BUILDING AFRICAN COLLEGE STUDENT LEADERS: 
THE ROLE OF CAMPUS COMMUNITY SERVICE

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ABSTRACT

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The purpose of this research study was to describe the impact of campus community service on the leadership development of three senior-level African undergraduate university students who participated in campus community service. Campus community service was defined as unpaid voluntary service that seeks to mutually benefit the community and the volunteer. This research study was a biographic, life history research study that used the college impact model (Terenzini et al., 1996) that postulates that six constructs (i.e., pre-college, curricular, in class, out-of-class, institutional context, and outcomes) explain the educational outcomes of college students.

The study involved three senior level African undergraduate students who were studying at Bowling Green State University, Ohio, US. The students discussed with me about their life stories by capturing experiences that contributed to their leadership development. The study revealed that campus community service plays an important role in college students’ leadership development. The study also revealed that college impact model helps to explain the experiences that impact African college students’ leadership development who are studying in US universities. In addition, the study found that African students sacrifice a lot in the course of their community service, become internationalized by their study abroad experience, follow their hearts in times of uncertainty, and leverage their position for the benefit of their countries. Additionally, the study found out that gender played a role in leadership development and that there is need for more leadership education opportunities for college students.
The study contributes, among others, to the understanding of the experiences that impacts the leadership development of students and more particularly the role of campus community service in the leadership development of African college students studying in the US.
Dedicated to

My loving Wife Violet Moraa

and our sons

David Makori and Joshua Mokamba

For their endless love and support
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CHAPTER I. INTRODUCTION

Background

My several years’ involvement in campus community service as a student and the relative lack of comprehensive studies in the area provided the impetus for this study. Campus community service, often confused with service learning (Kirlin, 2002; Krebs, 2006), is defined as unpaid voluntary service that seeks to mutually benefit both the community and the volunteer (Delve, Mintz, & Steward, 1990; Kuh, 1993; Loeb, 1994; Marks & Jones, 2004; Metz, McLellan & Youniss, 2003; Rhoads, 1998; Serow, 1991). Service learning, on the other hand, is defined as “curriculum based community service through schools that integrate classroom instruction with community service activities” (Westat & Chapman 1999, p. 5).

During my undergraduate and, now, my graduate studies, I have been widely involved in campus community service. For instance, I am involved in the Make Poverty History campaign that petition the G8 (Group of Eight) and other wealthy countries to increase aid and open their markets to poor countries’ products as well as cancel debts these countries owe them. I have also been involved in the Bowling Green State University (BGSU) 5k Benefit Run, a campus student organization that creates awareness about AIDS and fundraises for AIDS programs in Africa among others. As an involved student, I have grown as a leader. Specifically, I have learned, sharpened, and strengthened my leadership skills such as organization, mobilization, and interpersonal communication.

My experience shows that campus community service is important for college students’ leadership development. Moreover, scholars such as Boyer (1990), Astin (1985), and Loeb (1994) have made a compelling argument regarding the important role campus community service plays in the development of student leadership. Furthermore, more recently universities
have been encouraging campus community service because they see it as an opportunity for students to give back to their community, to learn life skills, to contribute to civic service, and students’ leadership development (Astin, 1984; Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001; Guiffrida, 2003; Hedin, 1989; Kirlin, 2002; Montelongo, 2003; Serow, 1991).

However, whereas the benefits of curricular student leadership development programs such as service learning are well documented (Cavins, 2005; Cress, et al., 2001; Kirlin, 2002; Windham, 2001), little research is available on the benefits and contributions of campus community service to college students (Hedin, 1989; Kirlin, 2002; Marks & Jones, 2004). Moreover, most of the studies that have examined college student community service have focused on its effect on student intellectual growth (Flowers, 2004), communication skills (Serow, 1991), civic responsibility (Cress, et al.; Kirlin, 2002; Serow, 1991), and retention (Flowers; Tinto, 1997; Townsend, 1994).

Furthermore, of those studies that directly relate to student leadership development, none have focused entirely on the influence of campus community service on college students’ leadership development (Cress, et al., 2001; Kimbrough, 1995; Kimbrough & Hutcheson, 1998; Louge, Hutchens & Hector, 2005; Williams & Townsend, 2003). For instance, a study by Cress, et al. (2001) examined the impact of university leadership education and training on student leadership ability focused on a curricular program. Similarly, a study by Louge, et al. (2005) that described the post-secondary leadership experiences of six college students explored experiences that were not limited to campus community service. Furthermore, most of these studies are quantitative (Cress, et al., 2001; Cavins, 2005; Huang & Chang 2004; Kimbrough & Hutcheson, 1998; Kimbrough, 1995; Kuh, 1993; LeBard, 1999; Rhoads, 1993; Terenzini, Springer,& Pascarella,1993) in nature, and, thus do not provide in-depth qualitative information about the
The influence of campus community service on the leadership development of individual students. Therefore, the research has not generated knowledge on how campus community service impacts college students’ leadership development, much less the leadership development of African students. To bridge this gap, further research is needed to examine whether campus community service influence college students’ leadership development, particularly African undergraduate students.

Purpose of Study

The purpose of this biographic research study was to describe the impact of campus community service on the leadership development of three senior-level African undergraduate university students who were enrolled at BGSU and who participated in campus community service. Campus community service was defined as unpaid voluntary service that seeks to mutually benefit the community and the volunteer (Delve, et al., 1990; Kuh, 1993; Loeb, 1994; Marks & Jones, 2004; Metz, et al., 2003; Rhoads, 1998; Serow, 1991).

Research Question

The current study sought to address this question: How is the leadership development of senior-level African undergraduate university students in US who participate in campus community service are impacted by the experience?

Theoretical Framework

Researchers have used a variety of models including the Input-Environment-Output model (I-E-O) (Astin, 1994, 1995), college persistence (Tinto, 1987), and the college impact model (Terenzini, Springer, Yaeger, Pascarella & Nora, 1996) to study the impact of college experience on college students. The I-E-O model, for example, was formulated as a conceptual framework to guide assessments in higher education. Based on the I-E-O model the inputs for
this study are the college students’ pre-college characteristics, college experiences of students form the environment, and educational outcomes are the outputs.

The present study adopted the college impact model (Terenzini, et al., 1996). This model seeks to explain different experiences, both off and on-campus that impact university students’ educational outcomes. During the development of the model, the researchers hypothesized that pre-college, curricular, in-class, and out-of-class experiences, as well as institutional context and student learning outcomes help to explain the impact of the college experience on college students’ educational outcomes (Terenzini, et al., 1996; Hahs-Vaughn, 2004). The researchers tested the model by conducting a three-year longitudinal research study of 4,000 new students from both two and four-year colleges. The results showed that the six constructs (i.e., pre-college, curricular, in-class, and out-of-class experiences; institutional context; and student learning outcomes) helped to explain the experiences, both off and on campus, that impact student educational outcomes (Terenzini, et al., 1996). Just like biographic studies, this model was suitable as a basis for my study because it allowed me the opportunity to identify and study both off and on-campus experiences that impacted the leadership development of African undergraduate students.

Assumptions

This study assumed that college student involvement in campus community service influences students’ leadership development and that the students’ leadership development process might have started prior to getting involved in campus community service. In addition, it was assumed that experiences other than campus community service also influence the students’ leadership development. However, to account for the experiences that impact the leadership development of the students, I studied all the student experiences as identified in the college
impact model. Ultimately I was able to identify the impact of campus community service on the students’ leadership development.

The Significance of this Research

The findings of this research are significant in a number of ways. First, the findings would help educators understand how campus community service influences college students’ leadership development. Second, the study helps to understand the important role campus community service plays in the leadership development of international college students. Third, the data that was generated by the study might help universities document benefits for encouraging students to participate in campus community service. Finally, college program and policy-makers might obtain useful information to guide them in policy decisions on campus community service activities and African students’ leadership development.

Definitions of Terms

*An African student* is a student who held an African country’s passport and attended elementary and high school in Africa and he/she was attending an American university in the USA by the time of this study.

*Campus community service* is defined as unpaid voluntary service that seeks to mutually benefit both the community and the volunteer (Delve, et al., 1990; Kuh, 1993; Loeb, 1994; Marks & Jones, 2004; Metz, McLellan & Youniss, 2003; Rhoads, 1998; Serow, 1991).

*College /university:* These terms are used interchangeably. They refer to a four-year post-secondary baccalaureate degree granting institution of learning.

*Curricular experiences:* college structured academic experiences.

*Educational outcomes:* college students’ gains from their college learning experiences.

*In-class experiences:* all experiences that impact learning experiences in a college
classroom.

_Institutional context:_ All factors in and outside a university that impact the learning process of college students.

_International student:_ A foreign student studying in a foreign university.

_Involvement:_ Participation in an activity or activities or a process.

_Leader:_ a “leader is any individual whose behavior stimulates patterning of the behavior of a group” (Klopt, 1960, p. 21).

_Leadership skills:_ Leadership skills are different types of leadership abilities gained by college students through experience or training.

_Out-of-class experiences:_ structured and non-structured learning experiences that take place outside of class.

_Pre-college experiences:_ All experiences that impact college students’ learning experience prior to their entry into university.

_Traditional students:_ College students whose parents have a college education. This term is commonly used in US because most college students’ parents have college education (Hahs-Vaughn, 2004).

_Delimitations and Limitations_

The delimitation of study is that participants are three BGSU senior-level African undergraduate students who hold or have held a leadership position in a campus organization that focuses on community service activities.

One of the limitations of this study is that the sample for the study is purposive; thus, it may leave out other very important participants. In addition, since this is a qualitative study, the results might not be generalized beyond the three participating students.
Organization of the Remaining Chapters

The remaining parts of this dissertation are chapters II through VIII. Specific topics addressed in Chapter II are college students’ leadership development, experiences that impact the leadership development of college students, international students, campus community service, and summary of research findings. The topics addressed in Chapter III include research design, participants, data collection, the role of the researcher, anticipated ethical issues, observation, interview, documents, data analysis procedures, narrative and ultimately the expected outcomes of the study. Chapters IV through VI present the life histories of the participants, while Chapter VII presents a comparison of the three participants. Finally, Chapter VIII presents a discussion of the results and recommendations for theory and practice.
CHAPTER II. REVIEW OF LITERATURE

This chapter presents a review of the literature related to the role of campus community service in the college students’ leadership development. Specifically, the chapter explores college students’ leadership development, experiences that impact the leadership development of college students, and campus community service, and finishes with a summary of research findings.

College Students’ Leadership Development

Background

Traditionally, universities treated student leadership development as a secondary rather than a primary duty (Cress, et al., 2001; Klopt, 1960). However, with the realization that students can play an important role in some of the aspects of university management and offer peer-based leadership to their colleagues, among others, universities are now doing more to address student leadership development (Cress, et al.). Moreover, the fact that studies show that a student’s college life presents one of that person’s most socializing stages, universities want to capitalize on this stage of students’ development to offer students leadership development opportunities (Louge, et al., 2005). To achieve this goal, universities are designing both curricular and non-curricular programs that aim at college students’ leadership development. Today, there are over 700 curricular programs and a host of non-curricular university student leadership development programs across the country (Cress, et al.; Klopt; Louge, et al.).

Defining Student Leadership

There is no agreed upon definition of college student leadership (Arens, 2004; Astin, 1999; Cavins, 2005; Clark, 2003; Cress, et al., 2001; Klopt, 1960). Some of the scholars see student leadership as describing those students who hold leadership positions in student
organizations, clubs, student governments or college boards (Cress, et al.; Klopt, 1960). Others argue that student leadership refers to those students who have the expertise that can be relied on to solve the problems of the day (Zemke, Raines & Filipcak, 2000).

Yet another group of scholars argues that student leadership refers to those college students who are responsible, sensitive about the needs of their colleagues and those of the larger society, compassionate and ready to understand fellow students, caring, engaged in solving the problems their colleagues face, and willing to serve others (Delve, et al., 1990; Greenleaf, 1977; Kuh, 1993;). Still, many other researchers conceive of student leadership as those students who serve as agents of change (Astin, 1999; Loeb, 1994).

Although the debate about what constitutes college student leadership rages on, there is relief that there is consensus that student leadership positively impacts the student leaders themselves, their colleagues, universities, and society (Arens, 2004; Astin, 1984; Cavins, 2005; Clark, 2003; Delve, et al., 1990; Kuh, 1993; Loeb, 1994).

Impact of Student Leadership on the Students Themselves

Theorists and practitioners alike argue that college students in leadership positions hone their leadership skills. Emphasizing this position Klopt (1960) argued that, “most real student leaders have come through” (p. 30) experience and “leadership develops most extensively in meeting new situations” (p. 30). Supporting Klopt’s views, Kuh and Lund (1994) argued that college students involved in the leadership of student government learn such skills as organizational, motivational, and administrative skills.

Equally, the students’ leadership roles are important in the students’ self-esteem and confidence development. While undertaking their leadership roles, the students learn about their unique capabilities and contributions, consequently believing in themselves, an opportunity that
helps them to build their self-esteem and confidence (Gellin, 2003; Kuh, 1993; Kuh & Lund, 1994).

Additionally, there is no doubt that student leaders learn more academically as they engage in their leadership roles. Echoing this view, Kimbrough and Hutcheson (1998) note that “early leadership experiences provide individuals with tools they need to succeed academically, in the workforce, and in other social arenas” (p. 96). Many other researchers concur with this view adding that students in leadership meet many and diverse people such as other students, faculty, and community leaders who give them multiple views on issues thus helping them to broaden their knowledge (Kuh, 1993; Kuh & Lund, 1994).

**Impacts on Other Students**

“A student’s most important teacher is another student” (Chickering, 1969, p. 253). Often student leaders face problems similar to those of their fellow students, experiences they readily apply in solving their colleagues’ problems (Milem, 1998). Also, students see student leaders as being part of them, thus opening up to the student leaders for help (Astin, 1995; Milem). Moreover, as part of the student community, student leaders earn the legitimacy to intervene in the problems of their fellow students (Feldman & Newcomb, 1969).

In addition, student leaders play a role in the learning of college students (Feldman & Newcomb, 1969; Klopt, 1960). Often, student leaders are the immediate examples of what responsible students are. Moreover, leveraging on peer trust, student leaders mobilize fellow students into focusing on their academic and service work (Astin, 1985; Feldman & Newcomb; Milem, 1998). Underscoring the role of peer influence among college students, Feldman and Newcomb noted that: students have mutual and reciprocal influence on each other. In their interaction they develop consensual and shared sets of expectations regarding each others’
behavior and regarding important aspects of their common environment. The consensual and shared expectations—known as norms and standards—form the basis of the student peer group’s individual members (p. 240).

**Impact on University**

Using a participatory approach, universities are increasingly involving students in their management. This is due to these institutions’ realization that students are good at addressing problems such as drug, alcohol, and, sex abuse. Research indicates that college students affected by these problems open up to fellow students for help thus helping to curb the rise of these problems on campus (Milem, 1998).

In addition, student leaders play an important role in linking universities with outside communities. For example, student leaders involved in community service develop connections both in universities and communities (Kuh, 1993). Using these networks, the student leaders help to link the two parties. For instance, teaming up with faculty, students at Swarthmore College, Pennsylvania initiated the Chester-Swarthmore Community Coalition that places college students in volunteering projects in Chester’s low-income neighborhood. The volunteer students help in a variety of projects including tutoring and writing classes for elementary school children. Over the years, Swarthmore College students have built a strong and enduring relationship with the children’s parents (Campus Compact, 1998).

