The objects may be highly generalized (the student experience) or highly

specific (preparing for a chemistry examination). (p. 2)

2. Regardless of its object, involvement occurs along a continuum; that is, different

students manifest different degrees of involvement in a given object, and the same

student manifests different degrees of involvement in different objects at different times.

(p. 2)

3. Involvement has both quantitative and qualitative features. The extent of a student's

involvement in academic work, for instance, can be measured quantitatively (how many

hours the student spends studying) and qualitatively (whether the student reviews and

comprehends reading assignments or simply stares at the textbook and daydreams). (p. 2)

4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program. (p. 2)

5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement. (p. 2)

Astin's Theory of Involvement is one of the most cited theories when it comes to higher education (Milem & Berger, 1997). It is often used by universities to examine how to engage students and how to ensure curriculum and programming are working to develop these students. When looking at organizations and programs provided by universities, Astin's Theory of Involvement is a critical determinant on how persistent and engaged students will be, and therefore how well they will grow and develop as individuals.

Social Cognitive Theory. Social Cognitive Theory is based on the idea that the way individual's function is based on three factors: behavioral factors, environmental factors, and personal factors (Pajares, 2002). As opposed to other theories that put emphasis on learning through direct experiences, Badura (1991) stated that learning occurs through observing other's behaviors and the outcomes of those behaviors. Bandura created this theory with the idea that humans are complex individuals and there is no way to create a blanket explanation for the way things work without taking into account all of these factors. This theory also makes note that individual's behaviors are not the only influence in their lives, with growing technology and advancements, it is impossible to say that these will not have great impacts on individual's lives (Parajes, 2002).

There are a few key components to social cognitive theory. One of these concepts is human agency. This concept is when learners make a conscious effort in learning and creating

changes in their behaviors (Bandura, 2001). Within this concept there are three modes: direct personal agency, proxy agency, and collective agency. Direct personal agency is using cognition, motivation and choices to direct one's life. Controlling a person's life fully on their own is not often feasible, so individuals rely on proxy agency, or utilizing other's acts, to develop. Proxy agency is utilizing the resources and knowledge of others to aid an individual to get to their desired outcome. Children utilizing parents, students turning to teachers and citizens utilizing their representatives are some of the examples of socially constructed experts. Since no individual can master all aspects of their everyday life, proxy agency and collective agency are vital for success. Collective agency is believing in the power of the group. It is not only a collection of the group's knowledge, skills and characteristics but how they interact, and the benefits of the dynamic of the group.

Another characteristic of social cognitive theory is the role of self-regulation (Bandura, 1991). This portion of the theory integrates self-efficacy and its role in a person monitoring their thoughts motivation and behaviors. Self-regulation involves looking into oneself and analyzing behaviors and their effects. It is not, however, an audit of your behaviors, but instead relies on current mood, one's attitude and self-esteem (Bandura, 1991). These factors can alter perceptions of oneself and change memories of a situation based on those moods.

Summary

Chapter two explained the history and significance of the topics for this study. All of these topics contribute to the research at hand and the significance it will hold. The history of these organizations as well as the importance of leadership development for women were outlined. Chapter three will discuss the methodology used in this study.

CHAPTER III

Methods

This chapter will outline the methodological framework that will be used to examine how Panhellenic women perceive their leadership development and their self-efficacy. This study was completed by qualitative analysis. This method was chosen due to the research questions that were proposed since this study looked to describe a Panhellenic woman's lived experiences in relation to their leadership development and their view of their self-efficacy (Mills & Birks, 2014).

Design of Study

This study is a descriptive analysis of the types of leadership development and the perceived self-efficacy of participants. Interviews were conducted with the President and Vice President of two of the nine Panhellenic organizations at this institution and studied the participant's perceived impact of leadership development on their self-efficacy. Demographic information was collected as well as data on the types and quantity of leadership development opportunities the participant received. Along with that information, participants were asked what they believe contributed to their leadership self-efficacy.

Participants

Participants in this study were undergraduate women holding leadership positions in their respective Panhellenic organization. Presidents and Vice Presidents were the target group from the nine Panhellenic groups currently on campus. As Hays and Singh stated (2012), "because participants are experts in relationship to the phenomenon under study" (p. 8), purposive sampling was used to select participants. These two positions are some of the highest positions in an organization, so it is more likely that they would have had access to various programming.

In order to protect the identity of the participants, they were each assigned a pseudonym: Abby, Beccah, and Carrie.

Abby. Abby was a 21-year-old, white woman in her senior year of college. She transferred to this university after attending community college for one year and then decided to join her organization in the Spring semester of her first year. This individual decided to join her organization because of the influence of her peers at other institutions that had joined Panhellenic groups at their respective institution. She noted the helpful and kind recruitment counselors that made her experience joining her organization enjoyable. She knew she wanted to get involved in her organization right away so she would be engaged and not want to leave the institution. Abby has held three positions in her organization including Illuminate Facilitator, Director of Housing and Vice President of Operations. This individual described herself as someone who values communication, is an organized person and who sees themselves as a leader and someone who has come out of their shell in their time in their organization.

Beccah. Beccah was a 21-year-old, white, woman in her junior year of college. This individual came to Eastern because it held family value as her mother went to this institution and her grandparents live close. She is heavily involved on campus, holding eight positions and jobs across campus as well as one position in her organization and one position on the Panhellenic Council. Beccah joined a sorority because she wanted to grow and get involved. She knew that an organization like one of the Panhellenic groups would make her a better person than she was before. In her organization, this individual has been the Vice President of Campus Relations, Homecoming Chair, and Vice President of Chapter Wellness. Beccah described herself as independent, someone that is hard working and a person that loves her institution and Panhellenic organization.

Carrie. Carrie is a white woman in her junior year of college. She came to college apprehensive and struggling with living with her roommate and desperate to make friends. This individual joined her Panhellenic organization her first semester of college in order to make friends. Carrie volunteered in the community and was involved in the Honors College at this institution. She held three positions in their organization, including Scholarship Chair, Recruitment Chair and President. This individual stated that they had always wanted to be a leader and knew they would one day be the president of their organization. This individual described themselves as someone who values following rules, has the personality of a leader and a person that likes to balance being in control and having a laid-back leadership style.

Research Site

Research was conducted at a public, mid-sized, comprehensive university in the Midwest United States. Full-time undergraduate enrollment at this university was 4,091 in the fall of 2018. This university hosts nine Panhellenic organizations with around twenty members per group. Two executive leaders from each organization were contacted for participation through email (Appendix B) and a total of 3 participants responded.

Instruments

This study used in-person, semi-structured interviews, Appendix A, looking at leadership development and self-efficacy. The first part of the interview gathered information on the participants demographics as well as the types of leadership development they have received in their time as a Panhellenic woman. The second portion of this interview looked at the self-efficacy of these individuals. It looked at their level of self-efficacy and what they believe are contributing factors to their self-efficacy.

Qualitative research can be influenced by the researcher's background and experiences, so it is important to know how this information can affect the interpretation of data. The researcher is a sorority woman who was involved in leadership within her chapter. The researcher later gained employment from this organization for two years where she advocated for the development of members through programming. This researcher also held an internship position within the office that oversees the Panhellenic organizations on this campus.

Data Collection

One-on-one interviews were held with participants that were video-taped and transcribed. Participants were given a consent form, Appendix C, at the time of interview. Interviews were semi-structured and were held in the Fall of 2019 when most leaders have been in their roles for a semester as well as the Spring of 2020 when new officers were elected into their roles. Once interviews were completed, they were transcribed in order to identify potential themes throughout interviews.

Data Analysis

Interviews were transcribed via Microsoft Word and then returned to participants in order to check for accuracy. While there have been some critiques for this method because it involves re-contacting participants (Sandelowski, 1993), the benefits of this step in improving validity are great (Guba & Lincoln, 1989). Coding was then conducted based on the researcher's interpretation of meaning (Mills & Birks, 2014) and was completed in two cycles by the researcher. This step aided the researcher in developing more concrete themes as they progressed through coding. Results were transferred to a Microsoft Excel document to aid in identifying occurring themes.

