

FACTORS INFLUENCING LEADERSHIP IN COLLEGIATE AGRICULTURAL  
ORGANIZATIONS: THE ROLE OF GENDER

By

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To Meme & Papa Andrews,  
who instilled in me a love for agriculture and a desire to serve others

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Abstract of Thesis Presented to the Graduate School  
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ORGANIZATIONS: THE ROLE OF GENDER

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This study examined the sources of motivation among collegiate leaders, focusing on gender differences. Furthermore, the study sought to understand what the sources of motivation among collegiate leaders were, the differences between male and female collegiate leaders, and the strength of motivation and relationships between race/ethnicity, leadership experience, and leadership courses taken by the student leader. Theoretical framework included Leonard, Beauvais, and Scholl's Self Concept-Based Work Motivation model (1999).

The research design was descriptive survey and the population included AAAE's Southern Region College of Agricultural and Life Sciences Land-Grant University Ambassador Teams ( $n=177$ ). The study found that male collegiate leaders were motivated Instrumentally, indicating that gender can impact whether or not the student is Instrumentally motivated. The majority of ambassador teams were White/non-Hispanic females that were primarily identified with an intrinsic source of motivation. The study also uncovered that over half of the ambassadors actively take part in their College of Agricultural and Life Sciences Leadership courses.

## CHAPTER 1 INTRODUCTION

Agricultural science has long been known as being male-dominated (Buttel & Goldberger, 2002). However, females are increasingly taking on more leadership roles in FFA (Ricketts, Osborne, & Rudd, 2004), executive roles in America's industries (Eagly & Carli, 2003), and the agriculture industry (Federal Glass Ceiling Commission, 1995). "When I look at the issues we face, and when I think of the changes we need, I am convinced as I have ever been that our future depends on the leadership of women—not to replace men, but to transform our options alongside them" (Wilson, 2004, p. 5).

Women on the rise as leaders in America's society have overcome barriers and faced challenges (Rule & Ambady, 2009). More and more women are driven to be leaders in their workplace, community and government (Eagly & Carli, 2003). According to the 1982 U.S. Bureau of Labor Statistics, in 1972 women held only 18% of managerial and administrative positions. By 2002 females were occupying over 46% of those same leadership positions. Organizational cultures take advantage of hiring and retaining females and minorities as leaders (Eagly & Carli, 2003). Females do not climb the corporate ladder like many males, rather their path is more of a labyrinth (Eagly & Carli, 2003).

The trend of increasing female leadership has also impacted colleges of agricultural and life sciences across America (National Science Foundation [NSF] 2006a, 2006b). Buttel and Goldberger believed that, "Because of women's distinctive 'situatedness' in knowledge production processes, women can be expected to hold different views than men regarding research, sciences and technology: generally more critical, more questioning, and more public regarding" and therefore have different

attitudes towards agriculture research and industry (Buttel & Goldberger, 2002).

Although female faculty has increased at many colleges of agricultural and life sciences since the 1960s (National Science Foundation [NSF] 2006a, 2006b), there has been little attention to what these women are doing or feeling while serving in these positions (Crowe & Goldberger, 2009). This implies that female motivation to serve in leadership positions has had little attention as well.

### **History of Female Leadership**

This is not the first time America has seen trends of female leadership. In the 1940s during World War II, women took on the responsibility of running America's industry while many men were away serving at war. Although women returned back to work as housewives once the war was over, for many of them it planted a seed of interest in America's workforce. Women had proven to themselves and their country that they could do the job and there were lasting effects (Women in the work force during WWII, 2010).

Again in the 1960s America saw a different side of women during the civil rights movement. Delinder stated, "Even though the civil rights movement did not intentionally address gender inequality, the dynamics of conflict and social change were influenced as much by gender as they were by race" (Delinder, 2009, p. 986). During this time women protested sexist acts and fought for educational and employment equality (Teasley, Retrieved May 8, 2010). Although women were often invisible as grass roots activists and not seen as 'leaders' during this time, many females were taking on leadership roles (Delinder, 2009).

The 1955 Montgomery Bus Boycott is an example that is known for taking a stand for racial inequality, but also presented an opportunity for gender equality. Rosa Parks'

powerful demand for equality did not only bring attention to and support for racial equality, but also supported the Women's Political Council (Delinder, 2009). This is only one of many events that contributed to women eventually gaining full citizenship and the ability to vote, work, and support themselves (Delinder, 2009). The heading above shows that if you have a subheading of a certain level, you must have more than one. The rationale is that you cannot have a list of only one item.

### **Female Leadership in Colleges of Agricultural and Life Sciences**

Through the years women have been educating themselves and daring to balance the responsibilities of work and children. The recent phenomenon of females emerging as collegiate leaders is more astounding now than it was over 50 years ago. Females play an integral part in the American Association for Agricultural Education's Southern Region College of Agricultural and Life Sciences ambassador teams at Auburn University, University of Arkansas, University of Florida, University of Georgia, University of Kentucky, Louisiana State University, Mississippi State University, North Carolina State University, Clemson University, University of Tennessee, and Virginia Tech. The responsibility of College of Agricultural and Life Sciences ambassadors is to engage in student leadership and academic success, support their state's food production and natural resources, and to interact with diverse populations through public speaking and networking while sharing career and academic opportunities with students (Ambassadors, 2009).

The strong presence of female leaders within these Colleges of Agricultural and Life Sciences pose many questions. Are professionals in the field of agricultural and life sciences seeking out females to promote diversity within their college? Are females the most qualified candidates applying for ambassador positions? The question this study

will address is if females are motivated differently than males to succeed their counterparts in retaining leadership roles within their college and university? Research shows that the challenge to lead can motivate nontraditional students (D'Haem & Krueger, 1993). Could in fact the reason be why females are seeking out and retaining leadership positions is because they are somehow motivated differently than males?

### **Research Problem**

Research has shown that men and women lead different ways (Lauterbach & Weiner, 1996), and the trends of female leadership have gained recent attention. In seeking to find factors contributing to the recent phenomena of female leadership within College of Agricultural and Life Sciences ambassador teams the research problem leading this study was, what is motivating collegiate leaders to seek and retain leadership positions and how do those sources differ between males and females? The study also sought to uncover reasons why women hold leadership positions in an ever changing, and evolving society and to provide professionals and educators with research to better understand gender role differences in the area of collegiate motivation and leadership.

### **Purpose and Objectives**

The purpose of this study was to compare the sources of motivation among female and male collegiate leaders. The following research objectives were used to guide the study:

- To determine the sources of motivation among female and male collegiate leaders.
- To differentiate between sources of motivation in male and female collegiate leaders.

- To examine the strength of relationships between sources of motivation and race/ethnicity, leadership experience, and leadership courses taken by the student or currently being taken.

### **Significance of Study**

Managers looking for executive leaders who have what it takes are discovering the secret is to hire a female (Sharpe, 2000). Could this be because of woman's unique motivation? This study is significant to collegiate leadership and our society today because society's definition of leadership is changing (Hammer & Champy, 1994) from a traditional hierarchical approach to a more team oriented approach. Kim Phipps, President of Messiah College, believes it is essential for females to hold highly recognized leadership roles because they are able to bring new perspectives to the decision making process (Fishlock, 2010).

Discovering the sources of motivation that are driving females to take a more active role in college leadership will benefit the field of leadership studies and student development. Colleges of Agricultural and Life Sciences will be better able to customize leadership courses to help further understand those sources of motivation. Students who understand how they are motivated can positively build upon those sources of motivation, foster it in other students or employees around them, and become a more transformational leader themselves. Learning the underlying sources of motivation may also help explain why filling a leadership role with a female is so appealing to professionals in academia and America's workforce.

This study has contributed to the progress of The National Research Agenda: Agricultural Education and Communication (Obsorne, 2007) by focusing on Agricultural Leadership and its relation to gender and motivation within collegiate student

organizations and help better develop program of studies for students seeking to develop leadership skills. The study has supported leadership opportunities for underrepresented populations. The study will also bring attention to the Agricultural Education in University and Postsecondary Settings research priority area through striving to enhance students understanding of their own sources of motivation and how it may or may not relate to their gender and leadership experiences. The specific Research Priority Areas (RPA) this study will address are:

### **Agricultural Leadership**

RPA 1: Develop and disseminate effective leadership education programs.

RPA 2: Support leadership opportunities for underrepresented populations.

### **Agricultural Education in University and Postsecondary Settings**

RPA 2: Improve the success of students enrolled in agricultural and life sciences academic and technical programs.

### **Definitions of terms**

- *College of Agricultural and Life Sciences Ambassadors*- Based on each university's unique needs and characteristics, the ambassadors are a selected group of students who display student leadership and academic success. They strive to share information about the university's College of Agricultural and Life Sciences academic and career opportunities. These students are selected through an interview and presentation process and are therefore comfortable speaking in public and interacting with diverse populations and support their state's food, production and natural resources (Ambassadors, 2009).
- *Leadership*- "The influencing process of leaders and followers to achieve organizational objectives through change" (Lussier & Achua, 2010, p. 6). Leadership has diverse and broad terms, for the purpose of this study leadership was defined as serving the role of a College of Agricultural and Life Sciences ambassador.
- Leadership experience was determined by the number of high school and college positions held as the organization's Chair, Chair-Elect, President, Vice President, President-Elect Captain or Co-Captain by participants at the local, regional, state or national level. Leadership education was determined by the number of

leadership courses completed or currently being taken by the student. Leadership courses included: Interpersonal Leadership, Leadership Development Theory, Communication and Leadership, Global Leadership, Leading Change or Change Leadership, Learning Organizations, and Ethics.

- *Motivation*-“Anything that affects behavior in pursuing a certain outcome” (Lussier & Achua, 2010, p. 84). This study utilized Barbuto & Scholl’s (1998) 5 sources of motivation: intrinsic process, instrumental, self-concept external, self-concept internal and goal internalization.
- Intrinsic process motivation will identify students that enjoy their work, and view it as an incentive and fun. Instrumental motivated students will seek tangible rewards, such as pay or promotions. Students with self-concept external motivation may seek social acceptance or status, and have a strong need for affiliation. Self-concept internal motivation will identify students that have strong internal standards and behave in a way to back those beliefs and values up. Finally, goal internalization motivation will relate to students with a sense of responsibility and are very goal driven.
- *Gender*- For the purpose of this study we will define gender as male or female. Participants selected which gender role they identified with.

### **Limitations of the Study**

A convenience sample of the 11 southeastern Colleges of Agricultural and Life Sciences and therefore no generalizations were made beyond the study’s selected population of collegiate leaders. Student ambassadors may have had experience participating in leadership and personality assessments which presented a threat that their experience in leadership positions and extracurricular activities may lead them to give the ‘socially desired’ answer. This creates a question whether or not the ambassadors completed the assessment truthfully. This limitation was addressed by administering an informed consent form that ensured participants that their answers are kept confidential.

### **Basic assumptions**

The researcher assumed that ambassadors most likely had some leadership development opportunities prior to participating in the study. Although many of the participants may have been familiar with personality or leadership assessments, the researcher assumed that this would not have a negative impact on the results. This study also assumed that students answered the assessment honestly and that the ambassadors would have been willing to participate.