Also, college students are increasingly assuming leadership in the learning process of other college students. For instance, it is acceptable for college students who are good at certain disciplines to help in peer-tutoring. In addition, students, especially those who belong to the millennium generation, are increasingly being relied on for leadership in the area of technology because they easily adapt to it. Moreover, today more than any other time in history, college
students are cross-evaluating each other, a step that positively impacts their learning experience (Shaw, 1997). Confirming this assertion, Bos (1998) noted that:

students have stated a decreased level of anxiety; positive feelings of helping and collaboration; and gains in experience, performance evaluations, and accountability when evaluated by their peers instead of their instructor…. Students have reported increased confidence in teaching ability, ability to give and receive criticism, peer collaboration, and communication skills. (p. 2)

Impacts on Society

College student leaders immensely impact societies around their colleges and beyond (Astin, 1999; Astin, 1993; Lebard, 1999; Serow, 1991). In impacting their communities, the students often rely on their expertise in such areas as technology (Kuh, 1993). For example, the students teach their parents, non-profit executives, school teachers, and many others about technology. Particularly, generations such as baby boomers who thought they might not catch up with technology have benefited from the students’ technological skills (Campus Compact, 2002). Supporting this view Zemke, et al. (2000) noted that:

Today, as always, parents know more about most things; but today, as never before, kids actually know more about technology, and they’re teaching and coaching them. Boomers can, and are, learning as fast as they can. But it’s a little like learning a language. When you’re a child, language acquisition is as easy as blinking. When you’re an adult, it seems far less natural. It takes a lot more effort, so much effort that most adults choose simply not to add another language to their repertoire. The boomers who make that choice with technology will find they’re standing on the edge of a generation gap wider than their worst nightmares. (p. 129)
Moreover, student leaders have been known to be the conscience of society. In matters of human rights, college students assume leadership roles in raising their voices against injustices. Indeed, throughout history, college students have protested against such practices as inhuman labor practices, racism, and bad environmental issues. Some of these issues have been addressed by policymakers resultantly making the world a better place (Delve, et al., 1990; Kuh, 1993; Loeb, 1994).

It should be noted that the ultimate beneficiary of the college student leadership development is the society. As the students graduate, they enter into the society taking up leadership positions where they utilize the leadership skills they learned in college for the society’s benefit (Kimbrough & Hutcheson, 1998).

Leadership Skills Model

To develop students’ leadership, universities emphasize that students be equipped with leadership skills (Delve, et al., 1990). Leadership skills, defined as abilities necessary for effective leadership, are embedded in the leadership skills model, a skills-based theory of leadership assumes that leaders should have requisite skills to be effective. According to Zaccaro, Mumford, Connelly, Marks and Gilbert (2000), these skills include problem solving skills, solution construction skills, and social skills.

Problem solving skills include those skills that a person employs to solve a task—actual solving of problems. Solution construction skills include those abilities that a person employs to give possible alternative solutions to a problem, ultimately choosing the best solution-more of employing cognitive processes in identifying options available for solving a problem. And social skills are those skills a person uses to interact with those he or she leads or comes into contact with. Social skills help a leader to understand the context within which the leadership applies
Other scholars have also identified a variety of skills that effective leaders should possess. These skills include crafting a vision, the ability to diagnose a problem, the ability to reflect on the problem at hand before taking action, solving the problem; and having a framework of turning negative events into resilience, attunement, conviction and replenishment to develop an inner view that guides him/her in the day-to-day work of leadership (Mackoff & Wenet, 2001).

According to Hackman (2002) an effective leader is one who creates a good environment for team effectiveness. Kotter (1996) argues that an effective leader should always sacrifice for the good of those he or she leads. For their part, Kouzes and Posner (2005) contend that effective leaders practice five leadership behaviors: modeling the way, inspiring a vision, challenging the process, enabling others to act, and encouraging the heart. Klopt (1960), on the other hand, contends that an effective leader is one who is an information giver, energizer, elaborator, technician, and/or compromiser.

Wallace (2004) postulates that, “Leaders must recognize that consideration and structure…instill positive leadership behaviors” (p. 186). Consideration means that a leader should be emphatic about the state of his or her followers and mentor them. A considerate leader tries to create good relationships with team members, and he/she is mindful of their wellbeing. Structure, on the other hand, means that a leader should clearly spell out the boundaries of the workforce. For instance, a leader should define the nature of the work to be done, how it should be done, provide specifications where necessary, and give a timeframe for its completion (Heckman, 2002; Wallace; 2004).

To succeed student leaders, like other leaders, should have the right attributes or
qualities to command the respect of fellow students. Such attributes include credibility, solid and good relationships with other students, and the interpersonal capacity to develop relationships that can help them to easily connect with other students. Students with these qualities can be relied upon in solving problems students face. Most important these student leaders are highly motivated and, hence, hold a high sense of satisfaction of their leadership role (Kotter, 1996).

Many scholars have consistently found that it is important for universities to focus on the development of college students’ leadership skills (Cress, et al., 2001; Kirlin, 2002; Kuh & Lund, 1994; Posner, 2004). Many other scholars however argue that effective leaders should have other attributes that cannot be necessarily be regarded as skills. One such attribute is knowledge. Stated as one of the cardinal goals of higher education, universities seek to broaden their students’ knowledge. According to Mumford (2003), knowledge “reflects a schematic organization of key facts and principles pertaining to characteristics of objects lying in a domain” (p. 20), which enable a leader to see the depth and breadth of a problem that he/she intends to solve. Other scholars see knowledge as critical thinking abilities, cognitive abilities, or expertise (Astin, 1995; Feldman & Newcomb, 1969; Hersey, Blanchard & Johnson, 2001; Patterson & Patterson, 2004; Yukl, 2002). Yukl (2002) says that leaders should possess technical expertise in their areas of leadership. Echoing Yukl’s assertion, Patterson and Patterson (2004) underscore the necessity for knowledgeable leaders arguing that they are able to understand the problems of their followers and are likely to be of help in times of adversity.

Scholars and practitioners hold the view that individuals who are grounded in the knowledge and practice of ethical leadership make good leaders (Hersey, et al., 2001; Hollander, 1998; Kanungeo, 1992; Yukl, 2002). Buoyed by these views, universities and colleges encourage
college students to be educated on ethical leadership. Supporting the need for ethical leadership, Hollander (1998, p. 58) argued that “being a leader allows more influence and power over others’ outcomes and events more broadly,” thus the need for ethical leadership to enable the leaders to guard against possible abuse of their authority and power. Hollander’s views find support in the words of Socrates, the ancient great philosopher who said: “He who knows the good chooses the good” (Kanungo, 1992, p. 413).

Closely related to ethical leadership is valuational leadership. Hollander (1998) argued that leadership is increasingly becoming valuational or value-based, hence the need to rethink the role of values in effective leadership. Valuational leadership hinges on the principle that values underlie good leadership. Many religious universities encourage leadership education that is based on their values (Colby, Ehrlich, Beaumont & Stephens, 2003; Kindred, 2005; Merry, 2005). Indeed, Christian universities are known to promote Christian leadership programs that are based on their values. Public institutions are no exception; they too promote values, which, they claim, build good leadership and give identity to their programs (Astin, 1985; Feldman & Newcomb, 1969).

Yet others contend that leaders should be of high emotional intelligence (EI). According to Cavins (2005), “EI addresses one’s ability to identify, interpret, and control his or her emotions, as well as stay in tune with, understand, and relate to the emotions of groups and individuals” (p. 1). In his study Cavins (2005) found that there was a positive relationship between student leaders’ emotional intelligence and those student leaders who espouse the five leadership practices (Kouzes & Posner, 2005) identified earlier. The findings led Cavins to conclude that the higher the emotional intelligence of a leader, the more effective he or she would be.
However, scholars and practitioners alike are skeptical of limiting leadership education to skills, knowledge, values, and ethics or even emotional intelligence arguing that good leadership is situational where leaders need to respond effectively to the dictates of different situations (Hersey, et al., 2001; Yukl, 2002). Nonetheless, it should be recognized that although different situations demand different leadership approaches, the necessity for leadership skills, values, ethics, and expertise to effectively respond to the different situations cannot be overemphasized (Hersey, et al., 2001; Hollander, 1998; Kanungo, 1992; Yukl, 2002).

African Students

In the 1965-1966 academic year, 6880 African student students were enrolled in US universities (Jacqz, 1967). Today, this enrollment continue to increase. Of the 580,000 international students enrolled in American universities in the 2001-2002 academic year, 37,724 were African students (Arthur, 2004; Blake, 2006). As they pursue their education, African students play a variety of roles that are instrumental in their leadership development (Arthur, 2004).

In the 1950s and 1960s, African students were instrumental in the fight for the independence of their countries. Having acquired education, been exposed to the management of government, and experienced the fruits of independence in their host countries, African students felt they had acquired the necessary skills to lead their countries. Thus, they returned home and worked for the emancipation of their countries. Students like Jomo Kenyatta and Robert Mugabe, who later led their countries to independence, started the struggle for independence when they were college students abroad (Delf, 1961; Yogeshi, 1997).

Also, African students played a role in the Cold War. The students tended to export their host countries’ Cold War views to their countries of origin. Whereas countries allied to the United
States persuaded the students to lead in the democratization of their countries, the USSR and its allies implored students studying in their universities to help establish communist states in their home countries (Arthur, 2004; Bu, 2003). With the Cold War era gone, African students abroad have taken up new roles which include the internationalization and lately globalization of the world (Arthur, 2004; Bu, 2003). Arthur (2004) summarizes international students’ role in the facilitation of internationalization as:

- Developing networks for worldwide contact;
- Providing resources to internationalize educational curriculum;
- Developing business connections across cultures;
- Negotiating linkages and reciprocal exchanges between international institutions;
- Generating revenue through internationalization to benefit other departments and members of an educational institution;
- Developing linkages in the local community for economic and cultural benefits; and
- Establishing long-term international relations. (p. 5)

Seeing student internationalization as an opportunity, US often use African students studying in its universities to expand its sphere of influence (Arthur, 2004; Bu, 2003). Expressing this goal, in 1966, President Johnson said that education “must be at the heart of our international relations” (Bu, 2003, p. 237). Specifically, the United States sees African students as an opportunity to promote its democracy in Africa (Bu, 2003). Indeed, African students studying in the United States have helped the United States spread its influence in Africa. In addition, these students play a critical role in fostering good economic relations between their countries and the United States.

Most important, today, African students abroad and especially in the United States are
actively engaged in the development of their countries. They are involved in issues such as poverty reduction, education, HIV/AIDS pandemic awareness, and the democratization of their countries (Bu, 2003; Omotosho, 2005; Zhao, Kuh & Carini, 2005).

Through campus student organizations such as African Peoples Association (APA) that creates awareness about the cultures of the people of Africa and Africas Brain Gain (ABG) that creates awareness about brain drain in Africa, African students have been involved in a myriad of community service activities targeted at their countries of origin (Ameling, 2006). For instance, Kenyan students at BGSU are involved in creating awareness about the AIDS crisis in Africa as well as raising funds to combat the pandemic (Ameling, 2006).

Additionally, many African students save money from the jobs they do in the host countries to help their families back home (Omotosho, 2005). Indeed, many students have been able to pay school fees for their siblings and other community members, thereby helping people who otherwise could not have gone to school to obtain an education (Omotosho, 2005). African students are not only thinking about their mother countries, but are also involved in making their universities and surrounding communities better places. They volunteer in children and adult literacy programs as well as HIV/AIDS awareness creation. Furthermore, as they work to earn a living as well as raise fees for their education, they are contributing to the economic well being of their host countries (Ameling, 2006; Zamarripa, 2005).

However, as they plunge in the international scene, African students are faced with many challenges that include new legal systems, new languages, loneliness, financial problems, and cultural shock (Kaikai & Kaikai, 1992; Omotosho, 2005; Spees & Spees, 1986). For instance, in the United States, students have to learn how to use technology to do their daily chores (Kaikai & Kaikai, 1992; Omotosho, 2005; Spees & Spees, 1986). In addition, often, in the United States,
African students’ behaviors are interpreted differently from their countries of origin (Kaikai & Kaikai, 1992; Omotosho, 2005).

An African student, reflecting on the challenges he faced as a student in the United States, remarked (Omotosho, 2005):

As I reflect on my own experience, I wonder what other African students endure and sacrifice in order to come here and what the coming means to them? What have they invested in their journey? What does being an African student mean when the price and the personal sacrifices of coming, staying, and studying in the U.S. are put into consideration? (p. 5)

Also, comparing the African and American cultures, an African student attending an American university observed, “I made an effort to improve my use and planning of time. I wonder what other African students have experienced about the use and management of time and what changes they have had to make. What is it like for the students to make that change?” (Omotosho, 2005, p. 10). Furthermore, the students have realized that the education they are pursuing is not “for themselves alone” (Omotosho, 2005, p. 50) but also for their families, countries, and the world.

The foregoing African students’ reflections not only show that the students gain academically, learn leadership skills such as time management, but also assume leadership roles (Delf, 1961; Kaikai & Kaikai, 1992; Omotosho, 2005; Yogeshi, 1997).

College Experiences and College Students’ Leadership Development

Although this study focuses on the role of campus community service on the development of university students’ leadership skills, many educational experiences contribute to leadership development (Astin, 1984; Terenzini, et al., 1996). In his Input-Environment-
Output (IEO) college environments’ model, Astin (1984) acknowledged the existence of many educational experiences that impact college students’ educational outcomes. Similarly, in their college impact theory, Terenzini, et al. (1996) argued that pre-college, in-class, out-of-class, and curricular experiences, as well as institutional contexts influence college students’ educational outcomes. Like Terenzini, et al.’s (1996) model of college impact that accounts for pre-college and college environments’ impact the educational outcomes of college students, biographic studies focus on the history of the entire life of an individual, thus making it possible to study all the environments that impact the educational outcomes of college students (Denzin, 1989). However, although these models tend to show that the constructs that impact student educational outcomes are sequential or chronological, caution should be taken because as Terenzini, et al. (1993) observed, “students’ academic and non-academic experiences both separately and jointly shape student learning” (p. 20).

To discuss the different experiences that influence college students’ educational outcomes, I use the Terenzini, et al.’s (1996) pre-college experiences, in-class experiences, curricular experiences, out-of class experiences, institutional context, and educational outcomes constructs.

Pre-college Experiences

Research findings indicate that college students do not shake off their pre-college experiences just because they have entered college. Rather, the traits continue to influence their lives, ultimately contributing to their college educational outcomes (Cabrela, et al., 2003; Choi, Harachi, Gillmore & Catalano, 2005; Kimbrough & Hutcheson, 1998; Merry, 2005; Pascarella, Pierson, Wolniak & Terenzini, 2004; Terenzini, Theopilides & Lorang, 1984; Terenzini, et al., 1995; Turkheimer, D’Onofrio, Maes & Eaves, 2005). Indeed, influences such as family, schools,
and church do impact on the educational outcomes of college students.

Conducting a longitudinal study that compared the impact of parents’ education level on first-generation and non-first generation college students, Hahs-Vaughn (2004) found that first-generation college students had lower scores in educational aspirations and college entrance examinations than traditional students. These findings led the researcher to conclude that the failure of first-generation students to score high in educational aspirations and pre-college and in-college examinations was a result of lack of parental support. He argued that while the parents of first-generation students failed to give their children adequate support because they lacked the experience of college education, using their higher education background, traditional students’ parents gave their children enough support thereby allowing them to score higher than first-generation students.

Similarly, Strauss and Volkwein (2001), investigating the predictors of student commitment at two-year and four-year institutions, found that age, being member of a minority group, and being married were pre-college characteristics that helped predict the student commitment at two-year and four-year institutions. The researchers found that the older the student, the higher the institutional commitment score. They also found that being a member of a minority indicated low commitment, and being married was a predictor of higher institutional commitment.

Arenas that influence students’ pre-college student development include family, head start, kindergarten, elementary, and high school (Berkowitz & Bier, 2005; Kindred, 2005; Merry, 2005). Others include community service, religion, and culture (Jones & Hill, 2003; Merry, 2005). For instance, analyzing the role of Muslim schools in western countries, Merry, who has done extensive research on Islamic education in the West, argued that Muslim parents take their
children to Islamic schools “(1) to preserve the culture and customs passed down from
generation to generation, and (2) to provide Muslim children with proper identity consonant with
one’s home environment, thereby ensuring a positive sense of self” (p. 384). However, by
seeking to meet the above objectives, Islamic schools end up building in the children’s minds an
Islamic point of view, which eventually impacts the children’s college educational outcomes.