Treatment of Data

As previously noted, interviews were transcribed and coded. Once information was obtained, identifiable information, such as participant's names were removed for confidentiality. Video recordings and transcription information were stored on a thumb drive for three years before being destroyed per IRB requirements. Each participant was required to read and sign a consent form that outlines how confidentiality will be maintained and how data was treated.

Summary

This chapter detailed the methodological framework chosen for this research. Semi-structured interviews with a purposeful sample created the foundation for the qualitative research. Interviews were conducted with three participants and took place at a mid-size, region, institution with a Fraternity and Sorority Life community. Data from these interviews was transcribed, coded and analyzed. Chapter four contains the data that was collected and analyzed for themes related to the research questions.

CHAPTER IV

Results

This chapter details the results of semi-structured interviews aiming to answer the research questions: how does leadership development opportunities for Panhellenic women occur during their time as an undergraduate member by their specific organization, what is the perceived relationship between leadership development opportunities and self-efficacy, and finally what are the participants' perspectives on how Bandura's sources of self-efficacy relate to leadership development? Each participant's answers to these questions will be analyzed and viewed for themes and other significant findings throughout this chapter.

Leadership Development Opportunities for Panhellenic Women During Their Time as an Undergraduate Member by Their Specific Organization

This research questions examined how leadership was being pursued and developed and what organizations were doing to contribute to it. Panhellenic organizations seek to develop leaders and promote an atmosphere of growth and learning (About, n.d., About Us: Phi Mu at a glance, n.d., Home, n.d., What we stand for, n.d.). When these women were asked about their leadership opportunities, they shared a variety of experiences and told stories about significant people, roles they've been in, and events that have taught them about their leadership abilities. While their experiences were varied, they did share common themes about where their development came from. People they interacted with, positions they held and designated training opportunities were three of the most common experiences that shaped the leadership development of these women. The most common was the people in their organizations, followed by holding positions of leadership within their organization and lastly, the designated training opportunities provided to them.

People Within the Organization. All of the women spoke about people in their organizations who have helped them in their leadership development. This finding may have happened during a training session or it was sometimes just encouragement and advice along the way. Each woman told stories of mentors, professionals and current members in their organization that supported them, guided them or even were examples of what being a leader was in their organization. Formal and informal opportunities emerged as themes.

The first informal theme was peer support. Abby wanted to be "surrounded by people that are constant." This statement meant she wanted to have people that were going to be by her side to support her, encourage her, celebrate with her and help her through obstacles that may come her way. Having that kind of support encouraged her to work harder and also be a consistent person for the chapter. She also spoke about an experience during one of their chapter meetings when they had to fill in the blank with which member most fit a situation described. These were characteristics they saw in their members that they felt contributed to their chapter. Abby stated that one of the characteristics was leader. For this particular category, the members quickly filled in her name. She talked about this experience as a moving one. She said that while she had thought of herself as a leader, it was more important that her peers saw her in that way as well. Once she was viewed as a leader by others, she worked harder and felt like she developed more in her roles. She stated,

> When you have girls that are kind of supporting me when stuff like that, it's like, yeah, you're doing great. I think it makes you want to do more for your sorority cause you're just like, okay, yes you do have girls that are believing in you and they know that you can do it.

Peer support was one of the main examples given by all participants. Whether it was from close friends in the chapter, individuals that held positions before, or current alumnae they had previously looked up to, these women spoke frequently about the relationships they formed through their time. Abby's statements above were one example of this peer support. It taught them to continue to pursue leadership and that what they were doing was good and needed work.

Having examples of leadership was another way these women learned. It does not seem to matter if they even had good examples of leadership. It is merely just having them there. Carrie stated, "I've watched all the ones that have been president through my time here. I've seen some really good ones and not so good ones". It did not matter to Carrie that all of her predecessors she learned from had all of the answers. Seeing them fail or struggle taught her just as much as if they would have gotten everything right along the way.

Another theme that emerged was leadership through both formal and informal mentorship. There are many professionals and volunteer staff involved in Panhellenic organizations. These can range from Chapter Advisors to Inter/National Staff members. Abby noted that she spends a lot of time talking with national and local advisors. These interactions could be formal check-ins with these advisors or trainings that they lead. She shared that "they like to reach out and be like, "Hey, do you need anything? How are things going with directors"? So they're just always in constant communication about that." Beccah spoke about her Chapter Advisor and the informal interactions of mentorship that she was provided. This advisor was described as someone vital to the chapter saying, "I don't think (my organization) would be standing on two feet if it was not for her, she's a wonderful lady". This advisor was described as supportive and influential to many members of the chapter. Another example of getting formal development through professionals was discussed by two of the participants.

Both Beccah and Carrie discussed attending a conference in which a keynote speaker talked about empowerment and leadership. Beccah shared "that was probably one of the best training experiences I've ever had in my whole life and one of the coolest things ever for us to see the reason that I worked so hard at my position now".

Whether it was the reason they joined their organizations, originally got involved in their positions or what encouraged them to continue moving up in their leadership, many of these women sought out others for their development. Beccah summed up her leadership development by saying "I mean, paperwork is great, and it keeps you in line. But the people on this campus and in my organizations definitely are the reason that I continue to grow as a leader." This type of support and guidance she received from mentors and peers in her organization were what developed her most throughout her time so far as a leader. They thought they were supported and because of that feeling, they tried harder to be a leader and to fill roles and to make their chapter better than before.

Rising Through the Ranks. Each of the participants have held multiple leadership positions in their organization before becoming the Vice President or President of their organization. When looking at their involvement themes such as having others note their skills, success in these previous roles and being influenced or encouraged to apply for positions emerged when identifying their leadership development opportunities. Being in these positions gave them the opportunity to continue to develop as a leader. If they did not hold these positions of leadership, they would not have been given the advice, be able to attend trainings, or had the interactions of influence that they have expressed.

One of the participants got involved immediately after joining while two waited a semester to get involved. For Beccah, she waited. "Second semester I didn't take on any

leadership roles and when I came back my sophomore year, I was offered the position of Vice President of Campus Relations and Homecoming Chair". Either way, these women continued to hold leadership roles and pursue more responsibility. For Carrie, she knew she always wanted to become president so for her, it was just a matter of time before she came into that role. "When I first joined, I started telling people about how I want to be president. I have always wanted to work up and be a leader like that." She knew she did well in the previous roles she held and knew she'd be ready for president. For the other two participants, they came into their current role through the influence of others. Based on their time in previous positions, these women were encouraged to get to the position they are in now. Abby stated that,

> I was a little bit discouraged because Vice President Operations wasn't my first choice, but I talked to the nomination committee, which was who elects it. And I was like, "Why? Why did you put me in this role?" And so they told me, "you're always on top of things, super organized, making sure everyone's doing what they're supposed to be doing." I'm always checking up on people even if they're not my director or anything.

Having someone else see their skills through other roles they've held was what gave Abby the encouragement to stay in this role she was nominated for and believe in her skills to get the job done.

> Beccah discussed how she used her experience in other roles to influence her priorities moving forward.

> I think that serving as Vice President Campus Relations, getting to be a part of the Panhellenic community before taking on another position has opened my eyes on how (my organization) also needs to be interacting with the other eight sororities on campus. I definitely take that into consideration a lot.

Beccah had a lot of success in her roles and took a lot of positive experiences from these positions. She shared "I've really seen our sisterhood grow. I'm in charge of making sure that there's a balance in our sisterhood and that the wellbeing of each individual sister as well as us as a whole is there. I mean I've definitely seen that". She talked about pulling ideas and events from other roles that she has held when she was planning for the future. Having success in previous roles was something that all participants spoke about during their interviews. Carrie stated that "I've always just kind of taken advantage of those leadership opportunities that come my way and I've done the best I can do with it." While they may not have been offered their original positions based on experience, they moved up because of what they had shown in their prior roles.