### **Chapter Summary**

Female leadership trends have always had a positive and lasting impact on American society. From the 1940s when women answered the call of duty during World War II and became active in the workforce and into the 1960s when they demanded equality and fought for full citizenship, female leadership has had many milestones throughout history.

With females becoming more involved in southeastern Colleges of Agriculture and Life Sciences ambassador teams this study discovered the sources that are motivating them to serve in these leadership roles. This study looked at females in between high school and the workforce and focused on the motivation sources among college-aged females holding leadership positions in their colleges. This study hoped to further develop the knowledge base of student motivation as it relates to leadership and to confront the mystery of recent trends in female collegiate leadership.

## CHAPTER 2 REVIEW OF THE LITERATURE

The purpose of this study was to determine the sources of motivation experienced by collegiate female leaders and how those sources of motivation compared to their male counterparts. Objectives that led this study included: 1) to determine the sources of motivation among female and male collegiate leaders, 2) to differentiate between sources of motivation in male and female collegiate leaders, and 3) to examine the relationship between sources of motivation and race/ethnicity, leadership experience, and leadership courses taken by the student or currently being taken by the student.

Leonard, Beauvais, and Scholl's (1999) Self Concept-Based Theory was utilized as the theoretical framework for this study. The Self Concept-Based Model describes five sources of motivation: intrinsic process, instrumental, self-concept external, self-concept internal and goal internalization. These five sources of motivation provide the basis for Barbuto and Scholl's (1998) Motivation Sources Inventory instrument. In order to establish a thorough description of motivation, the following theories are also described in this study: Maslow's Theory of Human Motivation, Herzberg's Theory, and McClelland's Theory of Motivation as a basis for using the Self Concept-Based framework.

In addition to discussing the theoretical framework, the conceptual framework will present studies in the areas of leadership, gender differences, females in the agriculture industry, universities, and College of Agricultural and Life Sciences ambassador teams. A conceptual model will illustrate potential relationships between gender, leadership experience, and motivation among young collegiate leaders who are serving as ambassadors within their Colleges of Agricultural and Life Sciences.

## **Motivation Theory**

Maslow's (1943) Theory of Human Motivation claims that physiological needs are the first reason for motivation, and that if none of an organism's needs are met then the physiological needs will be the most dominant. This initial need then causes a hierarchy of needs, and once each need is met individuals are no longer motivated to take action and seek resources to satisfy this hunger (Maslow, 1943). The Theory of Human Motivation presents five areas of basic needs in the hierarchical order of: physiological, safety, love, esteem, and self-actualization (Maslow, 1943).

Herzberg's (1959) Theory of Motivation and Hygiene Factors consists of two components that help identify factors that impact individual attitudes towards their work. The two components of this theory are satisfiers and dissatisfiers. The satisfiers consists of five factors that enhance the individual's experience at work. Those factors are: achievement, recognition, the work itself, responsibility, and advancement (Herzberg, Mausner, & Snyderman, 1959). The dissatisfying factors are: company policy, supervision, interpersonal relations, working conditions, and salary (Herzberg, Mausner, & Snyderman, 1959). The satisfying factors produce long-term impacts and are identified as motives, while the dissatisfying factors only produce a short-term impact and are identified as hygiene factors (Herzberg, Mausner, & Snyderman, 1959).

McClelland's (1987) Motivation Theory identifies four human needs that lead people to be motivated. These four sources of motivation included: achievement, power, affiliation, and avoidance. Individuals with the need for achievement may be looking for incentives such as, "to please the teacher, to avoid criticism, to gain the approval of a loved one, or simply to get some time off from work. What should be involved in the

achievement motive is doing something better for its own sake, for the intrinsic satisfaction of doing something better” (McClelland, 1987, p. 228).

The power motive can originate from losing a job or position of status, parents being too passive when it comes to sex or aggression, or even holding leadership positions (McClelland, 1987). The need for affiliation or need to be with people is the “concern over establishing, maintaining, or restoring a positive, affective relationship with another person or persons” (McClelland, 1987, p. 347). Individuals who avoid taking risks and avoid looking for opportunities that will guarantee themselves success are considered to have an avoidance motive, which is often caused by anxiety (McClelland, 1987), and are motivated by fear of failure, fear of success, and fear of rejection. Although McClelland’s theory includes four motives, the need for avoidance is not widely accepted (McClelland, 1987).

### **Theoretical Framework**

Although prior theories have led to a better understanding of motivation, the primary foundation for this study was Leonard, Beauvais, and Scholl’s (1999) Self Concept-Based Work Motivation model. This model integrates many prior theories of motivation and their perspectives of the process of motivation and is most appropriate for researching sources of motivation when including the factor of self-concept, as this study did (Leonard, Beauvais, & Scholl, 1999).

The purpose of developing the Self Concept-Based Work Motivation model was to adapt prior motivational theories and to create a unifying framework for motivation (Leonard, Beauvais, & Scholl, 1999). Traditional models of motivation may not offer explanations for more diverse behaviors in organizational settings (Leonard, Beauvais, & Scholl, 1999). This theory of self-concept strived to fill a gap in motivational theory

research, because previously there was not a recognized theory that strongly supported the findings of motivational factors through research (Locke & Henne, 1986).

Leonard, Beauvais, & Scholl (1999) proposed five propositions to better explain motivation and predict behavior. Proposition one proposes the five basic sources of motivation: intrinsic process, extrinsic/instrumental rewards, external self-concept, internal self-concept, and goal internalization. Proposition two proposes that an individual can be characterized by their motivational profile which is built by their strongest motivational sources. Proposition three proposes that an individual's most dominant source of motivation will play a role in decision making and behavior. Proposition four proposes that the dominant source will win if ever two or more motivational sources conflict. Proposition five proposes that in different environments and situations individuals will have different motivational profiles (Leonard, Beauvais, & Scholl, 1999, p. 988).

Leonard, Beauvais and Scholl proposed that there are five sources of motivation that integrated prior theories of motivation. These five sources of motivation include: intrinsic process, instrumental, self-concept external, self-concept internal and goal internalization and are listed as the first proposition made by Leonard, Beauvais, and Scholl. Intrinsic process motivation will identify students that enjoy their work and view it as an incentive and fun. Instrumentally motivated students will seek tangible rewards, such as pay or promotions. Students with self-concept external motivation may seek social acceptance or status and have a strong need for affiliation. Self-concept internal motivation will identify students that have strong internal standards and behave in a way consistent with those believes and values. Finally, goal internalization motivation will

relate to students with a sense of responsibility and are very goal driven (Leonard, Beauvais, & Scholl, 1999).

### **Conceptual Framework**

Recent research addressed the idea that the definition of leadership is evolving and may favor the female gender role since contemporary leadership is modeling the role of an advisor or coach and is less hierarchical than traditional leadership (Eagly & Carli, 2003). Modern leadership may encompass collaboration, teamwork, the ability to support, engage and empower your followers (Hammer & Champy, 1994). Another new form of leadership is postindustrial leadership, which focuses on relationships and how they develop as well as a shared commitment to an ultimate goal or mission (Komives, Lucas, & McMahon, 1998).

Although researchers linked leadership to risk-taking which is most commonly found in males, research has shown that the variance between gender and risk-taking has decreased (Byrnes, Miller, & Schafer, 1999). These findings indicate one of the contributing factors to emerging female leadership may be the increase in risk-taking behavior in females.

Eagly and Carli (2003) suggested that when organizations are more gender-balanced they have a larger selection of qualified and talented leaders. "Appointments of women signal an organization's departure from past practices and help it to capture the symbols of innovation and progressive change" (Eagly & Carli, 2003, p. 827). Modern organizational practices have also opened a door for female leadership and presented a more 'level playing field' (Klein, 2000).

## **Gender Differences in Leadership**

The relationship between a child and its primary caregiver is an important factor in that child's gender development (Chodorow, 1978). Since this relationship is most often that the primary caregiver is the child's mother, and since women see their daughters as part of themselves differing in how they see their sons "girls emerge [from childhood] with a stronger basis for experiencing another's needs or feelings as their own" (Chodorow, 1987, p. 187). Therefore, females develop a more emotional connectedness and males are more emotionally separated (Chodorow, 1987). The difference in how males and females connect emotionally with others could play a role in building professional relationship with superiors (Lauterbach & Weiner, 1996).

Gender roles in leadership develop with females having a more community-oriented perspective and males having a more task-oriented perspective (Eagly & Carli, 2003). When researching possible gender differences among the five sources of motivation, Barbuto and Fritz (2003) discovered that males scored significantly higher in instrumental motivation. Although no additional differences were found, Barbuto and Fritz stated that no prior studies had examined gender using the Motivation Sources Inventory.

To approach the area of gender differences in motivation with an international perspective, Rusillo & Arias (2004) conducted a study to examine gender differences and several motivational factors. The study consisted of 521 ninth and tenth graders in the province of Jaen, Spain. The study discovered that gender differences did exist and that females displayed a lower level of extrinsic motivation and took on more responsibility for their failure than males.

Lauterbach and Weiner (1996) explored the ways in which female and male managers build relationships with their superiors through upward influence. The study consisted of 10 males and 11 female middle managers within Fortune 100 companies. Participants were administered a survey and semi-structured interview. The study asked several questions related to gender differences.

The following hypotheses were found to be supported: “ Female managers are more likely than male managers to consider the viewpoints and feelings of others prior to initiating action, female managers are more likely to be concerned about interpersonal risk while male managers are more likely to be concerned about personal risk, female managers are more likely than male managers to involve others in planning their influence strategy, and when implementing their upward influence strategy, female managers are more likely to be both task-focused and interpersonally focused whereas male managers are more likely to be solely task-focused” (Lauterbach & Weiner, 1996, pp. 89-92).

Results of this study concluded females were more likely than males to consider others points of view before taking action, to have concern for interpersonal risk rather than personal risk, and to involve others in planning rather than alone. Females were found to be more interpersonally focused rather than task-focused when attempting upward influence and to judge the success of their task with not only its completion but the satisfaction of their superior (Lauterbach & Weiner, 1996).

A meta-analysis of 45 studies conducted by Eagly, Johannesen-Schmidt, & Engen (2003) concluded that females displayed different transformational behaviors than males. According to Bass (1985, 1998), becoming a role model and having others trust

and follow you as a leader is part of being a transformational leader. Eagly and Johnson (1990) conducted an earlier meta-analysis that discovered research claiming that female leaders lead more democratically and have a more participative style of leadership rather than a more directive style when compared to male leaders.

### **Females in the Agriculture Industry**

“Greater penalties against women than men for dominant and assertive behaviors reflect the constraints on women to avoid stereotypically masculine behavior” (Eagly & Carli, 2003, p. 821). With the number of females in the agricultural industry increasing (Federal Glass Ceiling Commission, 1995) in what has long been known as a male-dominated industry (Bttel & Goldberger, 2002). Research has shown that female leaders have most likely overcome many barriers and challenges to be where they are. It is important to consider the challenges females face in the corporate world.