Also, underscoring the notion that parents have a profound role on their children’s
development, Berkowitz and Bier (2005), argued that “the single best predictor of student
success in school is the level of parental involvement in a child’s education. The benefits of
parental involvement include improved academic achievement, reduced absenteeism, greater
academic motivation, and lower dropout rates” (p. 66). However, while, the authors focused on
the parents’ impact on their school children, these sentiments hold true even at the university
level.

Additionally, Kindred (2005), rooting for the need to teach children leadership skills
based on Christian values, argued that mothers teach their children leadership skills as they grow
up. Kindred’s assertion shows that children who eventually enter college learn leadership skills
long before they enter college.

Therefore, due to the critical role pre-college experiences play in influencing college
students’ educational outcomes; it is important to account for them when studying the impact of
the college environment on college students’ educational outcomes (Jones & Hill, 2003).

**Curricular Experiences**

“There is no such an institution as a school, college, or university without a curriculum”
(Tanner & Tanner, 1975, p. 3). In a powerful way, these words help us to understand the
centrality of curricular experiences in universities. Comprising of highly structured and
prescriptive educational experiences, curricular experiences are defined as “all experiences a learner has under the guidance of the school” (Tanner & Tanner, 1975, p. 15). Adding another competing definition, the authors noted that Caswell and Campbell also defined the experiences as “all the experiences under the guidance of teachers” (p. 15). Additionally, contributing to the definition, Zais (1976) defined curricular experiences as a plan of learning or study in an identified field. Although the focus of Tanner and Tanner, and Zais was school curriculum, their views hold sway in the university curriculum. Indeed, university curricular activities are structured, largely prescriptive, and are focused on a particular field of learning (Pinar, Reynolds, Slattery & Taubman, 1995).

Curricular experiences are both in-class and out-of class. Whereas in-class curricular experiences are the structured educational experiences college students undergo in the classroom, out-of-class curricular experiences are the structured educational experiences that are conducted outside of the classroom. In-class curricular experiences are basically academic, instructor-driven, and have limited practical experiences (Pinar, et al., 1995; Tanner & Tanner, 1975; Zais, 1976). On the other hand, outside of class curricular experiences include internship and service learning (Kirlin, 2004; Krebs, 2006). The outside-of-class curricular experiences seek to complement the in-class experiences with experiential opportunities (Kirlin; Krebs; Kuh, 1993; Rhoads, 1998). However, particularly, service learning provides students with opportunities for experiential altruistic activities (Kirlin; Krebs; Kuh; Marks & Jones, 2004; Metz, et al., 2003; Rhoads, 1998).

Studying curriculum development by college instructors, Patrick (2005) found that curricular content and faculty commitment to the curricular experiences to be the most important elements that impact the educational outcomes of college students. Referring to the substantive
subject matter taught or learned through the experiences, Patrick established that the richer the content of the curricular experiences, the better the college students’ outcomes. However, he was cognizant that without faculty commitment to the curricular experiences’ objectives, the desired educational outcomes are unlikely to be realized.

In his college impact model, Terenzini, et al. (1996) identified curricular experiences as one of the constructs that impact the educational outcomes of college students. Indeed, it is inconceivable that a student taking an educational program in college would not experience curricular activities. In the same breath, it can be argued that there are no other college activities that shape college students as do curricular experiences thus making it very necessary to include these experiences as part of the college experiences that impact the educational outcomes of college students (Tanner & Tanner, 1975).

In-class Experiences

Some researchers describe in-class experiences as the conditions that make the classroom lively or boring, active or dull, friendly or intimidating (Hahs-Vaughn, 2004). Another strand of researchers sees the experiences as the classroom culture that influences the learning processes in a classroom (Colby, et al., 2003). Yet others conceive of the experiences as encompassing the whole range of activities that occur in the classroom (Astin, 1985; Terenzini, et al., 1996). Examples of activities that can be classified as in-class experiences include teaching, student-faculty interaction, peer tutoring, individualized instruction, and technology assisted instruction (Astin, 1985, 1993; Pascarella, 1980). Astin (1985) argued that the way these activities are handled impacts the academic performance of the students. For instance, he observed that without adequate and warm student-faculty interaction, students are unlikely to consult faculty on issues they do not understand, a factor that negatively impacts on students’ academic
performance. Similarly, a study by Shaw (1997) that observed a human geography math class cooperative examination established that students who work together in an atmosphere of camaraderie are not afraid to ask for help whenever they encounter a problem. As a result they work without pressure, and learn more.

*Out-of-class Experiences*

Referred to by a myriad of terms such as informal or professional socialization ( McKinney, Saxe & Cobb, 1998), extracurricular activities (Chang, 2002; Flowers, 2004; LeBard, 1999; Louge, et al., 2005), co-curricular activities (Terenzini, et al., 1993), out-of-class experiences can be described as the total sum of all college experiences that students are exposed to outside of the classroom (Astin, 1985; McKinney, et al., 1998; Terenzini, et al., 1993). In his Input-Environment-Output model Astin (1995) identified out-of-class experiences as part of the inputs that contribute to college students’ educational outcomes. Also, building on Astin’s model, in their campus impact model, Terenzini, et al. (1996) identified out-of-class experiences as some of the experiences that contribute to the students’ educational outcomes. Activities that constitute out-of-class college experiences include student faculty interaction, peer group activities, service learning, and learning communities. Others include athletics, student involvement students’ organizations’ activities, civic engagement, and community service (Astin, 1985, 1993; Chang, 2002; Frances & Collins, 2001; Kirlin, 2002; Kuh, 1993; Pascarella, 1980; Terenzini, et al., 1993).

Studying the role of out-of-class experiences on college students, Kuh (1993) found that out-of-class activities positively impact the critical thinking skills of involved college students. He also established that the experiences enhance involved students’ practical competence. Moreover, saying that “out of class activities test the value and the worth of these ideas and
skills” (p. 21), Kuh argued that the experiences give students the opportunity to put to test what they learn in class in a practical setting. Kuh ultimately concluded that out-of-class educational experiences form part of the continuum of the seamless education that universities seek to give students.

Terenzini, et al. (1996) would add to this body of research when his studies established that in and out-of-class activities reinforced each other in shaping college students’ educational experiences. Further, Terenzini, et al. found that these experiences impact the development of college students’ critical thinking skills thereby concluding that out-of-class experience “is the strongest contributor to the gains in the intrinsic value students attach to learning” (p. 21).

McKinney, et al. (1998), examining out-of-class experiences, found that these experiences are instrumental in the active learning of students because they give students opportunity to engage in collaborative learning processes and a wide range of learning opportunities. Additionally, these researchers established that these learning experiences give students a supportive community in terms of peer groups and other informal relationships that help to improve the quality of education students receive in college.

Therefore, owing to the out-of-class experiences’ relative contributions to college students’ educational experiences, universities are promoting them as part of the holistic education they seek to give college students (Collister, 2003; Ehrlich, 1998; Miller, et al., 2005). In addition, universities are encouraging these experiences because they help college students to be involved in activities that enrich and maximize their learning experience (Astin, 1985; Chang, 2002; Pascarella, 1980).

Institutional Context

Studies by different researchers have consistently shown that institutional context
significantly influences college students’ educational outcomes (Astin, 1962, 1985; Pascarella, 1980, 1984; Thomas, 1981). Perhaps owing to purposes different institutions serve, the term “institutional context” has a variety of definitions (Astin, 1993; Iyer, 1997; Zuker, 1987). Leaning heavily toward the study of business-oriented organizations, Davis and North, as cited by Iyer (1997, p. 536), defined institutional context as a “set of fundamental political, social and legal ground rules that establishes the basis for production, exchange and distribution.” Other researchers conceive of institutional context as the total variables in an institution that contribute to the institution’s outcomes or outputs (Pascarella, 1980; Terenzini, et al. 1997).

However, the researcher whose definition particularly describes college institutional context or environment is Astin (1993). Arguing that institutional context comprises “not only the programs, the personnel, curricula, teaching practices and facilities that we consider to be part of educational program but also the social and the institutional climate in which the program operates” (p. 81), Astin defined a college’s institutional context as a college students’ “actual experiences during the educational program” (p.18).

Conducting an analysis of different studies on college environment, Michael and Boyer (1965) found that the literature indicated that the nature of institutional context can bear on students’ educational outcomes either positively or negatively. These findings led these researchers to conclude that institutional context is one of the critical factors that affect college students’ outcomes. Many other studies consistently confirm Michael and Boyer’s assertion (Astin 1985; Gonzalez, 2002; Kuh, 1993; Pascarella, 1984; Pascarella, 1980; Terenzini, et al., 1997; Thomas, 1981).

One of the characteristics of institutional context is the culture of the organization. Upcraft and Schuh (1996) described institutional culture as encompassing “artifacts, espoused
values and basic assumptions” (p. 190). They argued that artifacts are the most noticeable aspect of culture. Schein, as cited in Upcraft and Schuh (1996), described artifacts as “visible products of the group” (p. 190), which are easily observable. Artifacts include institutional products such as history, traditions, stories and organizational processes. Espoused values are values that are shared by the members of an institution. Espoused values articulate principles or values that are collectively thought by members of the institution to be most important and anything contrary is thought to be inconceivable. And basic assumptions describe what influences how people in an organization behave, think, and what they value. Whitt (1996) saw basic assumptions as “assumptions about the purposes of an education serves, who should receive an education, who can learn, and what it means to be human” (p. 191).

An example that illustrates how campus culture can impact the performance of college students is the legacy of the founder of St. Catherine College. At the college, a story is told about how the founder of the college, Sister Antonia, resisted opposition from the church and secular authority to establish the institution. Burning with courage and a compelling vision, Sister Antonia soldiered on to eventually establish the college. Since it was founded, St. Catherine College has produced outstanding women leaders who have positively changed the world. Inspired by the story of St. Antonia, students in the college learn to be confident and assertive, as well as focused on what they want to achieve (Colby, et al., 2003).

Examining the elements of campus culture that influenced Chicano students’ persistence in a predominantly White university, Gonzalez (2002) established that the Chicano students did not persist in the university because the institution did not have programs that supported them. Seeing the university’s failure to have programs that supported Chicano students to persist in college, the researcher concluded that the culture in the university made it difficult for the
Chicano students to persist in the college.

Another component of college institutional context is technology (Cossey, 2005; Marom, Saporta & Caspi, 2005). Although virtually missing from the literature of the 1960s, nowadays universities are widely relying on technology for instructional and many other purposes, a phenomenon that has come to heavily impact the educational outcomes of college students. For instance, online courses (Cho, 2005; Marom, et al.) are growing as a choice of instruction, which, in many researchers’ and practitioners’ estimation, today, no other factor is driving the college environment than technology (Cho; Cossey; Marom, et al.).

Other characteristics that constitute the institutional context include geographical location of the college, whether the college is coeducational or not, types of disciplines offered by the institution and the levels of degrees earned, the size of the institution, and whether the college is private or public. Other characteristics include the denomination of the institution, and the wealth of the university (Astin, 1993; Gonzalez, 2002; Lunderberg & Schreiner, 2004; Pascarella, 1980; Ropers-Huilman, et al., 2003; Thomas, 1981; Townsend, 1994).

Educational Outcomes

Research has found that going through college does impact college students educationally, thereby producing various educational outcomes on the students’ educational endeavors (Astin, 1985; Bailey, Calcagano, Jenkins, Leinbach & Kienzl, 2005; Terenzini, et al., 1986). Thus, whereas the previously discussed constructs (pre-college, curricular, in-class, out-of-class, and institutional context) of the college impact theoretical model form the inputs into the education of college students, discussed here are college students’ educational outcomes or outputs. Educational outcomes can be described as the specific results of the college environment’s impact on the students’ educational achievement (Astin, 1985; Bowen, 1977;
Feldman & Newcomb, 1970; Pascarella & Terenzini, 2005). The outcomes include but are not limited to students’ attaining professional qualifications, completion of the program of study, and satisfaction with the college education experience (Astin, 1985; Bailey, et al., 2005; Terenzini, et al., 1986).

Contributing to the knowledge on college educational outcomes, Bowen (1977) categorized college students’ educational outcomes into four: cognitive development; emotional and moral development; practical competence for citizenship and economic productivity; and practical competence for family life, consumer behavior, leisure, and health. Cognitive educational outcomes refer to the development of college students’ knowledge and their use of the mental processes such as reasoning and logic. In cognitive development, students are expected to exhibit growth in verbal and quantitative skills, substantive knowledge, rationality, intellectual tolerance, esthetic sensibility, creativeness, intellectual integrity and wisdom. For instance, college math students who successfully graduate from their freshman through senior years are expected to solve more complex mathematical problems at their senior year compared to their freshman year.

The category of emotional and moral development largely relates to the affective college students’ educational outcomes. Within this category of outcomes, students show growth in the management of their feelings, integration in the college community, interpersonal relationships such as student-faculty and peer relationships, self-discovery, and self-esteem.

In the category of practical competence for citizenship and economic productivity college educational outcomes, students develop skills and attitudes that help them to be productive citizens. For instance, having gone through college successfully, students are expected to follow the laws of the country, have the professional skills that would help them participate in the
workforce, and be ready to participate effectively in the development of their communities.

Within the category of practical competence for family life, consumer behavior, leisure, and health, students develop knowledge and skills that help them to manage their families, consumption habits, leisure activities, and health better. For example, on family matters, students are expected to be capable of making family decisions on issues such as family planning and the education of their children, among others. On leisure, college students are expected to be capable of balancing their work with leisure. And on health, students who attain college education should be able to make decisions about their health insurance, choice of food to eat, and other related issues.

Another researcher who has done research on college educational outcomes is Tinto (1987). In his theory of college persistence, Tinto saw the completion of students’ programs of study as one of the ultimate outcome of college education. Tinto argued that colleges should not only create campus environments that attract students to the colleges but also those which enable students to complete their studies. Tinto argued that by completing their programs of study, the students would have had the full impact of the college experience that would enable them face the future better prepared.

Also contributing to the debate of college outcomes, Astin (1993) argued that students’ college experience results into two taxonomies of outcomes: cognitive and affective. According to Astin cognitive outcomes comprise the knowledge gained during the college educational process and affective educational outcomes those outcomes that deal with student’s feelings, values, and attitudes, social and interpersonal relationships.

Drawing data from the 1975-77 Cooperative Institutional Research Program (CIRP) survey that had a sample of 5162 students (2418 men and 2744 women) who entered four-year
 universities in 1975 and were present during a follow up survey that was conducted in 1977, Pascarella (1985) examined the effects of universities’ environments on college students’ affective development. At both individual and institutional units of analysis, Pascarella’s findings showed that institutions with large student populations, high student-faculty ratio and public control on social integration with peers and faculty had a negative influence on the affective development of the students. In addition, at both levels of analysis, the findings established that social integration with peers had a significant positive impact on the affectivity of the students.

Also conducting a meta-analysis of the literature between 1991-2000 on the cognitive development of college students who were involved in co-curricular activities such as Greek life, community service, campus student organizations’ activities, Gellin (2003) established that those students who were involved in these activities gained in critical thinking skills than those who were not. Gellin thus concluded student involvement in co-curricular activities impacted positively on the students’ critical thinking because they obtained multiple views on issues from those they interacted with. The experiences were also learning experiences that enhanced the students’ thinking skills. In addition, the students’ involvement in co-curricular activities helped them to realize the importance of involvement, which also triggered their interest in academic activities ultimately positively impacting their critical thinking.

Perhaps one of the most comprehensive studies that list the educational outcomes from college students’ out-of-class activities is one by Kuh (1993). The study revealed that senior undergraduate college students involved in campus outside of class activities he studied experienced taxonomy of 14 educational outcomes. The outcomes included self-awareness, knowledge acquisition and practical competence. A detailed list of the taxonomies of college
Educational outcomes Kuh identified is shown in Table 1.