Designated Training Opportunities. Many organizations spend time and money on providing training opportunities to their members. This training can be in the form of chapter centered training for new officers coming into positions to a weekend long retreat that brings together members from across the country. These opportunities are designed to not only teach the officers about their role, the bylaws they must uphold and how to hold a meeting, but also about effective communication, how to handle conflict and building a network of support. Other opportunities for training can come in the form of paperwork like training manuals and bylaws. While these resources can be more aimed at teaching officers about their role, they can also translate into the skill of finding meaning, following a plan and leading with purpose. Throughout the interviews, participants did not have a lot of reflection on these types of leadership development opportunities.

Abby described her experience with their transition training in which their National Staff taught new officers about their role. She recalled,

Our nationals came in and we do transitions. We're setting up the new people to do their

role and so it was an all day, I think it was on a Sunday and it started at 9am and got done

at 6pm. So we had so many meetings throughout that day that just made sure that we're

aware of what our position entails cause there's so many fine details that you're like, "oh I

don't think that has any relevance to my position", but it ends up being a big portion of

it… Every person that was holding a position had to attend that training and so we all had

a conversation to where we hope to see the chapter goes and how to improve things.

Abby said that in this meeting it was helpful to hear from the previous person in the position so

they could go over what they learned, and you could apply what they had done in the past to your

role. This meeting was also a time that they could work as a team and come up with plans and

goals for the future. This meeting gave the officers confidence to know what to do when

situations arose. Abby could not give many details on what happened during this training. This

training lasted nine hours and all Abby could remember was that there were meetings about

specific positions and goal setting.

Another example of events that provided insight on how to improve themselves and their

leadership was described by Beccah. She discussed previous events that she had put on that

allowed her to grow and improve for the future. She learned what worked and what didn't and

took that information into her larger events. While she had not planned a large-scale event

before, her experience with smaller events gave her the skills to grow.

I was holding two sisterhoods a month and one was a fun sisterhood where we ate food,

or we watched a movie and the other was a growth sisterhood where we focus more on

each other and bonding and things like that. So I think that watching how my women

responded to those led me to be able to plan the events that were specific to the sisterhood retreat to make sure it was successful.

Two of the participants, Beccah and Carrie, were able to attend a training put on by their Inter/National Organization. These trainings usually include traveling to a location that hosts multiple chapters as opposed to a single chapter that Abby discussed earlier. These trainings were seen as helpful for both women that attended. They talked about meeting new members in their organization from other school that they learned from as well as keynote speakers and workshops. These trainings often last a few days and both participants stated that they enjoyed their time. Carrie outlined her experience for her chapter,

> We have to have 20 girls who go and then I think how many are at each meeting, but we usually get one in St. Louis and they have different workshops that you go to. In the past, our president picks what workshops you go to, this past fall she didn't, she kind of let us go where we wanted to, except we had to have three people go to the recruitment one. That's what I went to. So it focused on recruitment, how you can make that better. It was really good. I've also been to ones about sisterhoods and how to make those better. Or there's ones about just rituals and what those are about. There's a lot of workshops. I was having a keynote speaker and usually that's about empowering women.

Neither woman expanded too much on the specific workshops that they attended. While they noted that this conference was helpful for them, they did not talk about any specific skills or tools they learned during their time at these conferences.

Overall, these women were able to acknowledge that leadership training occurred during their time in their positions, however they were not able to reflect and recall how these trainings specifically developed them as leaders.

Perceived Relationship Between Leadership Development Opportunities and Self-Efficacy

The next area that these interviews looked to uncover was the participants perceived relationship between their leadership development opportunities and their level of self-efficacy. During the interviews, there was time for the researcher to give a description of self-efficacy and provide examples of what it might look like in another area of someone's life, specifically running a marathon (Appendix A). As previously stated, self-efficacy is a person's thoughts about how well they will be able to complete a certain task (Bandura, 1994). These events can increase, decrease or have no impact on how they think they will perform. In the following sections, I will discuss the level of impact each experience had on their self-efficacy, whether positive, negative or no impact at all.

Positive Relationship. Overall, the participants shared experiences that related to a positive relationship between certain events and their self-efficacy about their ability to perform in their current role. Each participant had a variety of examples to share about having a perceived increase in their self-efficacy. These experiences came from personal traits, peers, previous experiences, and positions they have held. When discussing Badura's sources of self-efficacy, positive relationships were given in each area.

Abby gave two examples of how her mentality and her characteristics made her believe she would do well in her position based on mastery experience. She shared that, "I would say I'm a pretty organized person, so I think that helps with my position because I've been able to kind of use that to better myself in my position". She was able to show that in the past she has excelled with her organizational skills and so when there was a time when she needed to be organized in her role, she knew she would be able to do just that. Abby also talked about her ability to know when she needed a break in relation to her physiological condition. She was able

to see that she needed to step back from her role in order to be better in the future. She said, "I really took that time away. I was like, okay, I need to do this for myself." When she came back from her break, she knew she would be refreshed and able to fulfill her role with all her energy.

Another way participants saw a positive impact on their self-efficacy was through the encouragement and guidance from others, which came in the form of Bandura's source of social persuasion. Each participant shared experiences of having members, previous position holders, and advisors tell them they trusted them and believed in them to do their job. Abby shared that

> I think that was really, it was nice to hear from people that you care about as well as they care about you just not, "even though I'm leaving the chapter" because they were seniors at the time. They knew that I could fulfill those roles in a positive way for the whole chapter.

Beccah noticed that observing members and noticing how they responded to her events would give her insight on how to do better in the future, signifying Bandura's source of mastery. She felt confident that she could do well on her events because she knew what her members wanted.

> I think that watching how my women responded to those led me to be able to plan the events that were specific to the sisterhood retreat to make sure it was successful and did what I needed it to do.

She also knew she could do well in her role from what she had observed from the previous person in her role. She felt like she knew how to improve on her events by just seeing how she wanted to do better than the person before her. She took the guidance and training from this person, as well as what she saw, to feel good about her ability to fulfill her role. Carrie had a similar experience. She stated that,

I've watched all the ones that have been president through my time here. I've seen some

really good ones and not so good ones. And I think I've learned from all of those. So I

guess that would be just watching them do it. I can do it.

Watching others before them and hearing positive feedback and encouragement led these women
to perceive their ability to perform in their role increase.

Another way Beccah saw a positive impact on their self-efficacy was through their
physiological condition. Beccah had discussed her anxiety and learning how to combat that.
"Putting Epsom salt in my shower, reading a book before I go to bed rather than sitting on my
phone and trying to slow my mind down" are all methods that Beccah utilized for her anxiety.
She noted that these methods "led to me being able to better handle not so much my tasks in my
leadership role, but how I respond to my sisters and who I'm a superior to in my leadership role."
When she felt like she had her anxiety more under control, she was able to do her job and not let
her anxiety get in the way.

Carrie also mentioned improving her physiological state to aid her in feeling better about
her ability to complete her work. By working out, she was able to handle stress and therefore
feel better about her ability to perform.

There were a variety of examples given by the participants on ways they perceived their
self-efficacy to improve. Through the stories they shared and the experiences they reflected on,
these women were able to portray positivity in their ability to fulfill their roles. They were
experienced leaders with skills, strategies and reinforcement that has led them to believe they
would be able to complete most of their tasks well.