Evidence has also revealed that males have a higher chance of promotion when working in a male-dominated job, but the chances of a woman leaving her job increase in this environment (Maume, 1999). Male evaluators typically rate female leaders lower than equivalent male leaders, and female evaluators display no bias (Eagly, Makhijani, & Klonsky, 1992).

Rohs and Anderson (2001) studied motivation in agricultural education students. This study consisted of seventh and eighth graders and compared many demographics among students in Georgia. The study discovered that female students had a higher need for affiliation and need for power than males.

While seeking to discover the underlying factors that contribute to the phenomenon of female leaders emerging in Florida FFA, Ricketts, Osborne and Rudd (2003) suggested seven components that contribute to a student’s level of leadership

and involvement. These components included: family, FFA, school, self, agriculture program FFA Chapters, community, and the student's agriscience teacher. The study included both qualitative research through focus-groups and an open-ended questionnaire along with quantitative research through a student questionnaire. Female students enrolled in rural Florida FFA programs were selected to participate in the study based on their leadership experience and advisor recommendation. Parents were also involved by completing a questionnaire sent home with the female students.

The study showed that females were prominently leading in the rural Florida FFA Chapters and that females were more willing to work, more motivated, more mature and more likely to step outside of their comfort zone than male students. The researchers also suggested further research to "become more aware of the underlying factors that influence imbalanced gender leadership in local FFA chapters" (Ricketts, Osborne, & Rudd, 2004, p. 51). This study has sought to do so.

A 2008 Girl Scouts of America study found that young females from 8-17 years of age tended to reject formal leadership roles. These young ladies seemed to already consider themselves leaders because of their ability to make a difference in the world around them and bring about social change (Girl Scout Research Institute, 2008). The trend of female leadership is spread from young developing females, into high school, college, and throughout the workplace.

While studying gender inequality within the agricultural sciences at land-grant universities, Buttell & Goldberger (2002) discovered that there is a "disproportionate influx" of young females entering agricultural sciences at land-grant universities. We can assume that many of these female students were also playing leadership roles in their

local FFA chapters and intend on working within the agricultural industry. By uncovering sources of motivation driving these young females to become and stay active, employers within the agricultural industry could learn new ways to attract both outstanding male and female employees.

### **College of Agricultural and Life Sciences Leadership**

Over the years leaders have emerged within the agriculture industry, and cannot afford to leave out leadership within our colleges (Barrett, 1983). “Leadership educators are constantly searching for natural leadership laboratories where students can rehearse their instinctive leadership tendencies and test the leadership processes learned in class” (Fritz, Townsend, Hoover, Weeks, Carter, & Nietfeldt, 2003, p. 18). Hoover and Dunigan (2004) discovered that 72% of participants actively involved in college of agricultural and life sciences collegiate student organizations joined the organization to further seek leadership development opportunities. This study also suggest that offering leadership development opportunities is important to the “recruitment and retention of future students into a College of Agricultural Sciences, garnering support of alumni, and preparing future leaders in the food, agricultural and natural resource sciences” (Hoover & Dunigan, 2004, p. 25).

Fritz, et. al (2003) conducted an analysis of leadership courses being offered in Colleges of Agricultural Education. That research proved that, “leadership skills are important to the long-term success of college graduates”, (Agnew & Kennedy, 2005, p. 41), this study also discovered that sixty-eight percent of respondents were offering leadership courses and that undergraduates and graduates were both actively involved in taking the offered courses. There was also evidence discovered in this study that students from outside the college were attending leadership courses offered through the

agriculture education department, indicating that there is a strong demand for leadership development opportunities within Colleges of Agricultural and Life Sciences.

### **Collegiate Ambassador Teams**

Lerner (1989) conducted a study that concluded that females enhance others' experiences while males tend to focus at their own experiences. Ambassadors are collegiate leaders that serve as a team while representing their colleges and the agricultural industry. The overall purpose of a College of Agricultural and Life Sciences ambassador is to "promote the college and university" (Woelk & Weeks, 2010, p. 19).

Shertzer and Schuh (2004) found postindustrial leadership characteristics on college campuses. Postindustrial leadership has been defined as sharing responsibility, having the change to create change, and being inclusive (Rost, 1993). These characteristics of postindustrial leadership help college organizations attract and engage non-traditional students, such as women (Kezar, 2000; Romano, 1996). Recent research suggested utilizing a team environment and compared management styles within agricultural departments (Edgar, 2005). The study presented reasons to leave behind the "traditional hierarchical management style of directing employees" (Edgar, 2005). Edgar explained the strength and advantage of working in a 'team environment' keeps all members focused on the mission, and encourages them to be more collaborative in working in accomplishing that mission (Edgar, 2005).

### **Conceptual Model**

As shown in the literature, leadership experience, gender, and motivation are important components of collegiate leadership. The following conceptual model (Figure 2-1) displays these relationships. This study examined factors that may contribute to collegiate leaders' motivation, specifically focusing on gender differences.

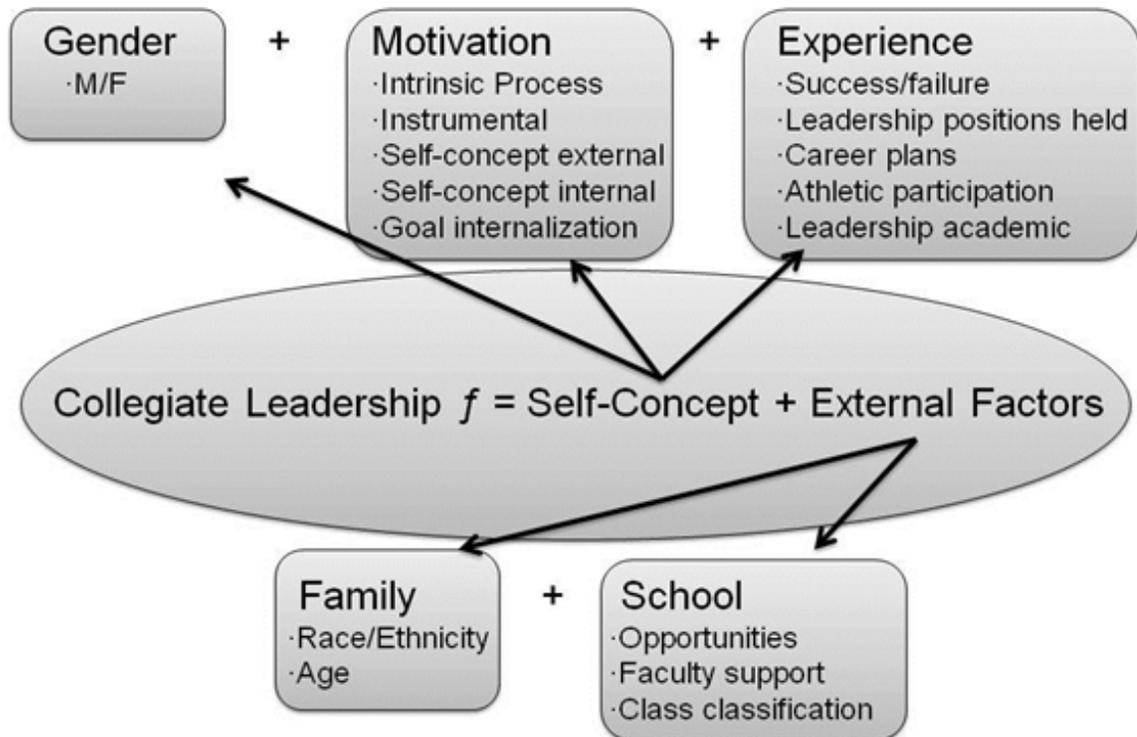


Figure 2-1. Conceptual model for collegiate leadership.

Figure 2-1 is an equation for collegiate leadership and includes the following factors:

- Collegiate leadership – Any position of leadership held by students within a university or college organization.
- Self-concept – Adapted from Ricketts, Osborne, & Rudd (2003), self-concept is the component of Self from the Conceptual Model of Factors Affecting the Emergence of Leaders in Local FFA Chapters. Self-concept was made up of the following factors:
  - Gender – For the purpose of this study gender was defined as female or male and was self-reported.
  - Motivation – Includes Leonard, Beauvais, & Scholl’s scale of Sources of Motivation that identify five sources of motivation: intrinsic process, instrumental, self-concept external, self-concept internal, and goal internalization.
  - Experience – Components adopted from Ricketts, Osborne, & Rudd (2003) include: success/failure, positions held, career plans, athletic and academic participation. For the purpose of this study, positions held was adapted to

leadership positions held and academic participation was adapted to leadership academic.

- External factors – Identified family and school as factors that are not able to be controlled. Included in family were factors of age and race/ethnicity and included in the component of school was class classification, opportunities, and faculty support.

### **Chapter Summary**

The presented theories of motivation uncover how male and female collegiate leaders may be motivated differently and build a foundation for this study. Research has shown that females and males lead differently (Lauterbach & Weiner, 1996), and therefore there is reason to believe they are also motivated differently. This study sought to address those differences in a collegiate setting through conducting research in Colleges of Agriculture and Life Sciences and by comparing findings of motivational sources with gender and common demographics. The theory of self-concept encompassed the 5 sources of motivation that would be utilized in the study. Also, there was little research found within Colleges of Agricultural and Life Sciences relating to gender and motivation within its student leaders.

### **CHAPTER 3 RESEARCH METHODS**

This chapter focuses on the methodology used to address the research problem of the recent acceleration of female leadership in Colleges of Agricultural and Life Sciences. This chapter will explain this study's research design, procedures, population for this study, the instrument utilized, and how data were collected and analyzed. The purpose of this study was to discover if female collegiate leaders are motivated differently than male collegiate leaders to become involved in leadership positions within

their Colleges of Agricultural and Life Sciences at universities throughout the southeastern United States.

### **Research Design**

Data has been presented in a quantitative method and the research design was descriptive survey, which utilized the Motivation Sources Inventory (Barbuto & Scholl, 1998). By using a descriptive design, conclusions were able to present “a summary of an existing phenomena by using numbers to characterize individuals or groups” (McMillan & Schumacher, 2010, p. 22).

Possible errors with a descriptive survey include measurement error, sampling error, and non-response error. Measurement error was addressed by utilizing an instrument that had proven reliability and validity in past studies, “the relatively high validity and reliability of the measure indicate that the subscales capture the five sources of motivation” (Barbuto & Scholl, 1998, p. 1017), however; this study selected a population that had not utilized the instrument in prior research and a post-hoc reliability test was conducted. Each source of motivation produced a Cronbach Alpha score higher than .6, (Intrinsic Process=.65, Instrumental=.77, Self-concept External=.83, Self-concept Internal=.64, Goal Internal=.82). Although a convenient sample was taken for this study, sampling error was addressed through ensuring that each College of Agricultural and Life Sciences ambassador team participated in the study. Non-response error was accounted for by directly contacting each of the ambassador team advisors via email to encourage and ensure participation while establishing professional relationships with the advisors.