Table 1

*Taxonomy of the Outcomes Reported by Seniors*

1. **Self-awareness (includes self-examination, spirituality)**
2. **Autonomy and self-directness (includes decision making, taking initiative and responsibility for one’s own affairs and learning, movement from dependent to independent thinking)**
3. **Confidence and self-worth (includes esteem and self-respect)**
4. **Altruism (includes interest in the welfare of others, awareness of and empathy and respect for the needs of others, awareness of empathy and respect for needs of others, tolerance and acceptance of people from racial, ethnic, cultural, and religious backgrounds different one’s own thinking)**
5. **Reflective thought (includes critical thinking, ability to synthesize information and experiences, seeing connections between thinking and experiences, seeing different points of view, examining one’s thinking)**
6. **Social competence (includes capacity for intimacy, working with others, teamwork, leadership, dealing with others, assertiveness, flexibility, public speaking, communication, patience)**
7. **Practical competence (includes organizational skills such as time management, budgeting, dealing with systems and bureaucracies)**
8. **Knowledge acquisition (includes academic and course-related learning, content mastery)**
9. Academic skills (including learning how to study, to write, to conduct independent research)

10. Application of knowledge (includes relating theory to practice and using skills learned in the classroom, laboratory, library, and so on in other areas of life, such as using political science theory and research methods when working in law office)

11. Esthetic appreciation of knowledge (includes appreciation for cultural matters as in the arts, literature, theatre, esthetic qualities of nature)

12. Vocational competence (includes acquiring attitudes, behaviors, and skills related to post-college employment)

13. Sense of purpose (includes clarifying life goals and work as one will do after college, sometimes by discovering what one is not well suited to do)

14. “Other” (includes such concepts as movement from conservative to liberal attitudes or vice versa, change in physical features, growing apart from a spouse and so on)

Source: Kuh (1993)

Campus Community Service

Historically, campus community service has been a common practice in United States universities (Boyer, 1990; Loeb, 1994). In the 1960s, over 80 percent of college students were reported to be involved in community service (Delve, et al., 1990; Loeb, 1994). Unfortunately, by the 1980s, the percentage of college students involved in campus community service had dramatically dropped to record lows. This led to complaints about the declining values of American higher education (Boyer, 1990). Most researchers and practitioners lamented that the American college students had become materialistic to the extent that they had little regard for
others or the society in which they were living (Boyer, 1990; Loeb, 1994). Capturing this state of affairs Loeb (1994) wrote:

In the earlier generation of the late 1960s, more than 80 percent of entering freshmen cited “developing meaningful philosophy of life” as a prime college goal, compared with 40 percent who selected “being very well off financially.” By the late 1980s the figures had reversed. Seventy-five percent picked financial security, while only 40 percent hoped to better understand themselves in the world. Most students viewed college as just a means to material success. (p. 13)

At the turn of 21st century, community services, both in universities and the United States, society increased dramatically. Thanks to powerful voices of people such as Boyer (1990), Astin (1985) and Loeb (1994), forces of globalization, and research findings forced universities to reconsider community service (Mooney & Edwards, 2001). Today, more than 900 universities and colleges are involved in community service (Campus Compact, 2002). Moreover, both federal and local governments have formulated programs that are aimed at promoting community service. Such programs include America Serve, Peace Corps and Americorps (Mooney & Edwards, 2001; Nocon, Nilsson & Cole, 2004).

Definitions of Community Service

Researchers do not agree on the definition of campus community service (Delve, et al., 1990; Loeb, 1994; Mark & Jones, 2004; Metz, et al., 2003; Serow, 1991). Perhaps this dilemma owes to the many types of service that students get involved in while in college, making it difficult to distinguish community service from other types of service. Nonetheless, some researchers conceive of campus community as volunteerism for the altruistic good of the community, in and beyond campus (Delve, et al.; Loeb; Serow). Others disagree, arguing that
empirical research findings exist that show that students participate in community issues for both private and altruistic purposes, thus simply concluding that campus community service is inherently altruistic is a failure to understand its complex nature (Ferrari & Bristow, 2005; Marks & Jones; Metz, et al.; Rhoads, 1998; Serow).

Echoing the altruistic characteristic of community service, Serow (1991) defined campus community service as “unpaid campus work of charitable and helping nature” (p. 547). Supporting Serow’s views, Hedin (1989) argued that community service is altruistic considering that students “give themselves to share their problem-solving skills, their empathy, their sensitivity, and their concern for the people” (p. 201).

Among the community of researchers who support the view that community service is both altruistic and private are Marks and Jones (2004). Examining the transition of students from high school to college, these researchers found that while 84 percent of senior high school students were involved in community service, only 24 percent reported that they planned to be involved in community service in college. This pattern led these researchers to conclude that students’ participation in community work takes core and segmental patterns. Core service is the participation in volunteerism out of a deeply held personal commitment, personal identity, and moral principles. Segmental service, on the other hand, is where the volunteer calculates the benefits due to him or her, and whether his or her participation will meet the volunteer’s expediency motives. Additionally, the participation is characterized by limited commitment (Marks & Jones, 2004).

Marks and Jones’ (2004) view is held by Metz, et al. (2003), who identified two types of community service: cause service and standard service. Cause service is the service which seeks to meet the social needs of the community. This type of service underpins strong moral motives
in the person participating in the service. The participating volunteer might not need anything in return. Moreover, in this kind of service the volunteer sees his or her engagement in community issues as a lifelong engagement that defines his or her identity. Standard service, on the other hand, is the service which the volunteer engages in because of the benefits due to him or her. And thus, because of this private motive, he or she might not engage in community service as a life long commitment.

Yet another stream of researchers in community service argue that the foundation of campus community service is the effort to seek an alternative to the traditional service which is based on contractual employment and competition to one that is based on care (Delve, et al., 1990). The proponent of this approach is Nel Noddings who, in her theory of ethic of care, sees community service as a caring service which seeks to help those in need (Delve, et al.; Serow, 1991).

The fourth stream of community service is guided by the principle of servanthood (Delve & Rice, 1990; Greenleaf, 1977). In his servant leader theory, Greenleaf saw community service as that which is based on servanthood. He argued that a person who seeks to change the world or his or her community, he or she must become a servant first (Delve & Rice, 1990; Greenleaf, 1977).

Previously discussed definitions of campus community service seem to agree that campus community service has some aspects of altruism (Delve, et al., 1990; Kuh, 1993; Loeb, 1994; Serow, 1991), private benefit (Marks & Jones, 2004; Metz, et al., 2003), and mutuality (Kuh; Delve, et al., 1990; Marks & Jones, 2004; Metz, et al., 2003; Rhoads, 1998; Serow, 1991) between the benefactor and the beneficiary. Thus, on the basis of the definitions’ intersections, and for the purposes of this study, campus community service is defined as unpaid voluntary
service that seeks to mutually benefit both the community and the volunteer.

*Why Universities Support Community Service*

Universities support campus community service because it enhances the academic development of college students, creates in students a sense of civic responsibility, and helps students to develop life and leadership skills (Astin, 1993, 1999; LeBard, 1999; Serow, 1991). Some other reasons why universities encourage community service are that they see it as an opportunity for students to give back to the community, to improve the image of higher education in the eyes of the community, and to lay a foundation for students’ post-college development (Astin, 1984, 1999; Hedin, 1989; Guiffrida, 2003; Kirlin 2002; Serow, 1991).

*Motives for College Students’ Involvement in Campus Community Service*

There are a variety of reasons why college students engage in community service (Loeb, 1994; Marks & Jones, 2004; Metz, et al., 2003; Rhoads, 1998; Serow, 1991). Seeking to contribute to the welfare of the community, college students choose campus community service as a vehicle to reach the community (Delve, et al., 1990; Serow, 1991). Further, college students feeling that they have gained in some way from the community, they find community service as a way of giving back to society (Delve, et al.; Serow, 1991).

Additionally, college students find community service as a way of learning and an opportunity to socialize with people. Equally, an important reason why college students choose to be involved in campus community service is because they find it an experiential opportunity where they put into practice what they learn in class (Table 2). For instance, students who learn leadership skills in the classroom have an opportunity to practice the skills as they engage in community service (Loeb, 1994; Marks & Jones, 2004; Metz, et al., 2003; Rhoads, 1998; Serow, 1991).
Table 2

*Motives for Student Participation in Campus Community Service*

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage of participants mentioning the item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of satisfaction for helping others</td>
<td>80</td>
</tr>
<tr>
<td>Involved through club, activity, or class</td>
<td>56</td>
</tr>
<tr>
<td>Duty to correct societal problems</td>
<td>54</td>
</tr>
<tr>
<td>Meeting people</td>
<td>49</td>
</tr>
<tr>
<td>Acquiring career skills and experience</td>
<td>42</td>
</tr>
<tr>
<td>Attraction of the work itself</td>
<td>36</td>
</tr>
<tr>
<td>Religious beliefs</td>
<td>28</td>
</tr>
<tr>
<td>Someone asked me</td>
<td>24</td>
</tr>
<tr>
<td>Example of parents and family members</td>
<td>23</td>
</tr>
<tr>
<td>Repayment for service previously received</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
<tr>
<td>Visiting the volunteer center on campus</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Serow (1991)

The following quote from one of Rhoads’ (1998) study’s participants captures the essence that drives most students in community service:

I have been involved in volunteer work ever since I was in high school, and I’ll probably continue to do stuff like Habitat [for Humanity] until I’m old and gray. I get a lot out of working to serve others, and it’s a good feeling to know that I have helped someone even
if it’s in some small way. It helps me to cherish people more and understand what life is all about. (p. 277)

Universities’ Partnerships with Communities

For many years campus community service was initiated by individual students and faculty members who wanted to help their students engage in community service (Marks & Jones, 2004; Serow, 1991). Also, universities used student organizations that focused on community service to engage neighboring communities (Chang, 2002; Montelongo, 2003). However, today the arrangement through which universities are working with communities is growing increasingly sophisticated. This approach has been necessitated by the quest of these institutions to enter into lasting and sustainable relationships. Thus, to achieve this objective, universities and communities are establishing partnerships (Department of Housing and Urban Development (DHUD), 2002; Mooney & Edwards, 2001; Phinney, Schoen, & Hause, 2002; Windham, 2001).

Some of these partnerships are between universities and communities (Phinney, et al., 2002; Windham, 2001). Others involve state and or federal agencies (DHUD, 2002; Windham). These partnerships are crucial to the success of campus community service because they provide avenues through which communities and universities identify community priorities. The partnerships create a link between universities and communities for students who want to serve the community. Equally, these partnerships help universities to constantly engage with the community, thus building trusting relationships between the two (DHUD; Mooney & Edwards, 2001; Phinney, et al.; Windham).

One model of university-community partnerships has been initiated at BGSU. The university has founded an organization known as Community Serve that works closely with
community agencies to identify volunteer opportunities in the city. After identifying the opportunities, the organization creates awareness on campus about the opportunities, ultimately identifying students who are willing to volunteer (Phinney et al., 2002; Zamarripa, 2005).

Another model of university-community partnership is that used by Springfield College, in Massachusetts, with its surrounding communities, funded by DHUD. In this partnership, Springfield College works with community institutions such as nonprofits, businesses, and state and local governments to identify local needs in which it can collaboratively work with the community to address. The partnership has seen the college positively impact the community (DHUD, 2002).

The Alliance for Higher Education, Grand Prairie in Texas, has implemented an equally interesting universities-community model. Organized in the form of a consortium, the partnership has attracted universities, colleges, two library systems, and business corporations. Through its Green Television Network, the consortium broadcasts business education programs to individual businesses. Employees at the business corporations receive non credit, credit, and certification courses (Windham, 2001).

**Campus Community Service Activities**

College students are involved in a variety of campus community service activities (Ameling, 2006; Edwards, 2001; Marks & Jones, 2004; Mooney & Edwards, 2001; Mooney, Jones & Hill, 2003; Phinney, et al., 2002; Rhoads, 1993; Serow, 1991; Windham, 2001). These activities include helping in K-12 outreach. In K-12 outreach, students encourage local elementary, middle, and secondary schools students to pursue higher education. They help to fundraise for K-12 schools through such activities as adopt-a-school program, and teach and tutor at local schools. College students are also involved with charitable activities where they
engage community members in civic life by offering civic education such as diversity awareness, sponsoring cultural events, and raising their voice against injustice in the community (Mooney & Edwards, 2001; Phinney, et al., 2002; Windham, 2001).

Further, university students engage in community leadership development activities by organizing activities such as new emerging leader programs, youth leadership training, conflict resolution, and community health (Mooney & Edwards, 2001). In addition, university students care for the elderly and others in the community who need help (Edwards, 2001; Marks & Jones, 2004; Mooney, et al., 2003; Phinney, et al., 2002).

Interestingly, United States universities are stretching their campus community service beyond the United States. At BGSU, teaming up with their local colleagues, international students raise funds toward international community issues such as the 2004 tsunami disaster, HIV/AIDS programs, and libraries in the developing world. One activity that has attracted a number of student volunteers at BGSU is the BGSU Kenya 5K Benefit Run that raises funds for HIV/AIDS programs in Kenya (Ameling, 2006). Founded in 2003, BGSU Kenya 5K Benefit Run has raised thousands of dollars that have been sent to Kenya to help in implementing HIV/AIDS programs in that country. In addition to raising funds, the organization has raised awareness on campus and beyond about the state of HIV/AIDS in Kenya (Ameling, 2006).

The Influence of Community Service on College Students’ Leadership Development

Although campus community service is commonly practiced by college students, not much has been studied about it. For example, little is known about its impact on the educational outcomes of college students and more specifically on the leadership development of college international students. Nonetheless, a lot has been studied about the impact of non-curricular activities, of which campus community service is a part, thus helping to deduce the role it plays

Kuh (1993), LeBard (1999), Rhoads (1998), and Terenzini, et al. (1993) point that campus community service influences college students’ leadership development. Terenzini, et al.’s one-year longitudinal study of a sample of 600 university students that examined how co-curricular, formal classroom and instructional experiences, and out-of-class experiences affected the critical thinking skills of college students found that both in-class and out-of-class educational activities made significant contributions to the development of the critical thinking skills of college students. Specifically, after controlling for pre-college experiences, out-of-class and class-related experiences contributed 2.9% and 2.5% respectively to the students’ critical thinking skills. However, although this study shows that out-of-class experiences contributed to the students’ critical thinking development; there exists questions as to whether the out-of-class experiences included campus community service. Moreover, although the experiences positively impacted the critical thinking skills of college students, students’ leadership is much more than the students’ development in critical thinking skills.

In his quest to understand what students learn from out-of-class experiences, Kuh (1993) interviewed 149 seniors from 12 colleges and universities. From the study, Kuh found that college students’ who participated in out-of-class learning experiences reported gains in nine categories of educational outcomes: social competence 84%, reflective 72%, knowledge acquisition 65%, confidence 63%, practical competence 62%, self-awareness 60%, aesthetic appreciation 10%, vocational competence 16%, and knowledge application 25%. These findings led Kuh to conclude that out-of-class experiences are beneficial to the education of college students. However, it should be noted that the out-of-class experiences that Kuh focused on
were not limited to community service; hence, the educational outcomes reported to have been
gained by the students cannot be credited to campus community service only.

Rhoads’ (1998) phenomenological qualitative study described the experiences of college
students’ who were involved in community service and the meanings they derived from the
activities. The study identified three themes: self-exploration, understanding others, and social
good. In the social exploration theme, the students sought to explore their identities. Indeed,
some students said the experience helped them understand who they are. In the theme of
understanding others, the students saw community service as a way to interact with groups, such
as the homeless and low-income families. They reported that the interactions helped them
understand the groups better than before. In the theme of social good, students were able to
identify the social good issues in which they can participate. The issues included the provision of
shelter to the homeless and empowering the poor with skills that can help them engage in
beneficial economic activities. However, although the study unearthed lessons students can learn
through community service and off course important for effective student leadership, the study
did not focus on the role of community service in the development of student leadership. Hence
the study could not bring out the full picture that can depict the impact of campus community
service in the leadership development of college students.

Perhaps a study that came close to examining the role of community service in the
leadership development of college students is that of LeBard (1999). LeBard conducted research
on the relationship between students’ perceptions of their leadership abilities and the
characteristics of community colleges’ academic and extracurricular programs. With a sample of
8,000 college students, LeBard focused on students’ participation in school events, volunteer and
community service, and leadership in community extracurricular experiences. The study found
that the students who were involved in the above extracurricular activities self-reported to be confident to lead. Specifically, the study established that 32%, 61.4%, and 6.1% of the students who participated in volunteer and community service reported to be above average, average, and below average leaders, respectively. However, although most of the students who were involved in volunteer and community service self-reported to be able to lead, it should be noted that the study examined so many variables (school events, volunteer and community service, and leadership in community extracurricular activities) thus limiting its ability to study the role of volunteer and community service in-depth in the leadership development of college students. Moreover, this study focused on community colleges and not four-year colleges and universities.