Negative Relationship. Both of the negative experiences were described by Beccah. She
discussed one of these experiences during the interview questions about physiological

experiences. After describing what physiological experiences are in relation to self-efficacy, Beccah shared two examples of her physiological condition during her time in her positions. One in particular related to Beccah's anxiety. It is something she has dealt with before coming into this role and it is something she works to manage. She shared that,

> I have very much anxiety during that because I was worried about people not listening and then social probation, all the ladder effect what could come. So, I definitely, I was meditating, actually I'm surprised you said that, to meditate during that process. I do a stress relief, like three minute guided one and I do, I did try to give some of my other chapter wellness responsibilities off to some chairs. Like some people that didn't have much going on, trying to delegate a little bit more rather than take it all on my shoulders which I felt like that would help.

> Beccah mentioned another experience that may have lowered her self-efficacy. This

situation related to an advisor that is well respected in that chapter. She is heavily involved, and the she expressed that she is a main person holding the chapter together. During her interview she spoke of a situation regarding her decision not to apply for a position she originally was interested in. She felt like it would be a good place for her to utilize her skills as a leader but after a conversation with her adviser she changed course. Beccah told her story in these words,

> She came in to chitchat with me and asked me about my plans before I had chosen on Vice President Chapter Wellness. And we're talking about kind of what I was interested in in my long-term goals in (my organization). And I remember I told her I want to be president. That was my original plan. And her response back to me was, "well, you know, I just want to like, you're probably my first choice. I think that you have a lot of leadership skills that you need to work on" and then proceeded to tell me what she

thought her first choice was. And so that has actually led me to no longer want to be (the

organization's) president and I have removed myself from working toward that.

Although Beccah's demeanor was light-hearted when recalling this story, this seemingly small

"chit chat" created a whole new leadership path for her. Beccah's advisor did not give her

suggestions on how to improve her leadership abilities in order to be a better leader, she just told

Beccah someone else would be better suited than she would be. Based on the results of this

discussion, it can be seen that this informal interaction between the participant and her advisor

had a large negative impact on her self-efficacy to become president of her organization.

No Impact. Some experiences did not have an impact to the participants in a positive or

negative way. When the definition or examples were given for physiological condition and

social persuasion, two of the participants found that there were some situations that did not have

an impact on their perception on how they would do their job. One of these examples was from

Beccah. When talking about her physiological condition, she thought about her health and how

often she is sick. She noted that "I feel like I'm sick all the time. We just kind of powered

through". While this experience may have been something to lower her self-efficacy based on

her physiological condition, Beccah may have experienced grit and was able to preserver. She

said this statement with a slight chuckle, and she tried to think of other examples that may have

impacted her more. Carrie shared a story about getting both positive and negative feedback from

members after making a decision and how that impacted her. She stated that,

> I've had a lot of like encouragement with just like the changes I've made. There has been
>
> a little bit of push back on certain things. So that's not just for me I guess, but just makes
>
> me want to do things different maybe. And they really can't please everyone.

Having the mentality that you cannot please everyone helped her avoid discouragement when members did not agree with her or her committee. Carrie discussed how she came into her position wanting to clarify rules and get the chapter back on track. Carrie had a vision for the chapter and that was able to pursue that vision despite criticism. She knew that it would be difficult for some members to accept so when they had negative feedback, she did not feel like it changed how she was going to do her job. She had a plan set and she was going to continue doing it as she had planned.

Participants' Perspectives on How Bandura's Sources of Self-Efficacy Relate to Leadership Development

Bandura's sources of self-efficacy were described to participants before they were asked to share their experiences. Examples of running a marathon was utilized, though some participants needed more applicable examples to help them relate it to their experiences. Each participant was asked if they understood each of the sources before proceeding, and when they did, they shared their response. While there were times that some participants took longer to find an experience that related, they all found at least one example for each source. Based on responses, common themes emerged. Participants had the most examples for social persuasion and answered this question quickly. For two of the participants, mastery needed more examples to help them think of their own experiences. This finding may have been due to the order that questions were asked, as mastery was first and social persuasion was last. Participants could have been getting more comfortable with what self-efficacy and Bandura's sources were in relation to their development.

Mastery. This source was described to participants as "how well you've completed a certain task, or a similar task related to the experience- so having a person previously run a

marathon or a half marathon can give them insight into their level of self-efficacy" (Appendix A). When participants were discussing mastery, two of the three participants gave short, non-descript answers. They noted that they have done things in the past and they knew they could do their job. Abby mentioned her ability to be organized in the past and being able to translate that into her current role, "I would say I'm a pretty organized person, so I think that helps with my position because I've been able to kind of use that to better myself in my position". One of Abby's main roles in her current position was to manage the points system for her group. This job involved getting information, maintaining records and communicating with members on their status within the chapter. Abby considers herself to be a naturally organized person and so thinking about mastery, she felt like that skill would be able to help her perform her job well.

Carrie also did not give a specific example for mastery. Carrie was the student body president at her high school, and she thought that accomplishment would translate to her role as president of her organization. She thought that because she had done that role in the past and she had held roles in her organization successfully overall, she would be able to handle this one just as well. Carrie shared "I was president in high school, and I think that made me think I could do this. Also, those small positions that I have within the chapter. So scholarship chair and recruitment. I did those and I like to think I did them well". For both of these women, they could not pull on actual situations when they had accomplished a task to access their ability to accomplish a task in the future, but they felt an overall sense of increased self-efficacy due to their leadership in the past.

Beccah was able to talk about two situations that she thought increased her mastery in her ability to lead a sisterhood retreat. These retreats are day-long events that incorporate planning, time management and engagement of the members. One example Beccah gave was holding a

variety of sisterhood events in the past. She was able to look at her successes and failures in her smaller events and felt like due to these results, she would be able to build a larger event with ease. She had no example for this event in the past so she shared,

> I was the first vice president of chapter wellness to plan a sisterhood retreat. We never had one like we did this year before. I would say that leading up to that sisterhood retreat and me learning how best to plan that to make sure my women were intrigued but also benefited from it and grow as a sisterhood.

While she had not done an event at that level, she had done multiple smaller events that when combined, would be at the level of the retreat. Mastery is not just completing an exactly similar task. Mastery can be a similar event that an individual can attribute to the task at hand. Beccah was also able to pull from her experience as a PROWL leader for another organization. "In PROWL we do ice breakers" to welcome new students to campus through teambuilders and energizing events. Beccah was able to see her success in leading these activities and her ability to make meaningful relationships with the incoming students, and because of this observation she felt like she would be able to create that experience for her members as well.

  Vicarious Experience. When describing vicarious experience to participants, they were told "vicarious experience is watching someone complete a task- this experience could be having a friend or running partner run a marathon" (Appendix A). Each participant was able to draw from experiences of observing the person who held their position before them. Whether that was active observation of trying to find what works well or what doesn't, or passive observation in reflecting on the similarities and differences in each leader. Two of the participants saw what their predecessor had done and knew they could make improvements, while one participant just noted looking up to their predecessor.

Beccah spoke about her predecessors struggles and knowing how she was going to improve upon them. She stated that while she was not incorrect in her leadership, Beccah felt confident in her ability to make changes that would have a more positive impact on the members. She shared the following about her feelings towards her predecessor,

> She was great, don't get me wrong, but I just knew that I wanted it to be a little bit more than just hanging out. I felt like it needed a more of a focus than just we hang out all the time. So I definitely think that in ways, not that she was flawed, but to me it seemed flawed of a process, but she was just being trained by the person before her. And I think that may be in the line of watching that. I was like, I need to do something a little bit different.

Because of this observation, Beccah had a clearer idea of what she wanted to do and felt like she would be able to do it well. Beccah also took experiences from her time as a PROWL leader when it came to vicarious experience. She watched other leaders and the impact they had. She felt like since they were peer leaders together, she would also be able to perform in the same way they had. She saw the impact they had on individuals and knew she wanted to recreate that. By observing their behavior, she felt better about her ability to do that as well. The experience she wanted to create was described as this,

> I watched how they led icebreaker and it was, it's strange because it's like, I don't know, it's 50 of us that you have no idea who any of the people are basically walking in and then at the end of the week, you're sad to be leaving those people. And I want us, every time we leave a sisterhood to almost feel sad that it's over cause we enjoyed the time with each other so much.