## **Population**

A convenient sample was taken of the Southern Region American Association for Agricultural Education (AAAE, 2010), 1862 Land-Grant universities Colleges of Agricultural and Life Sciences (CALs) collegiate ambassador teams. Universities included: Auburn University, University of Arkansas, University of Florida, University of Georgia, University of Kentucky, Louisiana State University, Mississippi State University, North Carolina State University, Clemson University, University of Tennessee, and Virginia Tech. AAAE lists 15 universities within their southern region, however; only 11 were included in this study because Oklahoma and Texas have the option to participate in the Western Region, and for minimal expense reasons Puerto Rico and the Virgin Islands were not included. Each of the 11 universities participated and an overall response rate of 65.10% ( $n=177$ ) was obtained.

Collegiate ambassadors are elected by an application and interview process and are responsible for representing their College of Agricultural and Life Sciences by sharing student opportunities, traveling locally and representing their colleges, and traveling nationally to promote what their college is doing in the field of agricultural and life sciences. The size of ambassador teams ranged from eight to 48 team members.

## **Data Collection**

The initial step in data collection was securing the University of Florida Institutional Review Board IRB 02 approval for non-medical projects (Appendix A). The individual responsible for creating the Motivation Sources Inventory, Dr. Barbuto, was contacted via email and permission was gained to use the Motivation Sources Inventory (MSI) in this study as the primary instrument (Appendix B).

The College of Agricultural and Life Sciences ambassador team advisors were contacted via email during the month of July 2010 to introduce the study and make arrangements to receive the MSI in the mail and administer the questionnaire to participating student ambassadors at the next regularly scheduled ambassador team meeting in the 2010 fall semester. The contact information for ambassador team advisors was collected through the University of Florida's College of Agricultural and Life Sciences ambassador advisor, Mrs. Charlotte Emerson and college ambassador websites.

Packets were prepared that included instructions (Appendix C) for the advisors who would be administering the assessments, the questionnaires (Appendix D) and pre-paid return envelopes for completed questionnaires. A packet was mailed to the 11 ambassador team advisors on September 1, 2010, along with an email update to each advisor (Appendix E). The ambassador team advisor served as the administrator of the questionnaire at a regularly scheduled meeting at each of their own participating universities.

When administering the questionnaire the administrator introduced himself/herself as the administrator and distributed the IRB informed consent forms (Appendix F). The administrator then collected the IRB informed consent forms and distributed the MSI questionnaire to participants that agreed to participate, and made it known to participants that they were able to address the administrator with any questions concerning the MSI questionnaire and then collected the completed questionnaires.

Ambassador team advisors returned the completed questionnaires in pre-paid mailing envelopes provided by the researcher. Between the months of September and

November 2010 results were received from participating ambassador teams. During this time MSI scores were calculated by the researcher.

### **Instrumentation**

The Motivation Sources Inventory (MSI) seeks to identify dominant sources of motivation in individuals. The Motivation Sources Inventory includes Leonard, Beauvais, and Scholl's (1999) five sources of motivation: Intrinsic Process, Instrumental, External Self-concept, Internal Self-concept, and Goal Internalization. This instrument "proposed an integrative model of motivation built on past research efforts" (Leonard, Beauvais, & Scholl, 1999, p. 1011), which no other instrument had sought to do. Barbuto & Scholl's (1998) MSI was utilized to determine sources of motivation for student ambassadors participating in the study. The MSI consisted of 30 questions, six questions for each of the five sources of motivation.

The questionnaire (Appendix D) included the 30 MSI questions along with 6 questions asking the student's gender, age, race/ethnicity, class classification, prior leadership experience, and prior of currently being taken leadership education. Gender was categorized as male or female, age was a numerically entered by participants, class rank was identified as freshman, sophomore, junior, or senior, and race/ethnicity options were listed for participants to select the most relevant. Races and ethnicities were the same 19 races and ethnicities listed on the U.S. Census (2010), and included: White, African American, Samoan, American Indian or Alaska Native, Asian Indian, Chinese, Filipino, other Asian, Japanese, Korean, Vietnamese, Native Hawaiian, Guamanian or Chamorro, Other Pacific Islander, Cuban, Mexican/Mexican American/Chicano, Puerto Rican, another Hispanic/Latino/Spanish origin, and some other race/ethnicity.

Participants were asked whether prior leadership experience was held during their high school or college careers at either a local, regional, state, or national level. Prior leadership education taken or currently being taken included Interpersonal Leadership, Leadership Development Theory, Communication and Leadership, Global Leadership, Leading Change or Change Leadership, Learning Organizations, Ethics, or other.

### **Data Analysis**

The completed 177 questionnaires were entered into SPSS to identify any statistical significance. ANOVA analyses were conducted so the five dependent variables of motivation were compared to the independent variable of gender. Descriptive statistics were ran with the variables of: gender, ethnicity, age, classification, leadership experience, and leadership education. Means and frequencies were also calculated.

### **Chapter Summary**

By evaluating student ambassadors at the 11 southeastern Colleges of Agricultural and Life Sciences, this study was able to better understand the acceleration of female leadership. This was a quantitative study with a descriptive survey design. The instrument selected for the study, Barbuto and Scholl's (1998) Motivation Sources Inventory, had established validity and reliability prior to conducting research. In addition to prior reliability tests, Cronbach's Alpha reliability tests were completed for each of the five sources of motivation which proved a stable instrument. The researcher received the appropriate prior approval from the University of Florida's Institutional Review Board and the creator of the instrument, Dr. Barbuto. All participating ambassador teams completed questionnaires in a timely matter and each of the 11 southeastern Colleges of Agricultural and Life Sciences were represented in the data collection.

## CHAPTER 4 RESULTS

Chapter one described the recent trend of female leadership. The initial chapter also gave an overview of the history of female leadership in America and the agricultural industry. The research problem of what is motivating collegiate leaders to seek and retain leadership positions and how do those sources differ between males and females, along with following objectives of this study were also presented in the chapter: 1) determine the sources of motivation between female and male collegiate leaders, 2) differentiate between sources of motivation in male and female collegiate leaders, and 3) examine the strength of sources of motivation and relationships between race/ethnicity, leadership experience, and leadership courses taken by the students or currently being taken. Chapter one also described the significance of the study, basic assumptions, terms of the study, and limitations that were addressed in the study.

Chapter two presented the theoretical foundation of the study which covered Maslow's Theory of Human Motivation, Herzberg's Theory of Motivation and Hygiene Factors, and McClelland's Motivation Theory. Also presented was the theoretical framework and perspective of -Leonard, Beauvais, and Scholl's Self Concept-Based Work Motivation model. A conceptual framework and model were also presented in Chapter two, along with previous studies that looked at gender differences in leadership, the agricultural industry, and College of Agricultural and Life Sciences ambassador teams.

Chapter three explained the methodology used in the study which included the research design, the study's population, instrumentation, data collection and data analysis. Through the data analyses conducted in Chapter three, this study was able to

identify factors contributing to female and male motivation, and compare those factors to demographics to further help explain the phenomena of the acceleration of female leadership.

Chapter four will present the findings of this study through sharing population demographics, along with findings for each of the study’s objectives. The population consisted of the 177 student ambassadors that completed the MSI questionnaire.

### **Demographics**

Demographics that were taken into consideration among the participating student ambassadors were: gender, age, race/ethnicity, class classification, leadership experience, leadership courses completed or currently being taken by the student.

#### **Gender**

Of all participants, 68% ( $n=120$ ) were female and 32% were male ( $n=57$ ). Table 4-1 displays gender of ambassadors.

Table 4-1. Frequencies and percentages of participants gender.

	<i>f</i>	P	Total Answered
			177
Female	120	68.00%	99.90%
Male	57	32.00%	

#### **Age**

The age of the participants consists .56% ( $n=1$ ) 18 year olds, 16.95% ( $n=30$ ) 19 year olds, 29.94% ( $n=53$ ) 20 year olds, 37.85% ( $n=67$ ) 21 year olds, 9.04% ( $n=16$ ) 22 year olds, 1.69% ( $n=3$ ) 23 year olds, 1.69% ( $n=3$ ) of 24 year olds, and 1.69% ( $n=3$ ) of 25 and above year olds. The average age of the sample was 20 years old. Table 4-2 displays the distribution of age among ambassadors.

Table 4-2. Frequencies and percentages of participants age.

	<i>f</i>	P	Total Answered
			177
			99.90%
18	1	.56%	
19	30	16.95%	
20	53	26.94%	
21	67	37.85%	
22	16	9.04%	
23	3	1.69%	
24	3	1.69%	
25+	3	1.69%	

### Race/Ethnicity

Over 86.44% ( $n=153$ ) of the participants reported being of White race/ethnicity, 13.56% ( $n=24$ ) reported a race/ethnicity other than white. Non-white origins included: African American 5.65% ( $n=10$ ), Another Hispanic, latino/Spanish origin 2.82% ( $n=5$ ), Puerto Rican 1.69% ( $n=3$ ), Asian Indian 1.13% ( $n=2$ ), Korean .56% ( $n=1$ ), Vietnamese .56% ( $n=1$ ), Chinese .56% ( $n=1$ ), and other .56% ( $n=1$ ). For the purposes of data analysis, race/ethnicity was categorized as White ( $n=153$ ) and non-White ( $n=24$ ). Table 4-3 displays the distribution of race/ethnicity of ambassadors.

Table 4-3. Frequencies and percentages of participants race/ethnicity.

	<i>f</i>	P	Total Answered
			177
			99.90%
White	153	86.44%	
African American	10	5.65%	
Another Hispanic Latino/Spanish	5	2.82%	
Puerto Rican	3	1.69%	
Asian Indian	2	1.13%	
Korean	1	.56%	
Vietnamese	1	.56%	
Chinese	1	.56%	
Some other	1	.56%	

## Class classification

The ambassadors were made up of 16.38% ( $n=29$ ) sophomore, 39.55% ( $n=70$ ) juniors, and 44.07% ( $n=78$ ) seniors. Table 4-4 displays class distribution among ambassadors.

Table 4-4. Frequencies and percentages of participants class ranking.

	<i>f</i>	P	Total Answered
			177
Sophomore	29	16.38%	99.90%
Junior	70	39.55%	
Senior	78	44.07%	

## Leadership Experience

There were 92.66% ( $n=164$ ) of the ambassadors that had prior leadership experience during college or high school as an organization's Chair, Chair-Elect, President, Vice President, President-Elect, Captain, or Co-Captain. Leaving 7.34% ( $n=13$ ) reporting have not held prior leadership positions. Table 4-5 further illustrates prior leadership experience reported.

Table 4-5. Frequencies and percentages of participants leadership experience.

	<i>f</i>	P	Total Answered
			177
Prior leadership experience	164	92.66%	99.90%
No prior leadership experience	13	7.34%	

The 177 student participants reported having held 631 positions of leadership as identified by the questionnaire. 47.07% ( $n=297$ ) of the students reported having held these positions during their high school career, and 52.93% ( $n=334$ ) of these positions were held during the student's college career. To further examine prior leadership experience, responses indicated that 81.93% ( $n=517$ ) of positions were held on a local level, 7.45% ( $n=47$ ) were held on a regional, 10.94% ( $n=69$ ) on the state level, and 2.85% ( $n=18$ ) of prior leadership positions were held on a national level. Table 4-6

further explains when positions of leadership were held and at what level of the organization.