Recent studies are consistent with earlier research findings (Huang & Chang 2004; Louge, et al., 2005). Louge, et al. conducted a phenomenological qualitative study that involved six university organizations’ student leaders that described students experience in leadership, identified three main themes: people, action, and organization. The theme of people indicated that through their leadership experience, students learned interpersonal relationships, and that people are of different personalities and hence should be treated as individuals. They also learned about how to work as a team. The theme of action showed that students worked hard to accomplish the goals they had set to achieve. And the theme of organization indicated that the organizations the students led gave them identity, and the structures of organizations helped them achieve their goals. The findings led the researchers to conclude that the leadership experience was positive. However, although it is possible that the student leaders who participated in Logue, Hutchens and Hector’s study might have been involved in student organizations that focused on campus community service; there is no guarantee that the organizations were indeed focused on campus community service.
Additionally, Huang and Chang (2004), who conducted research on the relationship between co-curricular and academic involvement of a sample of 627 students from large universities in Taiwan, found that college students who were involved in co-curricular activities showed gains in cognitive skills, interpersonal skills development, and self-confidence. The results from the study also concluded that as much as academic activities played a role in building the students’ cognitive skills, interpersonal skills, and self-confidence, co-curricular activities play a role as well. However, although the Huang and Chang (2004) study indicated that co-curricular experiences positively affected the critical thinking, interpersonal skills, and self-confidence of college students, it is not clear that the extracurricular experiences included campus community service. Additionally, it should be noted that, it is necessary to understand the impact of campus community service on college student leaders beyond their development in critical thinking, interpersonal skills, and self-confidence.

These studies point to the conclusion that out-of-class activities influence the college students’ leadership development. However, most of the studies are not clear on whether campus community service was among the out-of-class experiences studied (Huang & Chang, 2004, Hutchens & Hector, 2005; Kuh, 1993; Terenzini, et al., 1993). Moreover, even those studies that identified campus community service as the variable studied, not a single study has shown in a specific, comprehensive, and in-depth manner how campus community service influences college students’ leadership development (LeBard,1999; Rhoads, 1998). Thus, there is need for a study that focuses on the role of community service in the leadership development of four-year college and university students.

**Summary of Research Findings**

Research findings show that college students should have good leadership qualities to
make effective student leaders. Further, research shows the students’ leadership development is a function of different experiences (Astin, 1984; Denzin, 1989; Terenzini, Springer, Yaeger, Pascarella & Nora, 1995). Specifically, several studies conclude that pre-college, curricular, in-class experiences, and out-of-class experiences, as well as institutional context influence college students’ leadership development (Astin, 1984; Denzin, 1989; Terenzini, et al., 1995). More specifically, the studies show that non-curricular college activities impact the educational outcomes of college students (Huang & Chang 2004; Kuh, 1993; LeBard, 1999; Logue, Hutchens & Hector, 2005; Rhoads, 1993; Terenzini, et al., 1993).

Studying the relationship between academic and non-curricular involvement, Huang and Chang (2004) found that campus non-curricular involvement impacts the educational outcomes of college students. Similarly, studies concluded that out-of-class experiences influence many college students’ educational outcomes, such as critical thinking skills, self-confidence and self-awareness (Kuh, 1993; Terenzini, et al., 1993). Equally, other studies (LeBard, 1999; Logue, Hutchens & Hector, 2005) indicate that those students who were involved in extracurricular activities gained leadership skills. Moreover, Rhoads’ (1993) study indicated that campus community service plays a role in college students’ educational outcomes in areas such as identifying social good issues and solutions to some of the problems. These research findings therefore, conclude that non-curricular activities have a role to play in the leadership development of college students.

The problem however is that there is no research that has been conducted to specifically understand the role of campus community service (out-of-class activity) in the development of the leadership skills of college students and more specifically for African students. Thus, as the role of campus community service in college students’ leadership development receives
increased attention, there is need for its thorough examination to specifically understand how it shapes the leadership development of African college students.
CHAPTER III. METHODOLOGY

“Above all, they are shallow people who take everything literal. A man’s life of any worth is a continual allegory—and very few eyes can see the mystery of life...a life like the scriptures, figurative” (John Keats, as cited by Gettings, 1978, p. 13)

This chapter describes the research methodology used in the study. The chapter describes the research design, participants, data collection, the role of the researcher, anticipated ethical issues, interview process, documents, data analysis procedures, narrative, and, ultimately, the expected outcomes of the study.

Research Design

This study utilized a biographic qualitative research design. A biographic qualitative research seeks to study an individual’s life (Lomask, 1986). This type of study is based on the premise that people “live lives with meaning and these meanings have a concrete presence in the lives of these people” (Denzin, 1989, p.14). To understand the meaning of peoples’ lives, researchers hope to understand both the inner and outer events that have impacted peoples’ lives and the meaning that the people attach to these events (Denzin). Plummer (2001) likens finding meaning in a story about a person to what is remembered long after the story is told.

Biographic studies are based on assumptions that the individuals being studied live real lives, the lives have meaning, and that the individuals whose lives are studied would give truthful information about themselves to help the researcher write an accurate and objective account of their lives. Other assumptions are that peoples’ lives are influenced by the “other” (i.e., influences such as parenting, religion, gender, and culture), and that people experience turning points or epiphanies that give meaning to them (Creswell, 1998; Denzin, 1989; Plummer, 2001).

To piece together the meaning of peoples’ lives, biographic studies often rely on stories
told by the individuals whose lives are being studied. In these stories, researchers search for what people emphasize and/or value to identify the meaning of their lives (Creswell, 1998; Denzin, 1996; Weiss, 1994).

Apart from stories, another method that helps to capture peoples’ lives is observation. In observation, a researcher observes how individuals lead their lives to make conclusions about the meaning of their lives (Glesne, 1999). Through observation the researcher is able to study all observable phenomena (Sarantakos, 2005).

An equally important source of information is the understanding of the context within which people live. Understanding the context helps a researcher to understand the kind of lives people could live within the circumstances (Creswell, 1998; Denzin, 1989; Plummer, 2001).

Documents such as autobiographies, letters, and newspaper articles about a person are another useful source of information. Letters and newspapers often reveal peoples’ history, achievements, values, and other important information. Also, autobiographies are a growing source of information in biographical studies. Often in an autobiography, people narrate their lives thus illuminating their values and their critical life points (epiphanies) that might have made a difference in their lives (Creswell, 1998; Denzin, 1989; Weiss, 1994).

A biography research design was suitable for my study because its assumptions are similar to those of Terenzini, et al.’s (1996) college impact model, which forms the basis of my study. Like Terenzini, et al.’s six constructs (pre-college experiences, curricular experiences, in-class experiences, out-of-class experiences, and institutional context, and learning outcomes), biographic studies investigate the whole life experiences of individuals in a that helps to account for both pre-college and college experiences that impact on the educational outcomes of college students.
Research Setting: BGSU

To get data for the present study, I interviewed three African senior undergraduate students studying at BGSU. BGSU is a four-year research university. It is situated in the City of Bowling Green, Ohio, USA, 25 miles south of Toledo (Center for International Programs). BGSU is one of the universities in the US that historically supports campus community service. To show the importance given to campus community service, BGSU has an office, known as Office of Campus Involvement that coordinates students’ involvement in campus community service. The office is also responsible for the registration and funding of student organizations that are involved in community service (http://www.bgsu.edu/offices/sa/getinvolved/page12173.html). Additionally, in 2004, the university founded the Scholarship of Engagement program to encourage the faculty to be involved in community affairs (http://www.bgsu.edu/offices/president/page13269.html).

BGSU has a large African student population. In the Fall Semester of 2006, the university had a student population of 21,132, of which 661 were international students, 191 of whom were Africans. BGSU was a good place for this study because it has a large population of African students and these students were accessible to me because (a) I was enrolled at the university as a doctoral student and (b) I frequently participated in events organized by African or international students. Table 3 presents the Fall 2006 semester enrollment for African students at BGSU by country.
Table 3

*BGSU African Student Headcount Enrollment (Fall 2006)*

<table>
<thead>
<tr>
<th>Country</th>
<th>Enrollment Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botswana</td>
<td>2</td>
</tr>
<tr>
<td>Chad</td>
<td>1</td>
</tr>
<tr>
<td>Eritrea</td>
<td>1</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>4</td>
</tr>
<tr>
<td>Ghana</td>
<td>25</td>
</tr>
<tr>
<td>Kenya</td>
<td>96</td>
</tr>
<tr>
<td>Nigeria</td>
<td>18</td>
</tr>
<tr>
<td>Rwanda</td>
<td>1</td>
</tr>
<tr>
<td>South Africa</td>
<td>1</td>
</tr>
<tr>
<td>Tanzania</td>
<td>19</td>
</tr>
<tr>
<td>Togo</td>
<td>4</td>
</tr>
<tr>
<td>Uganda</td>
<td>1</td>
</tr>
<tr>
<td>Zambia</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>191</strong></td>
</tr>
</tbody>
</table>

Source: BGSU Office of Institutional Research, 2006

**Participants**

I used a purposeful sampling method to select the participants for this study. A sample of three college student leaders from BGSU participated in the study. Participants for this study had to meet some minimum requirements. First, the participants had to be senior-level African
undergraduate university students who hold or have held a leadership position in college organizations that focus on campus community service. Second, they must have participated in campus community service for at least six months. Third, they must have been willing to share their life histories and work with me throughout the research process to ensure that I obtained the necessary data for the study. Since rapport with participants plays an important role in obtaining truthful information, I intentionally approached students that I had worked with in campus community service organizations and asked them to participate in the study. This strategy increased my chances of getting willing participants.

Researcher as an Instrument

I am an African student currently at BGSU. I was brought up by a family that is committed to community service. Due to his strong belief that education is important in the development of our community, my father, Mr. Francis Manyibe, an elementary, teacher founded Bonyakoni primary (elementary) school in Kisii District, Kenya in 1965 in spite of a spirited opposition from some of the community members. Since its founding, the school has produced many leaders who occupy different positions at the local, national, and international levels. My father served as the first principal of the school. My mother, Mrs. Hellen Kwamboka Manyibe, is also an ardent believer in community work. For many years she has continued to serve in various leadership positions in the church and in the community. In addition, she is actively engaged in encouraging young girls to pursue higher education. It is this inspiration that led me to be interested in community service at a very young age.

During my primary (elementary) school days I often helped in cleaning the school compound and polluted streams in the community. In high school, although the system was not organized to encourage community activities, I still found a way of getting involved. For
instance, I helped many elementary school students do their homework. After high school I joined the University of Nairobi to study Sociology and Geography. At the university I joined the University of Nairobi Environmental Club and Kisii Students Association. I was later elected as the organizing secretary of the Kisii Students Association. Through these organizations I sensitized college students about the importance of protecting the environment as well as working with the university administration to address issues raised by students. In addition to being involved in student organizations’ activities, I took a more prominent role in the agitation for multiparty politics in Kenya in 1991. I joined other students, politicians, and nongovernmental activists to lobby the government of Kenya to adopt multiparty democracy. Fortunately, the government yielded and enshrined multiparty politics in the country’s constitution. My involvement in these activities made me believe that students’ voice can change the world.

After university, I joined the Government of Kenya as an Education Officer in the Department of Adult Education. Although it was not a common practice for government officers to be involved in civic issues, I continued to do my community work through a non-profit organization, The Youth Vision International that I founded immediately after graduating from university. I primarily helped train education officers about better education practices to realize good results.

In 2002, I left the Kenya government job and joined BGSU for my graduate studies. While in graduate school, I have been intensively involved in campus community service. I have been involved in the Make Poverty History campaign where I have petitioned the G8 countries to increase aid to poor countries and open their markets to poor countries as well as cancel debts poor countries owe the developed world. Moreover, I have been involved in BGSU 5k Benefit
Run, a campus student organization that creates awareness about the AIDS and poverty situation in Africa and fundraises for AIDS programs. In addition, I am an active member of the university’s African Peoples Association and Africa’s Brain Gain.

My experience with campus community service led me to believe that campus community service influences the college students’ leadership development. While involved in campus community service I learned, sharpened, and strengthened my leadership skills. In the process, I came to appreciate the impact of campus community service in my leadership development. Although there exists a paucity of studies on campus community service, my literature review yielded no study on the impact of campus community service on students’ leadership development, more particularly the impact of this experience on African students in the USA. Most of the studies that have examined college student community service have focused on outcomes such as its impact on student intellectual growth (Flowers, 2004; Lawrence, 1999), communication skills (Lawrence; Serow, 1991), civic responsibility (Cress, et al., 2001; Kirlin, 2002; Serow), and retention (Flowers; Tinto, 1987; Townsend, 1994). Scholars and researchers have lamented that little research is available that documents the benefits and contributions of community service to college students (Hedin, 1989; Lawrence; Kirlin; Marks & Jones, 2004). Given the limited research on the role of campus community service in college students’ leadership development, it is unsurprising that many universities do not adequately support it (Cress, et al.). Therefore, I wanted to conduct this study to (1) understand how campus community service impacts college student’s leadership development in general and, more particularly, that of the understudied African International students in US universities, (2) contribute to the literature repertoire in this area, and (3) provide a basis for greater institutional (university) support for students’ involvement in campus community service.
Ethical Issues

To ensure that the study was conducted in an ethical manner and that participants were respected during the study, I read a lot of literature regarding human subjects protection to familiarize myself with ethical obligations of a researcher. Further, I obtained the BGSU’s Human Subjects Review Board (HSRB) approval prior to collecting data. I also explained to the participants the nature of the study to ensure that they understood their role (Bulmer, 1999). I informed them that their participation in the study was voluntary and that they could stop their participation in the research at anytime. Additionally, to meet the HSRB requirement for participants to formally accept to participate in the study, I asked the participants to sign an informed consent form (Appendix A). Finally, I kept the participants’ personal information in a locker that was only accessible to me to ensure their privacy was not only protected but also respected and honored (Creswell, 2003; Creswell 1998; Glesne, 1999; Maxwell, 2005).

Data Collection

To obtain sufficient and quality data, I conducted two long face-to-face interviews with each participant. The first interview focused on all life experiences that impacted the leadership development of the participants and the second interview focused on the participants’ campus community service activities. The interviews lasted 90 minutes. Long interviews are good when looking for rich data (Maxwell, 2005). Moreover, the interviews with the participants that focused on the different phases of the participants’ life gave me an opportunity to strengthen my rapport in order to facilitate my task of obtaining detailed and truthful information (Moustakas, 1994).

Prior to the interview, I emailed interview questions (Appendix B) and consent form to the participants. After one day, I called the participants to discuss the interview date, time, and
venue. In addition, during the telephone conversation I asked them to sign the consent form and bring it to the first interview. After the telephone conversation, I wrote to the participants a formal letter (Appendix C) to appreciate our phone conversation and also confirm the date, time, and venue of the interview. In the same letter I also asked them to sign the consent form and bring it to our first interview.

At the time of the interview, I arrived at the interview venue 30 minutes ahead of time to ensure all the elements of the interview (e.g., equipment) were in place. I also observed a personal protocol of reflection to help me start the interview with an open, objective, and receptive mind (Moustakas, 1994).

The interviews were audio recorded to help me obtain verbatim transcripts. However, to enable me manage the interview process effectively, I developed an interview protocol to remind me of the essential issues. The interview protocol followed the outline shown below (Creswell, 1998).

- A header to record information such as the purpose of the study and any important information or point to remember during the interview,
- Space between the interview questions to write information the interviewee might give that is not related to the immediate question asked, and
- Space with information about my closing remarks and any other information about such issues as my future appointments with the interviewee.