Carrie also reflected on how she wanted her members to feel and how her predecessor accomplished that. Carrie stated that she watched the presidents before her and how they interacted with members. They each had a different mentality when it came to their leadership style and because of her observation, Carrie felt like she would be able to effectively lead the chapter based on how she saw others lead. She talked about her observation of each of them,

> So actually, last spring our president was wanting to control everything. And so that's why when I even ran, I mentioned not wanting to be like that because we're all like the same age. I don't know anything more than this group of people so it's not up to me. You can hold on, just help them. So that was kind of the whole campaign was that because I just saw that, and it just makes a lot of frustration. So, I just kind of learned from that. And our president last fall was more laid back. So I tried to take more that route with it because I feel it just lets everyone feel more comfortable.

Abby also did not want to put judgement into how people were leaders. Just like the other participants, Abby stated that she did not fault previous leadership, but she was able to feel better about her ability to succeed in her role by seeing how she did not want to act. Abby noted that she is an observant person, so she took experiences from many of the leaders before her.

For all of the participants, they utilized previous leadership to aid in their assessment of their ability to come into their roles. Whether that was seeing good examples like Beccah did from PROWL leaders or noting improvements they wanted to make like Abby and Carrie. All of these women were able to observe and improve on their role through watching other members.

Physiological Condition. Participants were told the physiological condition is "how a person is feeling at the current time- you may feel different about your ability to run a marathon if you have the flu versus being in great condition and training every day. Incorporating

meditation or yoga to your training may also increase your feelings about the race" (Appendix A). For all of these women, stress and anxiety were mentioned in relation to their physiological condition, saying "I feel like I'm sick all the time", "I have very much anxiety", "I needed a break from my sorority at that point", working out was "a way for it to control stress". They all incorporated tools to lower their stress and anxiety so they would be able to better complete their tasks. Each participant understood that for themselves, the better they felt in their overall well-being, the better they would perform in their positions.

Carrie did not talk much about her physiological condition. She noted that she works out to relieve stress and that it works well for her. When she is working out, she feels better about her ability to complete her tasks. Abby knew that she was starting to experience stress at the beginning of her junior year. During this time all of the organizations were going through their formal recruitment process. This process included long days of talking to potential new members, singing songs and putting your best foot forward. This process can be a stressful and tiring time for many individuals. During this time, Abby knew she would need to take a step back from her role in order to not experience burnout. Abby knew that if she took a break at that point, she would be able to come back refreshed and ready to do her job to the best of her ability. She remembered that time like this, "I came in full force and really fulfilled my positions when I came back and everyone was kind of on a fresh start too because recruitment was over". Abby took a break from her position and because of that break, she felt like she would be able to be better in the future. And she did.

Beccah discussed her struggle with anxiety and shared some of the ways she handled her symptoms. Beccah noticed that she was not communicating well with her members when her anxiety was high but after incorporating meditation and other relaxation techniques, she felt like

she would be able to perform better and fulfill her role in a more positive way. Beccah also talked about when her anxiety started to increase because she "was worried about people not listening". When she was not receiving appreciation for her work and she was taking on more responsibility, Beccah saw that her anxiety was kicking in and she was not at her best. The pressure Beccah has received from her chapter members to keep them out of trouble and her pursuit of getting into a graduate program "like this year has been the first year that I've had so much piled on my plate", were all examples that affected her physiological condition as well. She knew that she would not be able to perform if she did not get it under control however, the tools she incorporated,

> "that all has kind of led to me being able to better handle not so much my tasks in my leadership role, but how I respond to my sisters and who I'm a superior to in my leadership role. So instead of my anxiety taking control and me getting angry or not responding well, choosing to react rather than respond, I definitely think me calming down and taking time to myself and how to distress has led me to be a better leader and be able to communicate that".

Through these experiences, it can be seen that all of the women associated their physical state as an indicator of how well they would perform in their positions. When the women felt stressed, they either took a break from their role, worked out to relieve stress or utilized tools such as meditation to decrease anxiety, When these women took part in these strategies they noticed that their stress and anxiety was reduced and they felt better about doing their job and interacting with other members.

Social Persuasion. The last source Bandura identified was social persuasion. This source was described to participants as **"**having someone tell you about that experience, possibly

telling you they believe you can complete the task- this would be having your running partner support you or possibly a doctor tells you that you are or are not in condition to run a marathon" (Appendix A). Based on the number of examples given by the participants, it was clear that they were most familiar with this source. Because these organizations value sisterhood and support, it makes sense that these women value feedback from their peers and others in their organization and that feedback is constantly happening in these organizations.

One person that was particularly influential for one of the participants was her advisor. Beccah shared that this advisor was an individual that many members looked up to in her organization as she has been around for a long time and she frequently offers feedback and guidance. Because of these characteristics, when Beccah received feedback from this advisor it drastically affected her self-efficacy. This advisor has both encouraged Beccah and discouraged her from moving into a position. In both situations, Beccah noted that her feedback was taken to heart and when it was negative, she did not apply for a role she had once considered she would be good for, and when it was positive, it allowed her to believe she would be able to continue performing well. Beccah reflected on her experience with her advisor and how she received positive feedback as saying,

> She's very supportive of my sisterhood retreat that I did and that was the first time that something like that had been done. She texted me probably once a week just to see how the sisterhood is going and always just constantly "you're doing great". You know, when
>
> I was filling out all the paperwork, she was constantly checking in to see if I need help.

When asked if this individual was someone that gives feedback that holds weight or is taken seriously by members in the chapter, Beccah immediately echoed that fact. This advisor was

mentioned a few times during the interview, so it was clear this woman had become an influencer for Beccah's self-efficacy.

Another group of individuals that the participants saw as influential to their social persuasion was their peers on their organization. This influence came from friends, executive board members or older mentors. Each participant shared at least one experience of receiving encouragement from these individuals. When they received the encouragement, participants noted that it helped them believe they had been performing well and that they could continue to do so. For Abby, her support came from her friends. She stated that,

> I really found a good group of ladies that I knew I could rely on. And so a couple of them in particular when I was thinking about running for exec, they, they pushed me to apply and they were like, well you have the skills to do it. We know that you're going to succeed.

Beccah found support coming from her other executive board members. During a time that she was working hard in her role and taking on a lot of responsibility, these members acknowledged her work and encouraged her leadership. In her interview she said,

> a lot of my executive board were always reminding me that they appreciate it and that I was doing basically a lot of people's jobs at one time and they knew that that's what was going on.

Carrie's support came from her Big Sister. In many sororities, these women are members that have been initiated into the chapter and serve as a mentor through the new member experience. Having encouragement from her Big Sister meant a lot to Carrie and she shared that, "before I ran, I had a lot of people encouraged me to do it, like my big and stuff like that. Just telling me like I can do it. And so that, so that helped me go for it in the beginning". While Carrie had

known she wanted to be a leader in her chapter, having the encouragement from her Big Sister and other members helped her feel like she really could do that job.

Social persuasion was talked about in depth by each participant. This finding follows the theme of leadership development from these women as well. The largest example of leadership development opportunities these women received was from people and learning from them. It makes sense that these same individuals would have an impact on their self-efficacy for their leadership abilities. If you are developed by someone and they encourage or discourage you from leadership, it is likely that experience will have an impact on your belief in yourself.