Table 4-6. Frequencies and percentages of participants prior leadership experiences.

	<i>f</i>	P	Total Answered
			631
Total positions held	631	100.00%	99.90%
Held during high school	297	47.07%	
Held during college	334	52.93%	
Held on a local level	517	81.93%	
Held on a regional level	47	7.45%	
Held on a state level	69	10.94%	
Held on a national level	18	2.85%	

### Leadership Education

There were 52.54% ( $n=93$ ) of ambassadors that reported having taken or currently taking Interpersonal Leadership (13.56%,  $n=24$ ), Leadership Development Theory (18.64%,  $n=33$ ), Communication and Leadership (29.38%,  $n=52$ ), Global Leadership (3.39%,  $n=6$ ), Leading Change or Change Leadership (7.34%,  $n=13$ ), Learning Organizations (9.04%,  $n=16$ ), Ethics (8.47%,  $n=15$ ) or other leadership courses (9.04%,  $n=16$ ) and 47.46% ( $n=84$ ) reported having not taken a leadership course offered within their College of Agricultural and Life Sciences. Table 4-7 displays prior leadership among participants.

Table 4-7. Frequencies and percentages of participants leadership education.

	<i>f</i>	P	Total Answered
			177
Prior/current leadership education	93	52.54%	99.90%
No prior/current leadership education	84	47.46%	

Responses indicated that ambassadors had taken, or were currently taking 175 leadership courses within their College of Agricultural and Life Sciences. Table 4-8 further illustrates the breakdown of which leadership courses were taken more often than others.

Table 4-8. Frequencies and percentages of participants leadership courses.

	<i>f</i>	P	Total Answered
			175
Interpersonal leadership	24	13.56%	99.90%
Leadership development theory	33	18.64%	
Communication and leadership	52	29.38%	
Global leadership	6	3.39%	
Leading change/change Leadership	13	7.34%	
Learning organizations	16	9.04%	
Ethics	15	8.47%	
Other leadership courses	16	9.04%	

### Objective 1

**Objective: To determine the sources of motivation among female and male collegiate leaders.** There were 27.86% ( $n=39$ ,  $M=26.99$ ,  $SD=2.35$ ) of females that scored highest in Intrinsic process motivation, 26.43% ( $n=37$ ,  $M=26.28$ ,  $SD=5.14$ ) scored highest in Self-concept external, 24.29% ( $n=34$ ,  $M=25.98$ ,  $SD=3.36$ ) scored highest in Goal Internalization, 20.71% ( $n=29$ ,  $M=25.75$ ,  $SD=5.23$ ) scored highest in Instrumental, and a small .71% ( $n=1$ ,  $M=23.08$ ,  $SD=3.11$ ) scored highest in Self-concept internal. Because several ambassadors had two or three sources of motivation as their highest score, the number of highest scores for males and females will not match the total number of participants. Table 4-9 displays frequencies and percentages of female highest scored sources of motivation.

Table 4-9. Frequencies and percentages of female MSI highest scores.

	<i>f</i>	P	Total Answered
			140
Intrinsic process	39	27.86%	99.90%
Instrumental	29	20.71%	
Self-concept external	37	26.43%	
Self-concept internal	1	.71%	
Goal internalization	34	24.29%	

There were 36.76% ( $n=25$ ,  $M=27.56$ ,  $SD=4.83$ ) of males that scored highest in Instrumental motivation, 32.35% ( $n=22$ ,  $M=26.30$ ,  $SD=6.21$ ) scored highest in Self-concept external, 16.18% ( $n=11$ ,  $M=26.29$ ,  $SD=3.05$ ) scored highest in Intrinsic Process, 14.71% ( $n=10$ ,  $M=25.63$ ,  $SD=3.38$ ) scored highest in Goal internalization, and no males highest score was of Self-concept internal motivation. Both males and females second highest ranked source of motivation was Self-concept external and both scored lowest in Self-concept internal motivation. Table 4-10 displays frequencies and percentages of male highest scored sources of motivation.

Table 4-10. Frequencies and percentages of male MSI highest scores.

	<i>f</i>	P	Total Answered
			68
Intrinsic process	11	16.18%	99.90%
Instrumental	25	36.76%	
Self-concept external	22	32.35%	
Self-concept internal	0	.00%	
Goal internalization	10	14.71%	

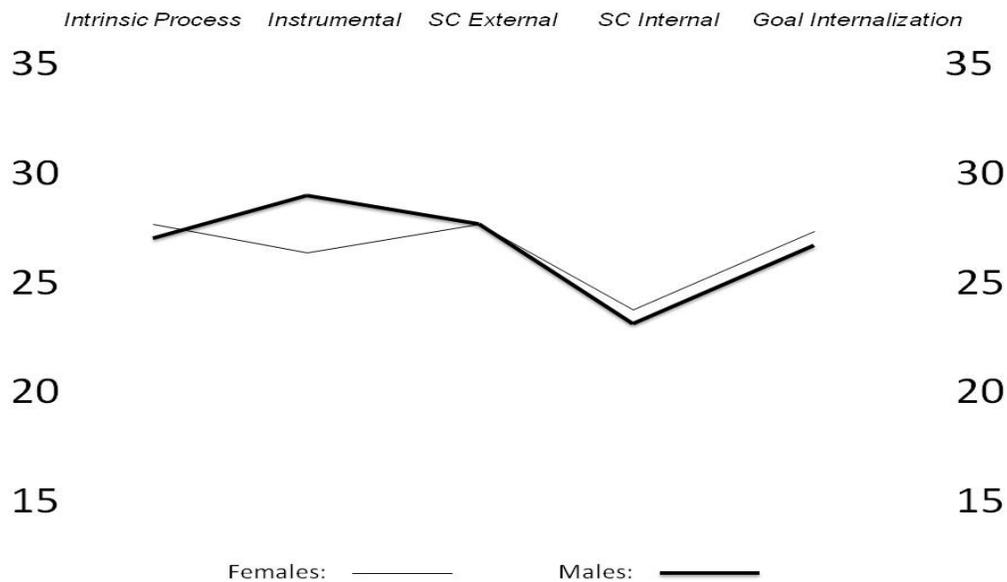


Figure 4-1. Male and female sources of motivation.

The highest ranking source of motivation among all ambassadors was Intrinsic Process ( $M=26.77$ ,  $SD=.20$ ), followed by Instrumental ( $M=26.33$ ,  $SD=.39$ ), Self-concept External ( $M=26.28$ ,  $SD=.41$ ), Goal Internalization ( $M=25.86$ ,  $SD=.25$ ), and the lowest ranked source of motivation among ambassadors was Self-concept Internal ( $M=22.78$ ,  $SD=.24$ ). Table 4-11 displays College of Agricultural and Life Sciences ambassador sources of motivation distribution.

Table 4-11. Ambassador sources of motivation scores.

	<i>M</i>	<i>SD</i>
Intrinsic process	26.77	.20
Instrumental	26.33	.39
Self-concept external	26.28	.41
Self-concept internal	22.78	.24
Goal internalization	25.86	.25

Among the 30 questions on the MSI, there were four questions that were consistently ranked higher than all others. Questions 6 ( $M=5.77$ ,  $SD=.04$ ) asked if participants get excited when working on things they enjoy doing. Question 1 ( $M=5.59$ ,  $SD=.06$ ) asked if participants prefer to do things that are fun. Question 16 ( $M=5.58$ ,  $SD=.05$ ) asked if participants get excited when they know they will be doing their favorite activities. Question 21 ( $M=5.46$ ,  $SD=.03$ ) asked if participants prefer to spend time with people who are fun to be with. All four questions are categorized as Intrinsic Process motives. Question 6 had the lowest range ( $R=2.00$ ) of all 30 questions. Table 4-12 displays College of Agricultural and Sciences ambassador highest scored MSI questions.

Table 4-12. Highest ranked MSI questions.

	<i>M</i>	<i>SD</i>	<i>R</i>
Question 6	5.77	.04	2.00
Question 1	5.59	.06	4.00
Question 16	5.58	.05	3.00
Question 21	5.46	.03	6.00

Note: 0=Entirely Disagree  
 1-2=Somewhat Disagree  
 3=Neutral  
 4-5=Somewhat Agree  
 6=Entirely Agree

## Objective 2

**Objective: To differentiate between sources of motivation in male and female collegiate leaders.** To determine if there were any differences between male and female collegiate leaders, the researcher used a one-way analysis of variance. Any significance score less than .05 at a 95% confidence interval showed a significant difference between gender and the source of motivation tested. Each of the five sources of motivation was tested with the variable of gender. A significant difference was found between gender and Instrumental motivation ( $F=4.86, p<.05$ ). The remaining four sources of motivation, Intrinsic Process ( $F=2.76, p>.05$ ), Self-concept External ( $F=.00, p>.05$ ), Self-concept Internal ( $F=3.18, p>.05$ ), Goal Internalization ( $F=.40, p>.05$ ), showed no difference with gender. Table 4-13 displays the level of significance between gender and each MSI source of motivation.

Table 4-13. One-way analysis of variance between gender and sources of motivation.

	<i>F</i>	<i>Sig</i>
Intrinsic process	2.76	.09
Instrumental	4.86	.02*
Self-concept external	.00	.97
Self-concept internal	3.18	.07
Goal internalization	.40	.52

### Objective 3

**Objective: To examine the strength of sources of motivation and relationships between race/ethnicity, leadership experience, and leadership courses taken by the student or currently being taken.** For the purpose of data analysis, race/ethnicity was categorized as White, non-Hispanic ( $n=153$ ), and non-White ( $n=24$ ). Data indicated that non-white student ambassador scored higher on three of the five sources of motivation including Intrinsic Process ( $M=27.17$ ,  $SD=2.18$ ), Instrumental ( $M=26.92$ ,  $SD=4.46$ ), and Goal Internalization ( $M=26.17$ ,  $SD=3.20$ ). White student ambassadors scored higher on Self-concept External ( $M=26.17$ ,  $SD=4.84$ ) and Self-concept Internal ( $M=22.63$ ,  $SD=3.42$ ). Table 4-14 further displays mean averages of White and non-White ambassadors motivational sources.

Table 4-14. White and non-White sources of motivation scores.

	<i>M</i>		<i>SD</i>	
	White	Non-White	White	Non-White
Intrinsic process	26.71	27.17	2.67	2.18
Instrumental	26.24	26.92	5.27	4.46
Self-concept external	26.30	26.17	5.60	4.84
Self-concept internal	22.80	22.63	3.20	3.42
Goal internalization	25.82	26.17	3.39	3.20

Non-White race/ethnicities included African American ( $n=10$ ), other Hispanic/Latino/Spanish origin ( $n=5$ ), Puerto Rican ( $n=3$ ), Asian Indian ( $n=2$ ), Korean ( $n=1$ ), Vietnamese ( $n=1$ ), Chinese ( $n=1$ ), and other ( $n=1$ ). Results indicated that the Korean student ambassador scored highest on four of the five sources of motivation. Table 4-15 further explains the mean scores of race/ethnicities not categorized as White.