Issues of Validity

To ensure that I obtained accurate data, I looked for rich data (Maxwell, 2005). To achieve this, I conducted two long interviews with each participant that lasted between 60 and 90 minutes. The first interview focused on information about other life experiences that shaped the
participants’ leadership development and the second interview focused on campus community service. In addition, during the interviews, I took notes about emerging themes. Immediately after each interview, I reflected on the interview with a view of noting down any information that was important to the study (Weiss, 1994).

An equally important measure that I took to ensure validity of the findings is audio taping the interviews to enable me capture the interview information verbatim and store it for reference. To ensure that my subjectivities did not negatively influence my interpretation of the findings, I observed a personal protocol of reflection before an interview session to remind myself about the need to isolate my subjectivities from the interview so as to remain as objective as possible during the interview process (Moustakas, 1994; Maxwell, 2005). Furthermore, I asked one peer reviewer to read through the interview transcriptions with a view of giving me an outside perspective on the emerging themes, thus helping me to reduce my personal subjectivities (Creswell, 2003). Finally, I personally transcribed all the interviews to ensure that I correctly typed the interview information as well as get the opportunity to identify emerging themes.

Data Analysis

To analyze the data, I followed the five steps advocated by Creswell (2003). First, I organized and prepared data for analysis. This process involved sorting out both audio recorded interviews and documents by participants. Afterward, I transcribed the audio recorded interviews, typed field notes, and sorted out all research documents for individual participants.

Second, I read through the materials to get a general sense of the data. While doing this, I made relevant remarks on the transcript margins and recorded my general thoughts about the data. Third, I started the material coding process. At this juncture I followed the recommendations of Creswell (2003) who recommends that at this stage research materials be
organized into categories and labeled into terms that represent individual participants.

Fourth, I started generating descriptions and broad themes for settings, context, and participants, and those themes that cut across participants. Fifth, on the basis of the descriptions and themes that emerged in step four, I used a narrative format to present the research findings. I used quotations, interconnected themes, and sub-themes from different perspectives to describe and discuss the research findings. Specifically, I discussed the findings’ major themes along the six constructs (pre-college experiences, curricular experiences, in-class experiences, out-of-class experiences, and institutional context, and learning outcomes) in Terenzini, et al.’s (1996) college impact model.
CHAPTER IV. CAROLINE JEPKORIR

This chapter focuses on the life history of Caroline Jepkorir. Caroline was born in Kenya and by the time of her participation in the present study, she was a senior undergraduate student at BGSU, Ohio, US. For the purpose of this study on 2/21/2007, I conducted two interviews with Caroline. I start by introducing the chapter with snapshot information about Caroline’s country of origin, followed by her biography, and a description of the experiences that impacted her leadership development, as laid out in the college impact model. Finally, I describe her community service activities and how they impacted her leadership development.

Kenya

Kenya is an East African country, has a population of about 30 million people, and comprises of forty two ethnic communities (CIA: World Fact Book). To the east the country is bordered by the Indian Ocean, to the north east by Somalia, to the north by Ethiopia and Sudan, to the west by Uganda and to the south by Tanzania. The country is divided into eight administrative units referred to as provinces namely Coast, Eastern, North Eastern, Central, Nairobi, Rift Valley, Nyanza, and Western Province (CIA: World Fact Book). The country’s official and national languages are English and Kiswahili, respectively. The mainstay of the economy is agriculture and tourism, but also has one of the largest and most vibrant industrial sectors in the region. Kenya’s per capita income is $1,200 and literacy rate of 85.1% (male: 90.6% and female: 79.7%). Kenya is famous for its prowess in athletics, especially in long distance running (CIA: World Fact Book; Ngome, 2003). For instance, since 1988, Kenyan athletes have won the Boston Marathon men’s open 17 out 20 annual races (Boston Marathon).

Kenya has a 16-year education system, commonly referred to as 8-4-4 (eight-four-four), that is, eight years of elementary education, four years of secondary education, and four years of
university education. Most of the high school education in Kenya is offered through boarding schools (schools which offer students accommodation within the school for purposes of creating an environment conducive to learning). Kenyans prefer their children to study in boarding facilities away from the hustle and bustle of home which parents consider a hindrance to their children’s studies (Ngome, 2003; Wandiga, 1997).

There are seven public and ten private universities in Kenya (Ngome, 2003; Table 4). Together, they annually admit about 50,000 of the 500,000 students who graduate from high school. Public and private universities have 30 and 54 percent female enrollment respectively. Women are generally under enrolled in engineering and related courses. The lack of sufficient higher educational opportunities forces many students to go abroad for university education (Ngome, 2003; Table 4; Wandiga, 1997).
Table 4

*Undergraduate Student Enrollment at Kenyan Public and Private Universities: 1996-1997 through 1999-2000 (Academic Year)*

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Public Universities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nairobi University</td>
<td>10,102</td>
<td>3,558</td>
<td>9,347</td>
<td>3,232</td>
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<td>3,054</td>
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<td>417</td>
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<td>452</td>
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<tr>
<td>Egerton University</td>
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<td>2,340</td>
<td>5,705</td>
<td>2,331</td>
</tr>
<tr>
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<td>-</td>
<td>-</td>
<td>3,588</td>
<td>1,363</td>
</tr>
<tr>
<td>Maseno University</td>
<td>1,739</td>
<td>859</td>
<td>1,860</td>
<td>949</td>
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<tr>
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<td>10,228</td>
<td>27,586</td>
<td>10,940</td>
</tr>
<tr>
<td><strong>Private Accredited</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daystar University</td>
<td>559</td>
<td>691</td>
<td>565</td>
<td>727</td>
</tr>
<tr>
<td>Barathon University</td>
<td>489</td>
<td>433</td>
<td>470</td>
<td>372</td>
</tr>
<tr>
<td>Catholic University</td>
<td>569</td>
<td>638</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>U.S.I.U</td>
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<td>901</td>
<td>868</td>
<td>940</td>
</tr>
<tr>
<td>Scott Theological Coll</td>
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<td>13</td>
<td>68</td>
<td>14</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
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<td>2,676</td>
<td>1,971</td>
<td>2,053</td>
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<tr>
<td><strong>Other Private Unvs.</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nazarene University</td>
<td>116</td>
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<td>230</td>
<td>159</td>
</tr>
<tr>
<td>NEGST</td>
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<td>39</td>
<td>67</td>
<td>28</td>
</tr>
<tr>
<td>EAST</td>
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</tr>
<tr>
<td>PAC</td>
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<td>80</td>
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<tr>
<td>NIST</td>
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<td>16</td>
<td>53</td>
<td>18</td>
</tr>
<tr>
<td>S. Paul</td>
<td>52</td>
<td>23</td>
<td>37</td>
<td>21</td>
</tr>
<tr>
<td>KHBC</td>
<td>92</td>
<td>9</td>
<td>92</td>
<td>13</td>
</tr>
<tr>
<td>Methodist University</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>74</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>558</td>
<td>196</td>
<td>671</td>
<td>275</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>27,716</td>
<td>13,100</td>
<td>30,228</td>
<td>13,268</td>
</tr>
</tbody>
</table>

As a consequence, there are many Kenyan university students in India, South Africa, Britain, the United States, and many other countries around the world. However, being a poor country most Kenyans find higher education abroad expensive. Nonetheless, a number of students manage to pursue foreign university education through local and foreign scholarships. Those students who come from well endowed families are supported by family resources and a substantial number of students are supported by resources pooled by their community members commonly referred to as *harambee* [pulling together] (Achebe, 1985; Jacqz, 1967; Lulat, 2003; Sunal, 1998).

After graduation, many students return home to assume leadership roles in the different sectors of the economy. For instance, the current President of Kenya is a graduate of Britain’s London School of Economics and the current minister for education is a graduate of Brandeis University, Massachusetts USA. The Kenyan government recognizes that good education equips its citizens with good leadership abilities that are valuable in its development process (Jacqz, 1967; Wandiga, 1997).

**Caroline’s Biography**

In her mid-twenties and the third child in a family of six, Caroline is daughter of Michael and Selina Cherop. She grew up in Kabarnet, Baringo District, Rift Valley Province, Kenya. Between 1989 and 1996 she attended Kaptimbor primary school. Due to her outstanding academic performance at elementary school, in 1997 she was admitted to Sacho High School, one of the best schools in Kenya. In spite of the fact that her family is not athletic, Caroline joined the schools’ cross country and track teams and excelled. She often led in interschool and regional athletic tournaments thus earning her school and herself several trophies.

In addition to her sterling performance in athletics, Caroline was also an outstanding
student in class. She always ranked among the top students in her class. Additionally, she volunteered in many school activities such as singing in the church choir and other chores such as arranging the church pews, attending to visitors, and cleaning the church.

In 2000, Caroline graduated from high school. Due to her love for athletics she continued to compete in local and regional cross-country and track events where her good performance earned her an athletic scholarship to attend BGSU in the United States. Caroline arrived at BGSU in August 2002. According to her, she did not experience difficulties in either obtaining her travel documents or traveling to the United States. However, her first days in college were not easy; she did not like American food and did not know anybody other than her coach. This situation made her life difficult often causing her to be homesick. But, with time, she got used to the local food and made friends. Moreover, at the time, the university admitted a sizable number of Kenyan students who increased her social network as she settled for her studies.

At BGSU, she joined the cross-country and track team. Initially she enrolled in the Computer Science degree program but later opted for the less demanding Information Systems and Accounting program. Even with her busy schedule, Caroline found time to work as well as participate in campus community service. She was employed by the university to work as a computer consultant where her duties included helping students to access research databases, using computers, and networking with other students online, among others.

In her community service activities, she briefly joined African Peoples Association (APA), a campus-based organization that showcases Africa’s cultures on campus. Later, she joined BGSU Kenya 5K Benefit Run, a campus student organization that creates awareness about HIV/AIDS as well as fundraising for AIDS projects in Kenya. After a while she became
the Vice President (2004-2005 academic year) of the organization and later on, because of her good computer skills and dedication to the organization, she was requested to serve as the Webmaster, a position she held until 2006-2007 academic year, her final year in college.

Caroline’s leadership development started in her childhood. As a child she was influenced by her mother who is a church leader. At high school she was involved in church and school leadership activities which also contributed to her leadership growth. In college, her academic and campus community service activities were instrumental in her leadership development. Today Caroline has grown to be a dependable and great leader. Caroline concluded our conversation remarking:

Campus community service is a good way to build your leadership skills. After you graduate… you cannot build those skills of being a leader because you go into the job where everybody is the same and you don’t get that opportunity. So I think when you are in college take advantage of being in college and try to build those skills that are hard to build when you graduate.

College Experiences

Pre-college Experiences

I think my leadership started when I was still pretty young because most of the time when we would play with other kids, I was the one who organized…teams and decided who needed to do what. So I think my leadership started when I was still pretty young.

The above statement aptly captures Caroline’s view regarding when she started developing as a leader. Caroline’s mother nurtured her from infancy with character traits that came handy in her leadership roles. Her mother was good at organizing church members to perform church related activities, keen on time, and a Christian. Among most Kenyans, being a
Christian is a symbol of virtue. Commenting on the role of her mother in shaping her leadership development, Caroline said:

The person who influenced my leadership is, I think, is my mom. Because my mom was one of the church leaders especially for the women group. So she was always organizing things they needed to do and she was always on time. I guess she was my role model.

In elementary school, fellow students who were in leadership positions also played a role in Caroline’s growth as a leader. The student leaders included class leaders, commonly referred to as class monitors or prefects in Kenya. Recalling the role those student leaders played in her leadership development, Caroline observed, “I would say in my elementary school, like most of the class leaders, like class monitors, some of them were my friends so I looked upon them because of what they were at that time.” After elementary school, Caroline enrolled in a Christian-based high school. At that school she received Christian teachings that were aimed at developing her and her colleagues as responsible citizens and leaders. Reflecting on this experience, she said “I went to a Christian school and the way they teach people, they teach you to be a leader. I think I learned a lot from going to high school.” In high school she joined the Christian Union club where they organized various Christian events and in the process acquired leadership skills. Furthermore, because of her sports celebrity status, at least in her school, other students looked up to her as a leader. Caroline passionately gave an account of how her good performance in cross-country running propelled her into leadership:

Especially cross country, I think it did because I was good. When you are good in something people look up to you; you are kind of the leader. So I think when you see people looking up to you… leadership comes out of you and prompt you to take the lead.

Another experience that gave Caroline exposure to leadership roles was her academic
performance. Caroline said that because she performed well in class often her teachers gave her leadership roles, which motivated her to learn skills that helped her to lead.

I know especially in high school, most of my teachers, when you were good in the subject, they pick on you most of the time. Like, if they needed somebody to solve a problem, they would always pick on you.

Caroline’s high school environment also shaped her leadership in another way. Since she went to a high school that had people from all parts of the country, this new experience made her to learn to appreciate as well as interact with students from different backgrounds. In the process she learned how to develop cross-cultural interpersonal relationships as well as appreciate people of different cultures. Commenting on this experience she said:

In high school, one of the things that you learn is to associate with people. Because you meet with so many people from different cultures. You know in elementary schools you just meet people from mostly your tribe…. But when you go to high school, I think it just opens your eyes. You get to meet so many people from all over the country and you have to learn how to associate with them. …When you go to high school you… meet everybody, everybody is different, everybody is a stranger. So you want to try to know people. So I think you learn how to appreciate everybody.

Curricular Experiences

Curricular experiences did not feature much as part of the experiences that helped Caroline sharpen her leadership skills. Confirming this position, Caroline said that she “wouldn’t say that just going to class and being in the class they [professors] influenced me like by teaching the class unless they taught something on leadership.” Nevertheless, she found two classes particularly helpful in her leadership development. In her own words:
There are two classes that I took, management and business administration. The two classes pretty much… you are taught to manage or be a manager. Kind of be a leader. The teachers in the classes influenced me because they teach in a leadership perspective. So you learn how to be a good leader.

Because they were theory based, these two classes appeared to have advanced Caroline’s knowledge about leadership.

*In-class Experiences*

Group projects undertaken within a class setting were very instrumental in Caroline’s leadership development. Saying that “group projects …influenced my leadership too,” Caroline found group work helpful because it helped her learn to work with other students as a team. She specifically learned how to appreciate other peoples’ views, divide roles among group members, and cope with those with different opinions or work speeds.

*Out-of-class Experiences*

Based on my conversation with Caroline, it was very clear to me that she found out-of-class activities in college very beneficial in her leadership development. Specific out-of-class experiences she identified included athletics, employment, campus community service, and group work. She observed that her athletic activities not only thrust her into leadership in the eyes of her admirers but was also a source of inspiration to her admirers and a means through which she connected with her coach who eventually became her role model.

One person that I can think right off my head is my coach. I really admire her in so many ways. She knew how to handle student athletes and she was always advising us on how to become good leaders, how to associate with people, and how to relate well with people. I really like her. She is a good leader.
In addition to athletics, she also found her work as a college student employee critical in her growth as a leader. Before joining university she had taken computer classes which helped her secure a job as a computer lab consultant at the university. Her duties as a computer consultant included helping students who were not conversant with various computer software programs. While offering assistance to the students, she found herself taking a leadership role as a computer expert. This opportunity ultimately helped her to grow as a leader. The following quotes help to illustrate the impact of this job in her leadership growth:

Benard: Did these jobs help you to grow as a leader?

Caroline: Yes, definitely, especially the ITS (Information Technology Services) job. You are being a leader because you are a consultant at the computer lab and you are helping students. People come in with so many problems. Like, “this is not working; I have homework which I don’t know how to do.” You become a leader … because you are helping so many people.

Other out-of-class activities that impacted her leadership development include campus community service. In her words:

The experience helped me gain some skills. It also built confidence in me, being in front of people. I was already confident, but it enhanced my confidence. I think it also helped me with my time management. Because I had many things to do, I had to manage my time in order to be at the meetings and also be able to do other things.

Additionally, she observed “group projects... I think they influenced my leadership too.”