Summary

The leadership development opportunities these women felt they received during their time in their organizations came from a variety of places. They came from people in their organization, positions of leadership they have held in the past, and organized leadership training tools. These women saw an overall positive relationship between their leadership development and their perceived level of self-efficacy to complete their leadership roles. While negative impacts were felt by some, the participants mostly reflected on positive impacts. When looking at Bandura's sources of self-efficacy, social persuasion was discussed frequently and with more ease, but each participant was able to discuss how previous experiences, their predecessors and managing stress and anxiety was also contributors to their perceived self-efficacy. The results that these women shared offer some perspective into leadership development and self-efficacy for Panhellenic women on this campus and the next chapter will identify the implications for the fraternity and sorority life community and further research in this area.

CHAPTER V

Discussion

This chapter will summarize the findings from the interviews and experiences of the three participants. These women were members of a Panhellenic organization at a mid-sized, region, public institution in the Midwest. These participants were asked about their leadership development opportunities within their organization as well as their perceptions of the self-efficacy as it relates to their leadership development. The purpose of this study was to gain an understanding of the perceived relationship between leadership development opportunities given to Panhellenic women and their self-efficacy. The implications of this research and recommendations based on findings will be presented in this chapter as well. This research can be utilized to better understand resources and opportunities given to women in these organizations and help identify areas of improvement. This research also brings light to the self-efficacy of these women and can encourage further research into what can be done to improve women's self-efficacy in leadership.

Because this research was done at a regional institution and contained three homogenous participants from a small sample size, the limitations of these results should be noted in this discussion. Since not all Panhellenic organizations were involved in this study and each university contains a unique makeup of membership in these organizations, it is important to reflect on the specific experiences of these women when discussion the results and implications.

Discussion

Leadership Development Opportunities for Panhellenic Women During Their Time as an Undergraduate Member by Their Specific Organization. The women in this study all mentioned multiple types of leadership development they received during their time in their

organizations. Most of this leadership development was through informal interactions with individuals in their organization. There were also experiences of holding other leadership positions that helped them as well as the designated training opportunities provided to them. The most beneficial to the participants was other individuals which is supported in past research (Astin, 1993; Bynum, 2015; Smith & Chenoweth, 2015). The informal, intentional mentoring given to these participants through advisors, predecessors and other members in their organization were highly beneficial. This type of mentoring was shown in research by Bynum (2015) to be effective as well.

Many of the interactions described by the participants was student to student interactions. Astin (1993) spoke of these relationships as the most important influence on a student's environment. There were many different types of interactions the women had with their peers. Whether it was informational or emotional support, members in their organization were frequently helping these participants develop. Abby gave examples of the emotional support through the ability to "have girls that are believing in you and they know that you can do it." Grogan and Shakeshaft (2011) found that women value relational leadership or building up those around them and using their leadership to advance the group. Grogan and Shakeshaft's findings can explain why there were a number of interactions to build up their peers. Because these organizations are member-run, it is helpful that these members are impacting each other in their development. Learning how to cultivate and increase this type of leadership development opportunities could prove beneficial to organizations. All of these women were elected into their roles and even this act can be seen as peer support. Ervin (2005) found that those who are elected into leadership were shown to be more engaged leaders due to the support they felt from their peers.

Other experiences of development through individuals was with advisors and inter/national staff. Advising these organizations is a balance between supporting the individual development of the students and advancing the organization and the campus community goals (CAS Standards, 2012). As Beccah stated, "I don't think (my organization) would be standing on two feet if it was not for (my advisor)". This statement means that advisors play a vital role in the advancement of individuals in the organization and their support, whether formal or informal, were well identified by participants. It is the job of the advisor to advance not only the organization but individuals as well. This job fulfillment can be seen in the participants' reflections on their leadership development through them. An example of one of the check-ins provided by advisors included questions such as, "Do you need anything? How are things going with directors"? They are engaged in what is happening between individuals and the interactions they are having in their positions. Making sure that advisors are trained to effectively mentor individuals in their leadership development can help increase these opportunities and make them more beneficial. Creating more intentional opportunities for this type of development and encouraging advisors to teach, encourage and develop leaders is important. It is more than just teaching leaders about their role, it is also about building them up and helping them develop as well-rounded leaders.

Leadership development also occurred through the participants time in their leadership positions. Holding these positions put members in situations to be given opportunities of development, whether that was through trainings, mentorship or experiences. Astin (1984) said that involvement was both quantitative and qualitative. This statement meant that it can be both the number of leadership positions you hold as well as how engaged you are in that leadership that can cause development. For these women on this campus, membership numbers are low.

Getting involved in leadership positions was not always an option but an obligation of membership. It is important to have these members reflect on if their involvement was just a quantitative one or if they were truly getting quality leadership development. It can be seen through these three women that they were getting development in many areas during their time as leaders. Beccah showed that she saw the impact she was making and valued that impact when she said, "I've really seen our sisterhood grow". She knew it was her work that was making that improvement. Bandura (2001) talked about human agency, the idea that leaders make a conscious effort in learning and creating change in their behaviors. Being mindful and reflecting on their development is an important part of development as well. These participants were not always able to reflect on their previous roles and how they have helped them in their development. Finding ways for these leaders to take a "leadership inventory" during their time in their roles could allow them to better recall and utilize their experiences in future leadership.

The last way these individuals discussed their leadership development opportunities was through designated training. Attending conferences and trainings were a way these participants experienced this type of development. Astin's Theory of Involvement (1984) showed that just being given information or being in an organization does not necessarily encourage development, but when a person engages in those activities, they can experience growth. It is important that there is a sense of engagement in their training so that individuals are growing. These women were not able to fully reflect on the experiences of their trainings. They gave a brief overview of activities and the goals of their training, but they did not talk about specific learning outcomes they gained, just that they developed through them. This finding may show that these women were not able to fully engage in their training and therefore could not

experience full growth. It is crucial that in these developmental opportunities, organizations are making sure members are engaged and experiencing their training opportunities fully.

Perceived Relationship Between Leadership Development Opportunities and Self

Efficacy. When discussing self-efficacy, it is important to remember that it is the perceived capabilities of that individual (Bandura, 2006). This statement means that it does not matter what their abilities are, or what they can actually achieve, it is about what people think they will be able to accomplish. Self-efficacy is important to research because when leaders have a higher self-efficacy, they are more likely to pursue leadership in the future (Mccormick, Tanguma, & López-Forment, 2002). When looking at women and leadership, there is a gap in women attaining leadership opportunities in their careers. Creating these positive leadership perspectives early in women's lives may help them maintain that efficacy. López-Forment, (2002) showed that previous leadership contributed to one-third of the future attempts in leadership positions and that those who had been rated high in leadership self-efficacy attempted more leadership roles than those students with low leadership self-efficacy.

Overall, these women had a majority of experiences that contributed to an increase in self-efficacy when it came to their leadership. Dugan (2006) found that women scored higher than men in every leadership category. Eagly, Johannesen-Schmidt and van Engen, (2003) showed similar results. These women thinking positively about their leadership traits reflects these results. They expressed observing other leaders was beneficial to increasing their self-efficacy, a main finding in Bandura's (1991) research as well. Carrie's observations were shared when she said, "I've watched all the ones that have been president through my time here. I've seen some really good ones and not so good ones". The status of the chapter does not have as much of an impact on the self-efficacy of the participants. Astin (1984) echoed this finding in

his research that the effort of the student is more important than the environment they are in. Even if their organization was not excelling, it was still possible for these women to develop and have a high sense of self-efficacy. Beccah spoke about a time when her organization was on the verge of social probation, a punishment that would greatly affect their membership and experience, but Beccah was able to continue to maintain a high level of self-efficacy because of her personal work during that time saying, "I felt like that would help".

Not every experience these women spoke about increased their self-efficacy. Adams and Keim's (2000) research found that although women may outperform men, they may not feel like they do. They are many reasons for this discrepancy to happen. Imposter phenomenon can contribute to women not believing that they should have the success they have attained (Clance & Imes, 1978). Another reason that was discussed is anxiety and stress. Anxiety is a growing condition in many college students (Ratanasiripong et al., 2012). Symptoms of anxiety include worrying, trouble relaxing, insomnia, and functional impairment (Nyer et al., 2013). The impact of anxiety can be seen through Beccah's experience and finding ways to manage anxiety can be a personal journey for many. Better performance can be achieved with higher levels of self-efficacy. Dugan and Komives (2010) found that developing a high sense of leadership efficacy may be more important than education on more direct leadership abilities. It is more important to have a high sense of belief in oneself than to have every skill necessary to complete a task.