Table 4-15. Non-White sources of motivation scores.

	Intrinsic	Instrumental	SC External	SC Internal	Goal
African American	27.10	25.90	25.80	22.20	25.90
Other Hispanic Latino/Spanish	27.40	29.00	28.00	22.20	24.60
Puerto Rican	28.33	27.00	25.00	22.00	28.67
Asian Indian	28.50	28.50	24.00	22.50	26.50
Korean	26.00	31.00	36.00	29.00	29.00
Vietnamese	24.00	31.00	28.00	25.00	23.00
Chinese	22.00	20.00	21.00	25.00	27.00
Other	30.00	22.00	22.00	19.00	28.00

There was no statistical significance when looking at Intrinsic Process ( $F=.65$ ,  $p>.05$ ), Instrumental ( $F=.35$ ,  $p>.05$ ), Self-concept External ( $F=.01$ ,  $p>.05$ ), Self-concept Internal ( $F=.06$ ,  $p>.05$ ), and Goal Internalization ( $F=.22$ ,  $p>.05$ ) sources of motivation and race/ethnicity. Table 4-16 reports significant levels for each motivational source and race/ethnicity.

Table 4-16. One-way analysis of variance between race/ethnicity and motivation.

	<i>F</i>	<i>Sig</i>
Intrinsic process	.65	.42
Instrumental	.35	.55
Self-concept external	.01	.91
Self-concept internal	.06	.80
Goal internalization	.22	.64

Students that reported having prior leadership experience to holding their position as a CALS ambassador scored higher on four of the five sources of motivation. These sources included Intrinsic Process ( $M=26.77$ ,  $SD=2.58$ ), Self-concept External ( $M=26.38$ ,  $SD=5.44$ ), Self-concept Internal ( $M=22.83$ ,  $SD=3.19$ ), and Goal Internalization ( $M=25.97$ ,  $SD=3.23$ ) motivation. Student ambassadors without prior leadership experience scored higher on Instrumental ( $M=26.92$ ,  $SD=6.10$ ). Table 4-17 further explains ambassador prior leadership experience and sources of motivation.

Table 4-17. Students with prior leadership experience and students without experience sources of motivation scores.

	<i>M</i>		<i>SD</i>	
	Experience	No Experience	Experience	No Experience
Intrinsic process	26.77	26.54	2.58	2.93
Instrumental	26.27	26.92	5.10	6.10
Self-concept external	26.38	25.08	5.44	6.22
Self-concept internal	22.83	22.15	3.19	3.67
Goal internalization	25.97	24.62	3.23	4.65

When examining whether there was a difference among leadership experience and Intrinsic Process ( $F=.11, p>.05$ ), Instrumental ( $F=.18, p>.05$ ), Self-concept External ( $F=.68, p>.05$ ), Self-concept Internal ( $F=.53, p>.05$ ), Goal Internalization ( $F=1.95, p>.05$ ) sources of motivation, no significance was found between the two variables.

Table 4-18 reports significant levels for each motivational source and leadership experience.

Table 4-18. One-way analysis of variance between leadership experience and Motivation.

	<i>F</i>	<i>Sig</i>
Intrinsic process	.11	.74
Instrumental	.18	.67
Self-concept external	.68	.41
Self-concept internal	.53	.47
Goal internalization	1.95	.16

Students that reported having taken leadership courses in the past or were currently taking leadership courses scored higher on three of the five sources of motivation. These sources included Intrinsic Process ( $M=26.96, SD=2.63$ ) Instrumental ( $M=26.82, SD=5.22$ ), and Self-concept External ( $M=26.56, SD=5.48$ ) motivation.

Student ambassadors without leadership education scored higher on Self-concept Internal ( $M=22.82, SD=3.19$ ) and Goal Internalization ( $M=25.99, SD=3.44$ ) motivation.

Table 4-19 displays the sources of motivation scores for students who reported they had prior leadership education and those that did not.

Table 4-19. Students with and without leadership education MSI scores.

	<i>M</i>		<i>SD</i>	
	Leadership Education	None	Leadership Experience	None
Intrinsic process	26.96	26.56	2.63	2.58
Instrumental	26.82	25.78	5.22	5.08
SC external	26.56	25.98	5.48	5.52
SC internal	22.74	22.82	3.26	3.19
Goal internal	25.75	25.99	3.30	3.44

When examining whether there was a difference among leadership education taken or currently being taken and Intrinsic Process ( $F=1.03, p>.05$ ), Instrumental ( $F=1.73, p>.05$ ), Self-concept External ( $F=.50, p>.05$ ), Self-concept Internal ( $F=.03, p>.05$ ), Goal Internalization ( $F=.22, p>.05$ ) sources of motivation, no significant difference was found between variables. Table 4-20 reports significant levels for each motivational source and leadership education taken or currently being taken.

Table 4-20. One-way analysis of variance between leadership education and Motivation.

	<i>F</i>	<i>Sig</i>
Intrinsic process	1.03	.31
Instrumental	1.73	.19
Self-concept external	.50	.48
Self-concept internal	.03	.87
Goal internalization	.22	.64

All 11 southeastern College of Agricultural and Life Sciences ambassador teams responded, resulting in a total of 177 returned questionnaires. Data was then entered into Windows Statistical Package for the Social Sciences (SPSS®). Mean scores, frequencies, and one-way of variance (ANOVA) were then calculated by the researcher.

## CHAPTER 5 CONCLUSIONS AND RECCOMENDATIONS

### **Introduction**

#### **Purpose and Objectives**

The purpose of this study was to determine if male and female collegiate leaders are motivated differently. To do so, the researcher sought to compare the sources of motivation between male college female leaders. To guide this study, the following objectives were established:

- Determine the source of motivation among female and male collegiate leaders.
- Differentiate between sources of motivation in male and female collegiate leaders.
- Examine the strength of sources of motivation and relationships between race/ethnicity, leadership experience, and leadership courses taken by the student or currently being taken.

#### **Methodology**

A quantitative perspective was taken for the methods of this study. The study utilized a descriptive survey design according to Ary, Jacobs, and Razaveih (2002). The researcher established a relationship with ambassador team advisors, who agreed to administer questionnaires. Questionnaire consisted of Barbuto and Scholl's (1998) Motivation Sources Inventory (MSI) along with additional questions of participants gender, age, race/ethnicity, class classification, prior leadership experience, and prior or currently being taken leadership education courses. The questionnaire was proven reliable and valid prior to this research, but because the MSI was being used on a new population of college student leaders, the researcher tested reliability of each of the 30 questions and eliminated three (questions 4, 10, 11) to increase Cronbach Alpha to an acceptable score.

## Summary of Findings

### Demographics

Demographics included in this study were: gender, age, race/ethnicity, class classification, prior leadership experiences, and prior or currently being taken leadership education courses. All demographics were self-reported by participating ambassadors.

An overwhelming 68% ( $n=120$ ) of the participating student ambassadors at southeastern Colleges of Agricultural and Life Sciences were female, 32% ( $n=57$ ) male. The majority of ambassadors were 20 (29.94%,  $n=53$ ) and 21 (37.85%,  $n=67$ ) years old. Although there was a diverse range of race/ethnicities present, results showed that 86% ( $n=153$ ) of ambassadors reported being of White race/ethnicity. Among class ranks, the senior class (44.07%,  $n=78$ ) was the most represented student class.

An overwhelmingly 92.66% ( $n=164$ ) ambassadors reported having some type of prior leadership experience either holding an organization's Chair, Chair-Elect, President, Vice President, President-Elect, Captain, or Co-Captain position, being held in both high school (47.07%,  $n=297$ ) and college (52.93%,  $n=334$ ), primarily at a local level (81.93%,  $n=517$ ). The amount of leadership education courses taken or currently being taken by ambassadors within their College of Agricultural and Life Sciences was over half of the participants (52.54%). Responses indicated that Communication and Leadership (29.38%,  $n=52$ ) had been taken most often by students, and Global Leadership (3.39%,  $n=6$ ) was the least taken course among participants.

### Objective 1

Females scored highest in Intrinsic Process motivation (27.86%,  $n=39$ ) and males scored highest in Instrumental motivation (36.76%,  $n=25$ ). Both males (32.35%,  $n=22$ ) and females (26.43%,  $n=37$ ) scored second highest on Self-concept External

motivation. Both females (.71%,  $n=1$ ) and males (0%,  $n=0$ ) scored lowest on Self-concept Internal motivation.

Objective 1 sought to determine the source of motivation among collegiate leaders. Responses indicated that Intrinsic Process motivation had the highest mean average ( $M=26.77$ ) with the lowest standard deviation ( $SD=.20$ ). Instrumental ( $M=26.33$ ,  $SD=.39$ ) and Self-concept External ( $M=26.28$ ,  $SD=.41$ ) motivation followed closely behind, along with Goal Internalization ( $M=25.86$ ,  $SD=.25$ ) motivation. The lowest ranked source of motivation among ambassadors was Self-concept Internal ( $M=22.78$ ,  $SD=.24$ ).

Data analysis revealed that the four highest answered questions were all Intrinsic Process motivational source questions. Questions 6, ( $M=5.77$ ,  $SD=.04$ ), 1 ( $M=5.59$ ,  $SD=.06$ ), 16 ( $M=5.58$ ,  $SD=.05$ ), and 21 ( $M=5.46$ ,  $SD=.03$ ) were all questions related to the participant's excitement about doing activities that are considered fun and enjoyable, as well as spending time with others that were fun to be around.

## **Objective 2**

Objective 2 sought to differentiate between sources of motivation in male and female collegiate leaders. Although differences were not significant between Intrinsic Process ( $F=2.76$ ,  $p>.05$ ), Self-concept External ( $F=.00$ ,  $p>.05$ ), Self-concept Internal ( $F=3.18$ ,  $p>.05$ ), and Goal Internalization ( $F=.40$ ,  $p>.05$ ), one significant relationship showed that gender does not make a difference on a collegiate leader's Instrumental motivation ( $F=4.86$ ,  $p<.05$ ).

## **Objective 3**

Objective 3 sought to examine the strength of difference between sources of motivation and race/ethnicity, leadership experience, and leadership courses taken by

the student or currently being taken. Data indicated that students who had prior leadership experience scored higher on all but one source of motivation, Instrumental. Responses indicated that there was not a statistical significance difference between sources of Intrinsic Process ( $F=.65, p>.05$ ), Instrumental ( $F=.35, p>.05$ ), Self-concept External ( $F=.01, p>.05$ ), Self-concept Internal ( $F=.06, p>.05$ ), and Goal Internalization ( $F=.22, p>.05$ ) motivation and race/ethnicity, sources of Intrinsic ( $F=.11, p>.05$ ), Instrumental ( $F=.18, p>.05$ ), Self-concept External ( $F=.66, p>.05$ ), Self-concept Internal ( $F=.53, p>.05$ ), Goal Internalization ( $F=1.95, p>.05$ ) motivation and leadership experience, or sources of Intrinsic ( $F=1.03, p>.05$ ), Instrumental ( $F=1.73, p>.05$ ), Self-concept External ( $F=.50, p>.05$ ), Self-concept Internal ( $F=.03, p>.05$ ), Goal Internalization ( $F=.22, p>.05$ ) motivation and prior or current leadership education.