*Institutional Context*

My conversation with Caroline revealed that the college context impacted her leadership development substantially. Caroline said:
When I came here the biggest challenge, you know you are here, you are a stranger, you
don’t know anybody; you don’t know the culture of the people….So you are trying to
learn all these things. Trying to learn the people, trying to learn their culture and their
traditions; it was a challenge. And also one of the biggest challenges was the food. I just
didn’t like it. However, I adjusted into the environment, like I made friendship with
people. I started getting used to the food, I learned about the country, their cultures, so
after that, it was fine.

Caroline’s views show that it took a while for her to be accustomed to the new environment. It
was frustrating that when she arrived in Bowling Green she knew nobody; she was daily eating
food she did not like, and was experiencing homesickness. However, she soldiered on to
ultimately make friends and get used to the environment, a process that left her with an
experience to use in her leadership roles.

While in college, Caroline found herself faced with a lot of things to do other than her
studies. Remember back in Kenya she was in a boarding school where her work was to study and
participate in limited extracurricular activities. To the contrary, in BGSU, she had to study,
attend to athletic activities, work, and be involved in campus community service. This was a lot
more on her table. Thus, she had to devise some formula to meet the demands of all her roles.
Reflecting on how she managed to finish her studies, she said:

One thing that I would definitely say I learned from college is having priorities. My
college experience has been so crazy: being on track, cross country, working, and also
doing some community service. It is so much work! If I did not have clear priorities, like
set priorities, I don’t think I would have made it in class. Everything is time consuming,
especially track, it takes so much time. We had practice pretty much every day, and every
weekend you were out there racing. So the time that I had on my hands was so little. So I had to have clear priorities in order to afford and balance everything.

In addition to learning how to prioritize her work, the many roles she played at college and the attendant workload she had also helped her learn to work under pressure, an important attribute of good leadership. As she put it:

Most student athletes are stressed out, especially at the end of the semester, because that is the end of the season and that is when you are going to the regional conferences. Again that is when the coach expects you to perform the most. At the same time in class that is the end of the semester when everything is ending and you have so much work to do.

You have to study for the finals. You have to perform. So you work under so much pressure. I think that is one of the skills that I learned in college-working under pressure.

Outcomes

Caroline’s leadership development was positively impacted by her college experiences. From her management class and computer lab consultant work she gained knowledge about leadership and computers. Specifically, her work as a computer consultant earned her leadership abilities as she assisted students use computers.

Moreover, during her college years, Caroline was involved in campus community service. She said that her involvement in these activities was also instrumental in developing her time management and priority setting skills. “I had many things to do so I had to manage my time in order to be at the meetings and also be able to do other things.”

In addition, Caroline’s college life helped hone her perseverance skills. While in college she had a lot of obligations to meet which at times stressed her. However, with time she learned to perseverre hence became successful.
Campus Community Service and Leadership Development

As seen earlier, while in college, Caroline was involved in many community work activities. She was involved APA and in most of her college life in BGSU Kenya 5K Benefit Run activities. Reflecting on this experience, Caroline said that it was valuable for her leadership development. She said that in the course of her duties and participation in various community activities she learned a lot that was critical to her leadership development e.g. priority setting, time management, building confidence, and good interpersonal communication skills.
CHAPTER V. NAFTAL MANDI

This chapter focuses on the life history of Naftal Daniel Mandi. Naftal was born in Tanzania and by the time of his participation in this study, he was as senior undergraduate student at BGSU. I conducted two interviews with Naftal. The interviews were conducted on 2/10/2007 and 2/21/2007. I start by introducing the chapter with snapshot information about Naftal’s country of origin, followed by his biography, and a description of the experiences that impacted his leadership development, as laid out in the college impact model. Finally, I describe his community service activities and how they impacted his leadership development.

Tanzania

Tanzania is one of the east African countries. To the north it is bordered by Kenya and Uganda, to the west by Rwanda, Burundi and Democratic Republic of Congo, to the south by Zambia, Malawi and Mozambique and to the east by the Indian Ocean. The country’s national and official languages are Kiswahili and English, respectively. The country is home to over 40 million people and 120 ethnic groups. Tanzania comprises of mainland Tanzania formerly known as Tanganyika, and the islands of Zanzibar, Pemba, Pete and many other smaller islands along its Indian Ocean coastline. Most of the country is semi-arid thus many of the communities are pastoralists (CIA: The world fact book).

After independence, Tanzania pursued socialistic policies but since 1990 when the Cold War ended, the country resorted to free market policies. With a GDP per capita of $ 800, Tanzania is one of the poorest countries in the world. The country’s literacy rate is 69.4% (male: 77.5% and female: 62.2%). The country has nine universities and a 7-4-2-3 education system: seven years of elementary, four years of secondary, two years of high school, and three years of university education. Like many other African countries, in Tanzania, boarding schools are very
popular especially for high school students (Mkude & Cooksey, 2003).

Because local universities cannot absorb all students who graduate from high school, the country relies on universities abroad for most of its students who seek higher education. Formerly, Tanzanian students pursued their higher education in socialist countries like Cuba, Russia, and China but recently the country is encouraging students to go for studies in western countries. As a developing country, Tanzania critically needs manpower almost in all sectors of the economy. Thus, it is encouraging its citizens to go abroad for higher education. Naftal one of the participants heeded this call. He hails from Singida, northern Tanzania (Mkude & Cooksey, 2003; Sunal, 1998).

However, like other students from most African countries, Tanzanians find higher education in foreign universities expensive. But through local and foreign scholarships some students are able to pay for their foreign university education. A few others from well endowed families use family resources to meet their educational expenses. And, a substantial number of students are supported by resources pooled by their community members (Achebe, 1985; Jacqz, 1967; Mkude & Cooksey, 2003; Sunal & Haas, 1998).

Naftal’s Biography

Son of Daniel and Salome Mandi, Naftal was born on January 10, 1986 in Singida, central Tanzania. His ethnic group is Nyanturu, one of the Bantu speaking people of Tanzania. His mother is an elementary school teacher and his father is an accountant. He has two brothers and one sister. He attended several primary schools often following his mother whenever she was transferred. In 1999, he joined Aya secondary (high) school in Dodoma District and graduated in 2002. In 2003, he moved to the United States for university education. Although it was difficult to obtain his passport because of the slow pace in processing passports in Tanzania,
he nevertheless got it in good time for a visa interview at the US embassy. He arrived in the
United States and was welcomed by an American family friend he met in Tanzania. He joined
BGSU and enrolled in an Applied Health degree course.

Naftal’ s leadership development started long before he joined university. He credited his
mother and father for this upbringing. His mother taught at the same elementary school Naftal
attended; so she ensured that Naftal did well in class as well as growing up as a responsible
person. At home Naftal’ s father, obeying his community’ s customs that required that fathers’
teach their sons leadership skills, taught Naftal leadership skills herds keeping that he has
continued to build on.

After primary (elementary) school, Naftal made his first journey alone to high school.
Although, he was on going to a boarding school, this journey marked a critical stage his life
because he was his own – venturing to an unknown territory without the support of his family
who had always been with him. At high school he was appointed to various leadership positions
including a church elder, chairman of a youth Christian organization, academic prefect, a
librarian, and in charge of the school’ s water well. At the university Naftal was a highly involved
student. He was a member of Arcadia Lion Club one of the Lions Club International that brings
people to mitigate socio economic problems around the world, an active participant in the Great
Lakes Consortium, an organization that brings universities around Toledo, Ohio, USA to work
cooperatively with communities around the world, Vice President of African Peoples
Association, and church member. Most of these community service activities were centered on
raising funds for developmental activities in Tanzania and creating awareness about Africa. He
was keenly interested in participating in his country’ s development no matter where he was
stationed.
College Experiences

Pre-college Experiences

Naftal traced his leadership development to his early childhood. At this stage, his mother played a critical role in molding him into a responsible person. As stated earlier, Naftal’s mother taught at the same elementary school Naftal attended. Thus, using this close proximity to her son, she made sure Naftal did his homework, adhered to school regulations, and generally behaved well. Describing his mother’s role in nurturing him at this formative stage of his life, Naftal said:

I was attending the same school she was teaching. She would for sure know exactly what I was doing thus it was easier for other teachers to tell her whether I was behaving very well in class. If I was not doing well and other teachers notified her, then she would come after me, follow me, and show me how to do it right or take privileges out of me to make sure I strived to do well….I had to behave and achieve the best.

In addition to her role in monitoring Naftal, she was a role model he looked up to. His mother was well educated and was a well respected elementary school teacher, a crucial position in her community’s development. Thus, aware of her capacity to positively change her community, she readily gave counsel to community members who wanted their children to perform well in school. According to Naftal:

In Africa, someone who is a teacher or doctor is very helpful in the community. We don’t have too many of these professionals. When I was growing up, my mom used to get all kinds of people coming to her for advice on what they could do to achieve what they wanted. Their children were not doing very well in school. So many people could come to see her. They would come at our house to see what kind of help she would offer.

This volunteer spirit later on inspired Naftal to be involved in community work.
Another person who shaped Naftal as a leader was his father. According to Naftal, his father inducted him into the world of male roles, which, according to their culture, is the responsibility of fathers. Naftal hails from a pastoralist community and one of the main male roles in this community is being a herdsman. Therefore, as part of meeting this societal expectation, Naftal’s father taught him to be a good shepherd. This training played a critical role in the leadership development of Naftal.

There are society roles we were expected to do or the boys were expected to learn … to be men…I can say my community is a pastoral society, so we keep cattle. My dad would teach me how to do the men’s job. If a holiday was coming up, we would kill a goat. My dad would call me and show me, “this is how you do this. This is how you butcher a goat; how to skin when you are done.” Moreover, he would teach me how to separate calves from their mothers, so they couldn’t suckle their mothers…. So through this experience and … assignments, my early childhood leadership experience started.

Also, Naftal owes his leadership development to his high school experience. Naftal attended a boarding school away from his family. At that school, he was exposed to a host of experiences that were important in his growth as a leader. Observing that in “a boarding school, you don’t have parents, you only have teachers and fellow students,” he had to develop skills to help him cope in the new environment. Thus, to cope, he learned to work with other students and teachers and obey school rules. The ability to work as a team and following rules are necessary leadership ingredients.

After high school, Naftal was admitted to BGSU. To attend BGSU, he had to obtain travel documents and ultimately travel from Tanzania to US. It took too long to obtain his passport. In addition, he found travel regulations were cumbersome and rigorous. The rigor of
this process taught him perseverance and gave him an education on travel and the processing of travel documents.

I understand now, I am going to a different country and they have their own standards….

I can’t come from wherever…and expect things to be okay. Next time I am traveling say to Finland or any other country I will inquire or ask first what I’m needed to have…but not just show up. So I learned that there is a right way of doing things. Even… booking a flight, I need to know what to go for, and what I need to do.

Curricular Experiences

Based on the interview it was evident that curricular activities played an important role in Naftal’s development as a leader. Naftal said his experience as an applied health major expanded his knowledge of applied health science and would be helpful in his future professional and personal development. In other words, curricular experiences did not only give him a niche in the subject matter of applied health science but also equipped him leadership skills.

Benard: Do you think your class work is important to your leadership development?

Naftal: …these classes challenge you, make you work hard. If you find out you don’t have much information about something, you go back and study and come back after you get answers. So that challenges my leadership skills.

In-class Experiences

In class experiences were found to be important in Naftal’s leadership development. Particularly, Naftal felt that these experiences were helpful because they provided him an opportunity to learn from his peers’ organizational skills. He narrated how members of his applied health science class took initiatives to execute group projects successfully. The following excerpt illustrates about the leadership skills Naftal learned from his classmates during group
activities in one class.

Some of my classmates are very good. Helping me build my leadership skills… you can see some classmates are very good in organizing groups. What the professor does is to appoint groups of five to ten people, but you have to organize yourself, you have to know where to meet and all that. So you would see some people in the group being just quiet… but this guy would start organizing, asking questions, taking your phone number, asking you what time is convenient for you, and making sure everything is right. Before he assigns, he asks; “can you do this, can you do this.” Then he brings a report…”this is what we are going to do together.”

*Out-of-class Experiences*

Like other participants, Naftal reported that out-of-class experiences were instrumental in his growth as a student leader. He recognized that his involvement in many recurrent projects made him to utilize past lessons to do a better job in new or similar projects

I participated in many activities. Sometimes when you are participating you face challenges. These challenges are the ones that bring you a lot of experiences. For example, when you face different challenges, you have to use different ways to solve problems. You have to talk with some people. You have to apply the knowledge you have been building. If I was faced with the same problems during my leadership activities, I will try to use the same strategies I used before to try to solve or face a problem or an issue. So through solving different problems, you acquire different skills. Through participating in different activities, I acquired many skills…I learned new ways of dealing with an issue.
One of the out-of-class activities that Naftal participated in was the Arcadia Lion Club activities. This group organized a fundraiser dinner to raise funds to help people with eye problems in Tanzania. During the event, Naftal cooked, washed dishes, and helped in cleaning. Though small, the event raised substantial money that was used to buy lenses for many people in Tanzania who had eye problems. Through this experience, Naftal realized the potential of little things in making big differences, an opportunity that gave him confidence that the little things he was involved in can make a big difference in others.

I learned from this process, one small thing in the community can be very useful for another community. For example, in the Arcadia function we sold mashed potatoes and chicken to people and they bought tickets but the money they raised… had a big impact.

Until his graduation, Naftal was the Vice President of African Peoples Association. While serving in this position, he initiated various activities and delegated responsibilities among members to ensure the activities were accomplished. As a result he learned project design, mobilization of volunteers, and other aspects of project management that strengthened his leadership abilities. Ultimately he became more confident as a leader.

As APA Vice President, I gained skills on how to run regular meetings. On how to organize group activities. On how to distribute activities and give roles to different people because as a leader you are supposed to organize a group. You cannot do everything by yourself.

Other out-of-class experiences that Naftal found resourceful for his leadership development were his travel. In addition to traveling around the United States, in 2005, while still attending BGSU, Naftal traveled to Tanzania, his home country. This traveling opportunity was an eye opener in highlighting differences between Tanzania and the United States.
Comparing the two countries, Naftal lamented the poor state of public services in Tanzania compared to US. He cited the long time it took to obtain a passport and driving license in Tanzania. Arguing that “these things can be done in a better way back home,” Naftal did not see anything his country lacked that made it compare poorly with the United States in terms of quality of public service. This exposure showed him that the problem with Tanzania’s service delivery system is not lack of resources but management. He concluded that Tanzania had the capacity to offer public services efficiently.

Benard: Comparing Tanzania and US, what do you think you have learned?
Naftal: Just being able to go back in 2005…. I saw some progress from where I left and I saw things improving but… some things which were very frustrating and compared to my American experience and exposure, I think we can do better.
Benard: Specifically?
Naftal: For example, I was required to renew my passport and my visa. In the process, I saw how hard it was to get a passport…you have to wait, you are told come tomorrow, come tomorrow, and I can see how easier an American can get a passport. They fill papers and a passport is mailed to them in 90 days. There is no complication… Or going to the bureau of motor vehicles… in five minutes you can get your driver’s license. But back home, you have to go through a lot-you have to wait for a long time. So I can see that these things can be done in a better way back home.

Institutional Context

Studying at Bowling Green State University provided Naftal with leadership opportunities and life experiences that perhaps he could not have were he to study in a university in his home country. First, he acknowledged that the community around BGSU had higher
incomes than that of his people back home. Because of this aspect he took advantage of his proximity to the BGSU community to participate in activities that raised funds for projects in his country. Second, recognizing that Americans and foreign nationals on campus did not know much about Africa, he saw it as his duty to educate these groups about Africa through APA. Third, the environment helped him compare public services in his country and the United States. Specifically, he wondered why there are long waits for passports and driving licenses in his country when it takes a limited amount of time to secure a passport or driving license in the United States.

Outcomes

Naftal’s account revealed that he benefited from his college experiences. By majoring in Applied Health he gained critical knowledge in the area that would enable him offer leadership in the sector. In addition, his curricular experiences enabled him to expand his knowledge in leadership.