Another finding from this research saw that for two of the participants, some experiences did not have an impact on their leadership self-efficacy. Beccah's experience of persevering through sickness can also be seen in research done by Smith and Chenoweth (2015). They found that those individuals who were involved in student organizations, like Panhellenic organizations, were able to rate themselves higher in optimism and persistence. Her ability to

persist through sickness and not let it have an impact on their self-efficacy to perform may have been caused by involvement in her organization. Carrie also had a similar level of persistence due to clear vision for her organization. Even though she was receiving pushback and negative comments from individuals, they did not have an impact on her self-efficacy. Because she was fully engaged in her organization and had an understanding of her organization's mission, she was able to continue to persist in her objectives no matter the feedback she had received in that situation.

Participants' Perspectives on How Bandura's Sources of Self-Efficacy Relate to Leadership Development. Based on research by Bandura (1997), mastery experience is the most utilized and effective. Being able to pull from experiences is a critical part of identifying self-efficacy. Looking at the results from this research, social persuasion was seen as more important to participants' level of self-efficacy. This impact can be due to the fact that these individuals are a part of social organizations and valuing collaboration and group work is high. Walker (2001) also noted in his research that the reason leadership growth was not seen in a pre-test/post-test study may relate to participant's growth in awareness of leadership. This finding may be transferrable to this research in that these individuals have not come to fully understand their leadership abilities and therefore are unable to draw from their experiences and relate them to their leadership self-efficacy.

When Carrie spoke about mastery, her answer was broad and about an entire experience of being a high school student body president. At the time of the interviews, Carrie had only held her current president position for a month. This fact could have been another reason she was unable to create connections between her past experiences. Carrie was not able to fully understand her role yet, so she had to rely on general leadership abilities to judge her level of

self-efficacy. Beccah on the other hand had been in her role for a semester so she had a specific experience that she could relate to. Having put on a sisterhood retreat and being able to say how she felt and what experiences caused her to feel successful about planning came easier to her than having Carrie predict how she would feel about unknown tasks. Another reason mastery may not have been seen as important to these individuals is because they might not have felt challenged in their previous roles. Bandura (1994) stated that in order to develop a high sense of self-efficacy, difficult tasks needed to be attempted, individuals need to face and attempt obstacles. If these individuals did not feel like they had truly faced any obstacles in their leadership development, they may not have felt like they have mastered anything yet.

Vicarious experience for these individuals related mostly to observing those who had been in their roles before them. Badura (1991) stated that learning occurs through observing other's behaviors and the outcomes of those behaviors. This statement is why both Beccah and Carrie noted improvements they wanted to make based on struggles their predecessor faced. During Abby's training experience she valued hearing from her predecessor on what made her successful in the role. Isaac, Katz, Lee and Carnes (2012) found that women were encouraged by hearing stories from women in leadership and learning about practical suggestions for development. Proxy agency is an example of vicarious experience. It is utilizing resources and knowledge of others to aid an individual to their desired outcome (Bandura, 2001). This finding can be seen in each participants' examples of their vicarious experience in how they learned from their predecessor and were able to increase their self-efficacy in completing those tasks based on their observations.

Another aspect of self-efficacy that was discussed was physiological condition. During their interview, these women were initially confused about the relationship between

physiological condition and self-efficacy. They gave examples of what they personally have done to manage stress and anxiety but it was interesting to hear that they had no examples of what they had done within their organization to practice mindfulness, healthy eating or working out, or other tools to increase overall well-being. Knowing that physiological condition is important to how someone will feel about their abilities to complete tasks, it is important that organizations invest in educating members on these health-related tools. Individuals being able to identify when they experience anxiety or stress was a good first step to managing their conditions. These women were able to practice mindfulness to know when they needed a break or to exercise tools of stress management. Being able to identify thoughts, feelings and emotions in a situation can help members to better manage them as they appear. If organizations are able to teach skills or mindfulness and stress management, they will be able to better assist members in these areas.

Overall, self-efficacy was a concept that was at times difficult for these individuals to communicate about. Roberts (2008) noted that reflection is critical to growth and this finding is a concept that should be brought into these organization as well. Helping members of these organizations reflect on these four sources of self-efficacy may cause an increase in their leadership self-efficacy. If members are able to identify these sources during their time in their organizations, they may feel a higher sense of self-efficacy that will carry with them to their future career and leadership opportunities.

Implications

The themes of this study revolve around the people within the organization that provide support and the sources of self-efficacy and how they relate to the individual's leadership development. According to the CAS Standards Contextual Statement (2012), there are many

stakeholders in these organizations including students, alumni, and national and international staff. All of these groups impact the development of leaders as well as have interactions with these members and have a say in their resources and development. Understanding how their development is happening and how they can cultivate and improve on these experiences is crucial to the continued progression of these groups.

Members of Individual Organizations. The women in this study thought they developed leadership through their interactions with members of their organization. They looked to them for support, guidance and examples of what they should do in their leadership position. If members can be more intentional with these types of developmental opportunities for their peers, more individuals may be able to feel an impact. If members are aware that their words and actions have an impact on leaders in their chapter, even if they are not leaders themselves, they may try to have more of these interactions and know that their words and actions make a difference in someone else's development. Badura (2001) stated that collective agency is important for growth. This statement is the idea that a person cannot know everything so one must rely on not only the collection of the group's knowledge, skills and characteristics, but how they interact and the benefits of the dynamic of the group in order to advance. Making sure that the interactions within the organization are beneficial and productive will further advance the organization and the individual members.

Staff and Volunteers of Panhellenic Organizations. These individuals are responsible for many of the training programs offered by each organization (Taylor, 2010). Kray and Thompson (2004) stated that women are less likely to advocate for resources they need to it is important for these individuals to learn and understand what they members need, through research such as this. Having them more aware of what leadership development opportunities

these participants thought were most beneficial could aid in their distribution of resources. If members are not developing through a conference that the organization has spent thousands of dollars on, but they thought that a smaller, less expensive training was more beneficial, this alternative might be helpful information for these organizations to note. Making sure they are utilizing their resources effectively can help an organization run better. Advising these organizations is a balance between supporting the individual development of the students and advancing the organization and the campus community goals (CAS Standards, 2012). Making sure that money is spent in the most beneficial way is crucial to the advancement of these groups.

It is also important for these individuals to see if programs they are offering were mentioned by participants. If participants attended a leadership development opportunity but did not identify it as one, reviewing the learning outcomes and objectives of these programs could be more beneficial. These participants were not able to identify specific leadership skills they gained through their training experiences. If staff of these organizations can create a program or tool to help members reflect on their experiences or take time to review and assess learning outcomes for attendants of their conferences, it can help members be more mindful about their leadership development. Roberts (2008) stated that reflection is a critical component to leadership development, as it aids in engagement in new ideas, reflecting on the experiences they have had, and continually grow and develop in their leadership abilities.

Future Research

This research was limited in the number of participants as well as the demographic involved. Future research can be utilized to expand upon data and create more depth to findings. This study looked at Panhellenic organizations and the leadership development they received only from their organization. There are many other women's organizations, including National

Pan-Hellenic organizations which are historically black organizations. These groups do have some differences in operation and mission, however they exist to cultivate women's development just as Panhellenic groups do. Future research could examine if there are similar support systems for these women and if the resources provided to them are similar to the leadership development opportunities that were seen in this research. Leadership development opportunities also occur for these organizations through other outlets. Some universities may provide training to their campus leaders, and these can also have impacts on development.