### **Conclusions**

This study's entire population was collegiate leaders. Although the study received a high response rate (65.10%) of the selected population sample ( $n=177$ ), generalizability was limited due to the convenient sample which only included AAAE's Southern Regions CALS Land-Grant university ambassador teams. Results are generalizable to CALS collegiate leaders, more directly CALS ambassadors in the southeastern US region.

- The majority of CALS ambassador teams are overwhelmingly female.
- CALS ambassador teams are evenly diverse in age and class rankings.
- Although there are many different race/ethnicities identified among CALS ambassador teams, student ambassadors are primarily White.
- CALS ambassadors have had prior leadership experience, specifically at the local level.

- Half of CALS ambassadors take advantage of leadership courses offered in their college and leadership courses are not being evenly taken or encouraged to take by CALS.
- CALS ambassadors are primarily Intrinsically motivated and least motivated by Self-concept Internally.
- Gender impacts whether or not the student is motivation Instrumentally. Males are more Instrumentally motivated and females are more Intrinsically motivated.
- The student's race/ethnicity, prior leadership experience or leadership education does not have an impact on how the CALS ambassador is motivated.

### **Discussions and Implications**

Females are seeking and retaining leadership positions in college. A description of the population sample indicated that 120 (68%) of the entire 177 participants were female. This conclusion follows the trend that females are more likely than males to take part in student clubs (Sax & Arms, 2008), especially if they were involved in similar student organizations while in high school (Astin, 2004). It seems that females are getting an earlier start at holding leadership positions in grade school. This could be because also around the same time males are becoming very active in sports and athletics and may not be able to hold leadership positions in student organizations while also partaking in high school sports that require after school practice.

This conclusion also supports prior literature suggesting that females raised in more liberal households and that have been exposed to a more forward thinking perspective will be more aware of ways they can become involved in organizations that match their personal perspective (Biddix, 2010). Because females enter college with a lower self-confidence than males (Sax & Arms, 2008), taking part in a leadership position may be helping gain more self-confidence among young collegiate female

leaders. This finding supports prior literature that states students who pursue leadership roles are more successful in further developing leadership skills (Cooper, et al., 1994).

Although this finding reflects the current statistic that 58% of college enrollments are females (King, 2006), CALS ambassador advisors should continue to strive and obtain more male ambassadors to serve on their teams. Because this study shows that males are motivated more by incentives and rewards, by offering students boastful rights or non-materialistic prizes, such as an opportunity or pass from work, male ambassadors may be more likely to get involved and recruit other males to join.

CALS ambassador teams are diverse in age of students and class ranking distribution. The description statistics displayed a mean of 20.6 years old of participants and a mean of 3.3 that indicated an average class classification of participants was a junior, 3<sup>rd</sup> year student. Although there are many different race/ethnicities identified among CALS ambassador teams, data indicated that 153 (86.4%) student ambassadors are White. This discovery supports literature indicating that there are little cross-cultural understandings on college campuses and there is a need to offer more opportunities for international students to become more active within their university and ultimately raise the awareness of cross-cultural understandings (Sherry, Thomas & Chui, 2009).

CALS ambassadors have had prior leadership experience, specifically at the local level. The data indicated 164 (92.7%) ambassadors claimed they had held leadership position prior to becoming a leader within their college. Leadership experience is the highest percentage of any characteristic among participants . Although data did not indicate a significant difference between leadership experience and the sources of

motivation of the student, participants with prior leadership experience scored above average on four of the five sources of motivation. Because our population sample was primarily female, this supports the literature that females who become activist leaders in college held similar positions while in high school (Astin, 2004).

Half of CALS ambassadors take advantage of leadership courses offered in their college. Data indicated that 93 (52.5%) of participants had taken or were currently taking a leadership course within their CALS. CALS leadership courses being taken by students are not evenly distributed. Among the 175 reported leadership courses taken by students, 52 (29.7%) were a Communication and Leadership course and only six (3.4%) of all courses reported been taken were a Global Leadership course.

Male and female collegiate leaders are Instrumentally motivated differently. A significant score of .029 was found at the  $p < .05$ , 95% confidence interval. This indicates that gender plays a role in whether the student is motivated by activities that promise rewards and tangible incentives. This discovery supports literature stating that women do not seek to own their own business or accumulate wealth as much as men do (Sax & Arms, 2008), and that women seem to be more concerned if the work they do is meaningful (Biddix, 2010). Although the finding was not significant, the majority of females were motivated intrinsically, that supports literature findings that females prefer work that is also fun (Biddix, 2010).

The student's race/ethnicity, prior leadership experience or leadership education does not have an impact on how the CALS ambassador is motivated. Data indicated no difference existing between the student's source of motivation and the student's

race/ethnicity, whether or not the student had leadership experience, or any leadership education.

### **National Research Agenda**

The study sought to further The National Research Agenda: Agricultural Education and Communication 2007-2010 by moving forward research priority areas (RPA):

- RPA 1: Develop and disseminate effective leadership education programs.

Discovering how leadership education programs can further develop leadership skills in higher education, communities, agribusiness, youth, along with allied organizations through design and implementation on both a national and international level. This study presented an instrument (MSI) that can be utilized in leadership education programs to shed positive light on gender leadership differences.

- RPA 2: Improve the success of students enrolled in agricultural and life sciences academic and technical programs.

This study made an impact on examining how students enhance leadership abilities through holding leadership positions in student organizations.

- RPA 2: Support leadership opportunities for underrepresented populations.

Identifying how inclusion of underrepresented populations within leadership organizations can enrich higher education, communities, agribusiness, youth, along with allied organizations on both a national and international level. Through this study attention was brought to the small number of non-White students serving in southeastern CALS as student ambassadors.

### **Recommendations**

#### **Recommendations for Practice**

- CALS student organizations should promote the overall mission and purpose of the organization, as well as offer incentives and rewards to attract both instrumentally and intrinsically motivated students.
- CALS student organizations should implement a work pattern model for college activist organizations, which guides student organizations through steps of recruiting diverse groups of students to get involved, stay involved, and get others involved (Biddix 2010). Steps included in the work pattern include: initial recruiting, the first meeting, electronic follow-up, planning an event, advertising the event, and the event occurring.

- CALS should strive to seek and retain student leaders with diverse ethnic and racial background and promote cross-cultural differences because international students that do not gain social support and involvement may not succeed (Sherry, Thomas & Chui, 2010) when facing common struggles that international students face such as language barriers, being homesick, discrimination, financial problems, cultural barriers, and feeling alienated (Yeh & Inose, 2003).
- CALS should hold lingual seminars to help international students with their most prominent struggle, to become more fluent in English (Sherry, Thomas, & Chui, 2010).
- CALS faculty and staff should continue to encourage female involvement in collegiate leadership and student organizations. Females still face inequality when choosing a major (Astin, 1993), and at work salaries (Jacobs, 1996).
- High school student organizations should be targeted for CALS leadership organizations and leadership positions recruitment.
- CALS ambassador advisors, faculty, staff, and Dean should be aware of the small numbers of males participating in CALS ambassadors.
- Global leadership courses should campaign for more enrollments of CALS students.
- To cater to student motives and engage both males and females, CALS leadership should develop courses that is fun and enjoyable and offers incentives for students.
- CALS should utilize Barbuto's Motivational Source Inventory in the classroom to assist students in discovering and learning about their personal sources of motivation and how it impacts how they interact with others and participate in organizations. Programs and policies should be regularly evaluated to consider difference male and female experiences and how those experiences have an impact on outcomes (Sax & Arms, 2008).

### **Recommendations for Future Research**

- The methodology of this study should be repeated with a larger population sample that can equally represent both genders along with race/ethnicities.
- A qualitative study should be conducted to further examine the motives of collegiate leaders and to ensure conclusions.
- The methodology of this study should be repeated in remaining regions of CALS ambassador teams, alternative college ambassador teams, as well as the 4-H youth organization.

- A more in-depth study examining why males are not seeking and retaining leadership positions within their CALS should be conducted.
- Further research should be conducted to examine student interest in leadership courses offered by CALS.
- A study should be conducted to examine the success of utilizing a work pattern model for college activist organizations in the recruitment process.
- A study should be conducted to examine what barriers are preventing international students to partake in CALS leadership ambassador teams.

### **Summary**

The study's purpose and objectives were introduced once again in Chapter 5. Chapter 4 results were then summarized and conclusions drawn and presented. A discussion of the conclusions was presented next in Chapter 5, alongside prior literature. The conclusions were tied back The National Research Agenda for Agriculture Education and Communication. Finally, the researcher offered recommendations for practice and future research.

APPENDIX A  
UNIVERSITY OF FLORIDA INSTITUTIONAL REVIEW BOARD IRB 02 APPROVAL

**UF** Institutional Review Board  
UNIVERSITY of FLORIDA

PO Box 112250  
Gainesville, FL 32611-2250  
352-392-0433 (Phone)  
352-392-9234 (Fax)  
irb2@ufl.edu

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DATE: August 12, 2010

TO: Andrea L. Andrews  
PO Box 110540  
Campus

FROM: Ira S. Fischler, PhD; Chair   
University of Florida  
Institutional Review Board 02

SUBJECT: Approval of Protocol #2010-U-0670  
Factors Influencing Male and Female Leadership in Collegiate Agricultural Organization

SPONSOR: None

I am pleased to advise you that the University of Florida Institutional Review Board has recommended approval of this protocol. Based on its review, the UFIRB determined that this research presents no more than minimal risk to participants. Your protocol was approved as an expedited study under category 7: *Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.*

Given this status, it is essential that you obtain signed documentation of informed consent from each participant. Enclosed is the dated, IRB-approved informed consent to be used when recruiting participants for the research. If you wish to make any changes to this protocol, *including the need to increase the number of participants authorized*, you must disclose your plans before you implement them so that the Board can assess their impact on your protocol. In addition, you must report to the Board any unexpected complications that affect your participants.

It is essential that each of your participants sign a copy of your approved informed consent that bears the IRB approval stamp and expiration date.

Your approval is valid through **July 20, 2011**. If you have not completed the protocol by this date, please telephone our office (392-0433), and we will discuss the renewal process with you. It is important that you keep your Department Chair informed about the status of this research protocol.

ISF:dl

## INFORMED CONSENT

*Please read this consent document carefully before you decide to participate in this study*

**Protocol Title:** Factors influencing male and female leadership in collegiate agricultural organizations

**Purpose of the research study:** The purpose of this study is to evaluate the sources of motivation in collegiate ambassadors throughout colleges of agricultural and life sciences in southeastern universities in the United States.

**What you will be asked to do in the study:** You will be asked to complete the Motivation Sources Inventory survey. This survey will ask questions about things that motivate you, along with your demographics and prior leadership experiences.

**Time required:** 15 minutes

**Risks and Benefits:** No more than minimal risk. There are no direct benefits to you for participating in the study

**Compensation:** None

**Confidentiality:** Your identity will be kept confidential to the extent provided by law. Your information will be assigned a code number, so no one will know what your responses were. Your name will not be used in any report.

**Voluntary participation:** Your participation in this study is completely voluntary. There is no penalty for not participating.

**Right to withdraw from the study:** You have the right to withdraw from the study at anytime without consequence.

**Whom to contact if you have questions about the study:** Andrea Andrews, Graduate Student, Department of Agriculture Education and Communication, 406 Rolfs Hall PO BOX 110540, Gainesville FL 32611-0540. Phone: 352-316-1036, Email: Andreaa@ufl.edu or Dr. Nicole Stedman, Associate Professor, Department of Agriculture Education and Communication, 406 Rolfs Hall PO BOX 110540, Gainesville FL 32611-0540. Phone: 352-392-0502 x247, Email: NStedman@ufl.edu.

**Whom to contact about your rights as a research participant in the study:** IRB02 Office, Box 112250, University of Florida, Gainesville, FL 32611-2250; phone 392-0433.

**Agreement:** I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of this description.

Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Investigator: \_\_\_\_\_

Approved by  
University of Florida  
Institutional Review Board 02  
Protocol # 2010-U-0670  
For Use Through 07-20-2011

APPENDIX B  
OBTAINING PERMISSION TO USE MSI FROM DR. J. BARBUTO

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Dear Dr. Barbuto,

May 19, 2010

My name is Andrea Andrews, and I am a graduate student at the College of Agricultural and Life Sciences at the University of Florida. I am currently planning on conducting my Master's thesis research study on comparing sources of motivation of female collegiate leaders, and am very interested in possibly using your Motivation Sources Inventory as an instrument and would greatly appreciate your permission to do so.

I am interested in discovering if there is a common motivation source in female collegiate leaders, and am completing a census of an on-campus leadership development program to help answer my research question. I would be happy to answer any questions you have as to the purpose or procedures of this study and look forward to hearing from you.

Sincerely,  
Andrea L. Andrews

*Andrea L. Andrews*  
*Graduate Student*  
*University of Florida*  
*Department Agricultural Education & Communications*  
406 Rolfs Hall | Gainesville, FL 32611-0270  
352-316-1036 | [andreaa@ufl.edu](mailto:andreaa@ufl.edu)



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Dear Andrea,

May 21, 2010

Your research topic sounds interesting. Good luck with your project. The motivation sources inventory is a free to use (for research) instrument - so please go ahead and do your research. Please let me know what you find. We are always interested in keeping track of studies conducted using the MSI.

Best wishes,  
Jay Barbuto

John E. Barbuto, Jr., Ph.D.  
Associate Professor of Leadership  
Coordinator, Leadership Studies Doctoral Specialization  
303c Ag Hall  
University of Nebraska - Lincoln  
Lincoln, NE 68583-0709  
(402) 472-8736  
[jbarbuto@unl.edu](mailto:jbarbuto@unl.edu)

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APPENDIX C  
INSTRUCTIONS FOR ADMINISTERING AMBASSADOR ADVISORS



INSTRUCTIONS

1. Please have ambassadors read and sign the attached informed consent form prior to completing the Motivation Sources Inventory questionnaire. There is also an attached copy for you to keep if wanted.
2. Have ambassadors complete the 2 page Motivation Sources Inventory questionnaires.
3. Collect completed questionnaires and return in the provided addressed envelope by **November 1<sup>st</sup>, 2010** or as soon as possible after. Feel free to fold questionnaires if needed to fit into return envelope.

APPENDIX D  
MSI QUESTIONNAIRE ADMINISTERED TO STUDENT AMBASSADORS

**MSI (MOTIVATION SOURCES INVENTORY)**

The purpose of this survey is to describe the things that best motivate you. Rate your level of agreement with each of the following statements. There are not right or wrong answers-just your answers. Read each statement and answer honestly about yourself.

Entirely Agree	Somewhat Agree	Neutral	Somewhat Disagree	Entirely Disagree
6	5	4	3	2
				1
				0

- \_\_\_\_\_ 1. I prefer to do things that are fun.
- \_\_\_\_\_ 2. I like to be rewarded for extra responsibilities.
- \_\_\_\_\_ 3. It is important that others appreciate the work I do.
- \_\_\_\_\_ 4. Decisions I make reflect my personal standards.
- \_\_\_\_\_ 5. I work hard for a company if I agree with its mission.
- \_\_\_\_\_ 6. I get excited when working on things I enjoy doing.
- \_\_\_\_\_ 7. I will work harder if I get paid for the extra effort.
- \_\_\_\_\_ 8. I like to get recognition for a job well done.
- \_\_\_\_\_ 9. It is important that my work requires my unique skills.
- \_\_\_\_\_ 10. I need to believe in a cause before I work hard.
- \_\_\_\_\_ 11. I often put off work so I can do something better.
- \_\_\_\_\_ 12. I work harder if I know my efforts will lead to better rewards.
- \_\_\_\_\_ 13. I work harder if I know my efforts will be praised.
- \_\_\_\_\_ 14. I work harder if I know my skills are needed.
- \_\_\_\_\_ 15. When I believe in the cause, I work hard to help it succeed.
- \_\_\_\_\_ 16. I get excited when I know I'll be doing my favorite activities.

- \_\_\_\_\_ 17. I work hard to find ways to earn more income.
- \_\_\_\_\_ 18. I am motivated when people make me feel appreciated.
- \_\_\_\_\_ 19. My favorite tasks are those that are the most challenging.
- \_\_\_\_\_ 20. I work hard when I feel a sense of purpose in the work.
- \_\_\_\_\_ 21. I prefer to spend time with people who are fun to be with.
- \_\_\_\_\_ 22. I like to find ways to earn more money.
- \_\_\_\_\_ 23. I work hard on the job to strengthen my reputation.
- \_\_\_\_\_ 24. I prefer to do things that give me a sense of achievement.
- \_\_\_\_\_ 25. I am energized when I agree with an organization's purpose.
- \_\_\_\_\_ 26. When choosing jobs, I consider which job will be most fun.
- \_\_\_\_\_ 27. I like to keep looking for better business opportunities.
- \_\_\_\_\_ 28. I give my best effort when I know others will notice.
- \_\_\_\_\_ 29. I am motivated when my skills are needed.
- \_\_\_\_\_ 30. My motivation will be high when I believe in what I'm doing.

**Please answer the following questions:**

1. Please check appropriate gender:    Male \_\_\_ Female \_\_\_
2. Please circle the most appropriate Race/Ethnicity:

White	Asian Indian	Japanese	Guamanian or Chamorro	Puerto Rican
African American	Chinese	Korean	Other Pacific Islander	Another Hispanic, Latino/Spanish origin
Samoan	Filipino	Vietnamese	Cuban	Some other Race/Ethnicity
American Indian or Alaska Native	Other Asian	Native Hawaiian	Mexican, Mexican American, Chicano	

3. Age \_\_\_\_ (fill in your age as a number)
4. Classification (please circle correct answer) Freshman – Sophomore – Junior – Senior
5. Please include leadership positions held during high school and college, the title of the position, name of the organization, and level of service.

High School or College	Title of Position  List only Chair, Chair-Elect, President, Vice-President, President-Elect, Captain, Co-Captain.	Name of Organization	Level of Service  List only local, regional, state or national.

6. Have you completed or are you currently enrolled in leadership courses offered by your college of agricultural and life sciences? If so, please circle the related courses below:

Interpersonal	Leading Change or Change Leadership
Leadership Development Theory	Learning Organizations
Communication & Leadership	Ethics
Global Leadership	Other:

APPENDIX E  
EMAIL UPDATE TO ADVISORS FOLLOWING PACKET MAILOUTS

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September 1, 2010

Hi Erin,

Just wanted to let you know that the questionnaires are in the mail! The questionnaires are very self-explanatory, should be easy for students to understand, and should take an estimated 10 minutes to complete. Please make sure that each ambassador signs the attached informed consent form before completing the survey if they chose to participate. I will also include a stamped envelope to return the questionnaires in.

Thank you again for contributing to the research of collegiate leadership, your participation means so much! Please feel free to contact me with any questions or concerns, my contact information is located at the bottom of this email.

Best wishes!

Andrea Andrews

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APPENDIX F  
UF IRB CONSENT FORM SIGNED BY EACH PARTICIPANT

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**INFORMED CONSENT**

*Please read this consent document carefully before you decide to participate in this study*

**Protocol Title:** Factors influencing male and female leadership in collegiate agricultural organizations

**Purpose of the research study:** The purpose of this study is to evaluate the sources of motivation in collegiate ambassadors throughout colleges of agricultural and life sciences in southeastern universities in the United States.

**What you will be asked to do in the study:** You will be asked to complete the Motivation Sources Inventory survey. This survey will ask questions about things that motivate you, along with your demographics and prior leadership experiences.

**Time required:** 15 minutes

**Risks and Benefits:** No more than minimal risk. There are no direct benefits to you for participating in the study

**Compensation:** None

**Confidentiality:** Your identity will be kept confidential to the extent provided by law. Your information will be assigned a code number, so no one will know what your responses were. Your name will not be used in any report.

**Voluntary participation:** Your participation in this study is completely voluntary. There is no penalty for not participating.

**Right to withdraw from the study:** You have the right to withdraw from the study at anytime without consequence.

**Whom to contact if you have questions about the study:** Andrea Andrews, Graduate Student, Department of Agriculture Education and Communication, 406 Rolfs Hall PO BOX 110540, Gainesville FL 32611-0540. Phone: 352-316-1036, Email: [Andreaa@ufl.edu](mailto:Andreaa@ufl.edu) or Dr. Nicole Stedman, Associate Professor, Department of Agriculture Education and Communication, 406 Rolfs Hall PO BOX 110540, Gainesville FL 32611-0540. Phone: 352-392-0502 x247, Email: [NStedman@ufl.edu](mailto:NStedman@ufl.edu).

**Whom to contact about your rights as a research participant in the study:** IRB02 Office, Box 112250, University of Florida, Gainesville, FL 32611-2250; phone 392-0433.

**Agreement:** I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of this description.

Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Investigator: \_\_\_\_\_ Date: \_\_\_\_\_

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## BIOGRAPHICAL SKETCH

Andrea Lauren Andrews was born in Alachua, Florida. Being an eight generation Floridian, she grew up on a family farm in North Florida and graduated from Union County High School and Lake City Community College in 2005. Following her high school diploma and Associate of Arts degree, she served as the Florida FFA Association Area II State Vice-President from June 2005 to June 2006. After taking a year off from school and work to serve with Florida FFA, Andrea sought a degree within the College of Agricultural and Life Sciences at the University of Florida. While completing her bachelor degree, she served as a College of Agricultural and Life Sciences Ambassador and in May 2009 graduated with a Bachelor of Sciences in family, youth, and community sciences with minors in leadership, non-profits, and education.

Upon graduation, Andrea joined the Agriculture Education and Communications Department at the University of Florida, focusing her degree on agricultural leadership. During her master's degree, she served as a graduate assistant in department courses AEC 3030 Effective Oral Communication and AEC 3413 Interpersonal Leadership. In May 2011, Andrea graduated with a Master of Science degree in agricultural leadership and minor in non-profit organizations.