This research can also be expanded upon through a different methodological approach. Using quantitative studies to compare between each Panhellenic group or among different campuses would provide a different perspective on what resources are most effective and how they are being interpreted by women across different samples. Group interviews would also be an alternative to gather data.

Summary

There has been substantial research done on self-efficacy as well as a growing amount of research on women in leadership. The results found in this study supports many of the previous findings in research in relation to the importance of leadership development and self-efficacy. Many types of leadership development opportunities emerged, from informal peer support to designated training opportunities from each organization. These opportunities were shown to aid in the self-efficacy for these individuals, though some experiences lowered perceived self-efficacy. Creating tools for reflection and assistance in becoming an active person in learning could improve self-efficacy overall. This research also saw the importance of mastery experiences, vicarious experiences, physiological condition and social persuasion as it relates to leadership self-efficacy. Reflection on these experiences were seen as areas of growth for these

organizations as well as for individual members. Having meaningful engagement in their

organization and participating in quality involvement, not just quantity, aids in the development

of leadership for these individuals. The suggestions for future research could contribute to the

further development of leadership development for these organizations as well as helping

increase the self-efficacy of their members.

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Appendix A

Interview Protocol

1) Tell me about yourself.

   a) Age, gender, race, year, major in school?

   b) College experience thus far?

2) What are you involved in?

3) What made you decide to join a sorority?

4) How would you describe your experience so far in your organization?

   a) Successes?

   b) Challenges?

5) What leadership positions have you held in this organization?

   a) Other organizations?

6) What made you decide to apply for your current leadership position?

   a) Have there been any influential people?

   b) Events?

7) What leadership training have you received for your leadership?

   a) Within Organization

      i) Mastery- committee roles, helping person in tasks, leadership training

      ii) Vicarious experience- being on committee, shadowing

      iii) Physiological- self-care, time management help

      iv) Social persuasion- speakers, training/ transitions

   b) Outside organization

      i) Mastery

      ii) Vicarious experience

      iii) Physiological

       iv) Social persuasion

8) Self-efficacy is a person's belief in how successful they are at a certain task. When looking at things that influence a person's self-efficacy, it has been shown that there are four main contributors, mastery, vicarious experiences, physiological condition, and social persuasions. To describe these, I will use the example of running a marathon.

    a) Mastery is how well you've completed a certain task, or a similar task related to the experience- so having a person previously run a marathon or a half marathon can give them insight into their level of self-efficacy.

       i) Do you have any questions about mastery?

       ii) Can you think of some examples of times you have experienced mastery as it relates to your leadership?

    b) Vicarious experience is watching someone complete a task- this could be having a friend or running partner run a marathon.

       i) Do you have any questions about vicarious experience?

       ii) Can you think of some examples of times you have experienced vicarious experiences as it relates to your leadership?

    c) Physiological condition is how a person is feeling at the current time- you may feel different about your ability to run a marathon if you have the flu verse being in great condition and training every day. Incorporating meditation or yoga to your training may also increase your feelings about the race.

       i) Do you have any questions about physiological condition?

       ii) Can you think of some examples of times physiological condition has had a relation to your leadership?

d) Social persuasion is having someone tell you about that experience, possibly telling you they believe you can complete the task- this would be having your running partner support you or possibly a doctor tells you that you are or are not in condition to run a marathon.

   i) Do you have any questions about social persuasion?

   ii) Can you think of some examples of times you have experienced social persuasion as it relates to your leadership?

Appendix B

Sample Email to Participants

Hello!

You are invited to participate in a study about the experience of Panhellenic women, the programming offered to leaders and the perceived relationship to self-efficacy. You have been invited to participate in this study because you have been identified as the president or vice president in your organization. This study is being conducted by Caitlyn Gastfield, a graduate student in the College Student Affairs program at Eastern Illinois University, and is being advised by Dr. Richard Roberts of the Department of Counseling and Student Development at EIU.

Participation in this study is voluntary. If you are interested in participating, please contact Caitlyn Gastfield at cegastfield@eiu.edu or (847) 890-3379 to schedule an interview time. Interviews will take place starting September 23rd.

Participants will be asked to sign an informed consent form at the time of the scheduled interview. Interviews will last approximately and will not exceed one hour.

Please direct any questions and/or concerns about this study to Caitlyn Gastfield. Thank you for consideration in participating in this study.

Sincerely,

Caitlyn Gastfield
Student Life Office | Graduate Assistant
College Student Affairs | Graduate Student
Eastern Illinois University
847-890-3379

Appendix C

Informed Consent Form

CONSENT TO PARTICIPATE IN RESEARCH

Panhellenic Women's Leadership Development and Self-Efficacy

You are invited to participate in a research study conducted by Caitlyn Gastfield (advised by Dr. Richard Roberts), from the College Student Affairs graduate program at Eastern Illinois University.
Your participation in this study is entirely voluntary. Please ask questions about anything you do not understand, before deciding whether or not to participate.

You have been asked to participate in this study because you have been identified as a leader in your Panhellenic organization.

- **PURPOSE OF THE STUDY**

The purpose of this study is to look at the experience of Panhellenic women, the programming offered to leaders and the perceived relationship to self-efficacy.

- **PROCEDURES**

If you volunteer to participate in this study, you will be asked to:

Participate in a one-on-one interview with the researcher that will last approximately one hour. During the interview, you will be asked questions about your experiences as a Panhellenic woman, your leadership development and your perception of your level of self-efficacy as it relates to leadership. Your interview will be audio recorded, which will then be transcribed. Audio will be stored on the researcher's computer. Following transcription, you, as a participant, will have the opportunity to review the transcription for accuracy. A pseudonym will be assigned to you, and you will have the opportunity to verify it has satisfactorily met confidentiality.

- **POTENTIAL RISKS AND DISCOMFORTS**

There is not more than a minimal risk expected from participation in this study.
As a participant, you may feel uncomfortable sharing personal information such as your thoughts on your self-efficacy.

- **POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY**

While you as a participant may not experience any benefits, results from this research have the potential to provide insight on how to better serve the Panhellenic community when it comes to leadership development and the self-efficacy of members.

- **CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of pseudonym assignment within all resulting data and published materials. Only the researcher and faculty advisor will have access to transcripts and audio recorded interviews. The audio recorded files of the interviews will be kept for 3 years and then destroyed, as required by the IRB.

- **PARTICIPATION AND WITHDRAWAL**

Participation in this research study is voluntary and not a requirement or a condition for being the recipient of benefits or services from Eastern Illinois University or any other organization sponsoring the research project. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits or services to which you are otherwise entitled.
There is no penalty if you withdraw from the study and you will not lose any benefits to which you are otherwise entitled.

You may also refuse to answer any questions you do not want to answer.

- **IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about this research, please contact:
Caitlyn Gastfield, Principal Investigator
847-890-3379
cegastfield@eiu.edu

Dr. Richard Roberts, Faculty Advisor
217-581-2400
rlroberts@eiu.edu

- **RIGHTS OF RESEARCH SUBJECTS**

If you have any questions or concerns about the treatment of human participants in this study, you may call or write:

Institutional Review Board
Eastern Illinois University
600 Lincoln Ave.
Charleston, IL   61920
Telephone: (217) 581-8576
E-mail: eiuirb@www.eiu.edu

You will be given the opportunity to discuss any questions about your rights as a research subject with a member of the IRB. The IRB is an independent committee composed of members of the University community, as well as lay members of the community not connected with EIU. The IRB has reviewed and approved this study.

I voluntarily agree to participate in this study. I understand that I am free to withdraw my consent and discontinue my participation at any time. I have been given a copy of this form.

_____
Printed Name of Participant

_____   _____
Signature of Participant   Date

I, the undersigned, have defined and fully explained the investigation to the above subject.

_____   _____
Signature of Investigator   Date