Also, Naftal found his travel from Tanzania to BGSU and back to be useful in his leadership development. The travel exposed him to the two countries’ public services and was struck by Tanzania needlessly poor public services. This exposure was an eye opener because he started questioning the disparity in the provision of services between the two countries because although US was by far well endowed than Tanzania, some public services in Tanzania such as passport and motor licensing had enough resources but were inefficient. He however saw a silver lining in himself and other similarly situated individuals who had made a decision to change things for the better back home.

In addition, through his college involvement and especially campus community service, Naftal learned many leadership skills including managing meetings, organizing organizational
events, and delegating of duties to those he worked with. Moreover, through his continued involvement in activities on and off campus, Naftal exercised his leadership abilities.

Campus Community Service and Leadership Development

I found Naftal to be one of the most involved students on campus. He was involved in the Arcadia Lion Club, was the Vice President of African Peoples Association, was involved in the church, and in the Great Lakes Consortium. My interaction with him showed that he was keenly interested in participating in his country’s development no matter where he was. Most of his community service activities were centered on raising funds for development activities in Tanzania and creating awareness about Africa, a continent often misrepresented in international circles.

It was clear that Naftal learned valuable leadership lessons from his involvement in these community service activities. Indeed, Naftal observed that his community work was a laboratory that nurtured his leadership skills. He added that the experiences made him more confident of what he was capable of doing, and helped him to understand project design, mobilization of human resources, and delegation.

Equally, Naftal’s involvement opened him to the possibilities that two different communities can help each other. This was particularly true of his involvement in the Arcadia Lion Club’s activities. This organization organized a dinner to raise funds to help people with eye problems in Tanzania. The money that was raised helped to buy lenses for people in Tanzania who had eye problems. Although by American standards, this was a small event put together by a handful of volunteers, it raised money that made a difference in the lives of many people in Tanzania. Naftal was amazed at how little things make a big difference, thereby helping him to gain confidence that the little he does make a difference in others.
Additionally, while in college Naftal served as the Vice President of African Peoples Association. In this position he was responsible for some of the organization’s projects. To ensure that the projects succeeded, he delegated responsibilities among members to ensure completion of organizational projects. As he did so, he became more confident as a leader, learned project design, mobilization of volunteers, and other aspects of project management that led to his growth as a leader.
CHAPTER VI. RICHARD KAPAPULA MWABI

This chapter focuses on the life history of Richard Kapapula Mwabi. Richard was born in Zambia. In 1993 he moved to South Africa to stay with his family and attend college. By the time of his participation in the present study he was a senior undergraduate student at BGSU. I conducted two interviews with Richard. The interviews were conducted on 12/23/2006 and 1/29/2007. I start by introducing the chapter with snapshot information about Richard’s country of origin, followed by his biography, and a description of the experiences that impacted his leadership development, as laid out in the college impact model. Finally, I describe his community service activities and how they impacted his leadership development.

Zambia

Zambia is a landlocked Southern African country with a population of about 11 million people. To the north it is boarded by the Democratic Republic of Congo, to the north-east by Tanzania, and to the east by Mozambique, Zimbabwe, and Botswana. To the south it is bordered by Namibia and to the west by Angola. The country is divided into nine administrative units referred to as provinces- Central, Copperbelt, Eastern, Luapula, Lusaka, Northern, North-Western, Southern, Western (World Fact Book; Lulat, 2003). The country’s economy depends on agriculture and although the country has large deposits of copper, the deposits have not been sufficiently tapped to make an impact on the economy (CIA: World Fact Book). The country’s overall literacy rate is 80.6% (male: 86.8% and female: 74.8%). The country’s GDP per capita $1,000. Over 73% of the country’s population live below the poverty line making the country one of the poorest countries in the world (CIA: World Fact Book).

After gaining independence from Britain, Zambia retained the British school system which British colonial government had implemented in the country. The country’s system of
education is 7-2-2-4 i.e. 7 years of elementary school, 2 years of junior high school, 2 years of senior high school, and 4 years of university education. Enrollment in secondary schools is 20% and higher education 3%. The gender university enrollment ratio is three males to one female. Zambia has two public universities: University of Zambia and Copperbelt University (Lulat, 2003).

Like many other universities in sub-Saharan African countries, Zambian universities do not have the capacity to meet the growing need for higher education. Consequently, many students move out of the country for further studies. As a result, many Zambian students such as Richard are found in universities around the world (Jacqz, 1967). However, being a poor country most Zambians find higher education abroad expensive. Nevertheless, still a good number of students still manage to pursue higher education in foreign universities. Some of these students are supported by government and foreign scholarships; others, especially those who come from well off families finance their own education. The remaining rely on resources pooled by their community members courtesy of the strong African familial relationships (Achebe, 1985; Jacqz; Lulat, 2003; Sunal, 1998).

Richard’s Biography

Richard is truly a global person; he speaks several Congolese, Zambian and, South African languages in addition to English. To cap it all, he has lived in three countries: Zambia, South Africa, and now the United States. Son of Steven and Gertrude Kabika Mwabi, Richard is the second child and the first son in a family of six. He was born on April 10th, 1974 in Kaunda Township Square, 10 miles east of Lusaka, the capital of Zambia. He moved from his rural home to stay in the city with his cousin from where he commuted to high school.

In 1993, Richard together with his family moved to South Africa to join his father who
was a locomotive mechanic and to attend college. In South Africa, he came face-to-face with the horrors of the apartheid regime. South Africa’s white people received him with racist attitudes and to his surprise, blacks received him with suspicion because he spoke English, which they regarded as the oppressor’s language. To be accepted among South African black people, after all he could not change his skin color to endear himself to whites, Richard learned to speak South Africa’s languages such as Zulu, Xhosa, and Sotho.

While in South Africa Richard enrolled in Gemstone College located east of Johannesburg where he studied mechanical engineering. He was not satisfied with a mechanical engineering diploma so he started looking for another college to further his studies. Due to the beauty of US, that he said he got from television and books, he tried to obtain admission to American colleges. Luckily in 1999 he was admitted to Edison Community College in Piqua, Ohio. To travel to USA, Richard went back to his home country to obtain a visa. According to him, it was not difficult to obtain a visa; in fact he got his visa on his first attempt. After obtaining his visa, he again went back to South Africa, from where he flew to the United States. In New York, he lost his luggage and had to start life with the only clothes he was wearing. Thankfully, unlike the racially poisoned environment he experienced in South Africa, at Piqua, people were more welcoming. In particular, the host mother who received him supported him and ensured he was clothed and ready to go to school. He was, however, surprised by the slow pace rural life in Piqua, which was akin to the one he had experienced in Africa. It contrasted remarkably with the one he imagined based on the commercials he saw on TV that projected USA as a country dotted with skyscrapers and a wonderland to boot.

In Spring of 2004 he moved from Edison Community College to BGSU, in Bowling Green, Ohio, to pursue a bachelor’s degree. At BGSU, Richard became intensely involved in a
variety of activities. In addition to pursuing his degree program, he was a member of several student organizations, which included African Peoples Association (APA), a student organization that creates awareness about the cultures and people of the continent of Africa. He was also a member of World Student Organization (WSA) that brings students of different nationalities at BGSU together. Also while a student at BGSU, he founded the African Connection Show that he hosted on the university’s radio station. The show organizes talks about Africa and African music. In addition, Richard is good at soccer and engages in other sports activities.

Richard started to hone his leadership abilities early in life. Though the second-born of a family of six, he is the first-born male and as the first male child, he is the heir apparent of his family’s leadership according to his peoples’ culture. To meet these family obligations his father trained him from an early age and gave him skills that would enable him to lead the family especially in his absence.

Having attended several colleges including BGSU where he is about to complete his bachelor’s degree in Information Technology Services, Richard is well educated. He many valuable leadership experiences including exposure to many cultures, organizational management skills, and radio show. Moreover, people with impeccable leadership credentials including his coach, professors, father and many others have positively influenced his leadership. After college, Richard hopes to join the workforce where he will utilize his leadership experiences. Specifically, he hopes to be a radio broadcaster. With regard to campus community service and college students’ leadership development he states:

When you are in college, you can make as many mistakes as you can and it won’t be detrimental to your life because that is like an experimental ground. So don’t be afraid of
making many mistakes while you are in college because the more mistakes you make the more you learn....Involve yourself in organizations; learn a lot of leadership qualities.

College Experiences

Pre-college Experiences

My interviews with Richard revealed that his leadership development began long before he entered college; in fact it started immediately he was born. Like many communities around the world, Richard’s community regards first-born male children as heirs to their fathers’ authority in the home. Therefore, being the first male child of his family, Richard naturally became the heir of the family’s authority, a position that instantly catapulted him into leadership. In his own words:

Growing up in a family of five girls and two boys and you are the first boy, in the African context, leadership is upon you regardless of what you know or what you don’t know, and it is just a default position. That just happened automatically. I did not force myself to be in a leadership position, but you are given such responsibility when you are born into such a position, so you got to have some qualities; otherwise you can’t stand.

In addition, Richard credits his father for nurturing him as a leader. As the head of the family, his father made sure Richard was around him to learn how he led his family. As Richard watched his father play his role, he learned skills such as mobilizing resources for the family, and building relationships with others in the neighborhood. Looking back on his father’s role in nurturing him, Richard said:

My father played a very big role because he was the person I was in contact with most of the time. He was not an absentee father. He went to work in the morning and came back in the evening, so you see him everyday. Then you go do errands with him. He teaches
you little things in life. He never used to say, “ho do this, you do this,” but you observed and that became a very positive and a strong influence.

Richard also learned leadership skills from his relatives and peers. He was particularly full of praise of his cousin with whom he stayed during his high school years in the city:

He influenced me in so many ways. He helped me gain a lot of confidence. He was a professional soccer player; I looked up to him so much because I also wanted to be one…. He pushed me on both sides not just one side like “concentrate on education, concentrate on soccer,” he emphasized both soccer and education.

Other experiences to which Richard owes his leadership development are his travels. At a young age, Richard traveled from his rural home to the city to live with his cousin. Later, he moved to South Africa to stay with his father and attend college. From South Africa he moved to United States for further studies. These experiences exposed Richard to diverse communities that he had to learn to live with. For example, in the city he had to learn how to stay with his cousin; in South Africa, he had to learn how to live in an apartheid system; and while traveling to the United States, he lost his entire luggage in New York, which forced him to rely only on clothes he was wearing. These experiences taught him much: diversity issues, relationship building, perseverance, and communication skills, among others. Richard captured the essence of this experience when he said “whatever doesn’t kill you makes you strong.”

Curricular Experiences

Richard commended curricular experiences for equipping him with expert knowledge that is helpful in good leadership. He observed that curricular activities gave him the command of his area of study that made him a leader in that area. He is currently studying Information Technology and he feels that being knowledgeable in this subject makes him a leader in the
subject.

When you have enough information about something people will want to hear what you can say because they can learn from you and then in that way you lead. I will give you an example. You don’t know the way to Toledo, I know the way to Toledo. There is no way …you are going to overtake me. When I am in front of you, I’m leading you and that is leadership. The more you know information the chances are you are a leader.

In-class Experiences

As indicated earlier, it is difficult to demarcate between in class, out-of-class, and curricular experiences because they are intricately intertwined. Nonetheless, Richard found in-class activities very helpful. He particularly found class assignments that he did on his own very helpful because they helped him make decisions on how to go about the assignments.

Class always shapes you especially in a four-year institution because in most of the cases, they let you do stuff on your own. So when you do stuff on your own, you learn more than when somebody is telling you what to do because you make your own decisions. They just give guidelines and then let you go about it.

Additionally, Richard said that in the process of meeting the requirements of his class assignments, he learned skills such as setting timelines, adhering to the schedules, and meeting deadlines. He also learned to be responsible for his work, which is an important leadership attribute. Commenting on this experience, Richard said

The American system is very strong about schedules. It teaches how to keep time and dates because this is a very big part of life. When something is due, you have to be there. But all these encompass responsibility because if you are not responsible you won’t even think about that. And then leadership itself comes with responsibility.
**Out-of-class Experiences**

Richard reported that out-of-class experiences were instrumental in his development as a leader. Referring to his involvement in the African Connection Show that he hosted at the college radio station, WBGU 88.1, he said that before he commented on anything and particularly about artists, he had to learn about them so as not to misrepresent their information. Hosting the radio show helped him learn global issues that transformed him into a global person.

Experience is shaping me. You become a global person…. When you are talking on the radio you don’t know who you are talking to, you don’t know your audience, so you’ve got to know what you are talking about because you can be talking about a story of a certain artist and the son is listening…they can dispute. You learn to know what you are talking about. And by learning what you are talking about, you know more.

In addition, the experience helped him to understand organizational structures of the organizations he was working with that helped him to generally understand how organizations work. Organizations he was involved in include African Peoples Association, World Student Association, and WBGU 88.1. Surmising what he learned from the experiences he said that he understood better “how organizations …work.”

**Institutional Context**

From Edison he moved to BGSU. At BGSU, he learned that the new four-year college environment meant that he had to work harder to pass his courses. About this experience he said, “the first time I came to BG, I thought, maybe I will just do my work and go have fun. It wasn’t like that. I did that and I saw that my schoolwork was not going well. Then I realized that… this is a four-year institution.” At BGSU Richard was involved in many community service activities radio presentation, creating awareness about the cultures of African that helped grow as a
global person as well as learn leadership skills such as interpersonal communication, organization, and broadcasting. In addition, he became competent in his major—information technology services.

*Outcomes*

Richard immensely gained from his college experiences. Among the gains that he made are knowledge about leadership, knowledge of his major, and leadership skills. In the expansion of his knowledge in leadership, Richard’s class work was helpful: “So class shapes, the homework they gave us… labs … we learn so much.” Moreover, Richard was about to graduate with bachelors in Information Technology Services. This made him competent and therefore a leader in the sector. Additionally, through his radio show, Richard gained communications skills and interviewing skills and became competent in global issues. Indeed, he grew up to be a mature student leader.

*Campus Community Service and Leadership Development*

Throughout a college life that spans three colleges, Richard was active in community service. At Gemstone College in South Africa, he was involved in the college soccer team. Specifically, he mobilized students to join the college team, where he was a player. Moreover, it is also through Richard’s involvement in soccer at Gemstone College that he met a great coach who became his role model.

I used to have a coach friend and this coach friend of mine is an old man and I will always talk about him because I have learned so much from him. He was a coach; he was a watchtower, a very stern Jehovah’s Witness. I liked the way he led his life. His lifestyle was very nice. He is one person you wouldn’t know if he has money or he doesn’t….He has things, he has a house, proper things and…he wouldn’t brag about it, but when you
ask him for something he will give it to you. He was very frank about life. Every Sunday… I spent time with him....Even today I call him for advice.

At Edison, Richard was involved in educating the campus community about Africa. For his good work, Richard won the college’s Outstanding International Student Award.

I was involved in a lot of diversity programs to an extent that they introduced an annual award and we were the first recipients. In fact I was the first recipient from Africa to get the Outstanding International Student Award, an award that I got jointly with another international student from Yugoslavia who was a very good friend of mine.

At BGSU, Richard became even more involved in community service. He was involved in African Peoples Association (APA), Africa Connection Show, World Student Association, WBGU radio station fundraising activities, and Center for International Programs. Reflecting on his involvement in APA activities, he said that he was “APA member 100 percent, helped out in any way. I was the publicity chair in 2004 fall semester….In the past three functions, two of them I played music as a DJ.” Perhaps the community service Richard is popularly known for is his African Connection Show which he hosts on WBGU 88.1 radio station and airs every Saturday. Without any background in radio broadcasting, Richard took courage to learn radio broadcasting so as to have a vehicle to educate the campus community about Africa and its rich cultures. Within a short time Richard mastered radio show broadcasting and attracted many fans. He interviews people in topical issues about Africa as well as features African music.

In addition, Richard volunteers whenever the World Students Association and the Center for International Programs have events. Also, because of his wide experience and knowledge about the American society, he has been resourceful in the orientation of new Zambian students who enroll at BGSU.
WBGU 88.1… I have been part of it, I have helped out in a fundraiser to raise money for the radio station. And then other organizations, such as Center for International Programs…when they need volunteers, I show up, which is good. And then mostly, and this is like informal. I always find it interesting… to give advice to people, especially the young ones who come. I feel like I have been around for a considerable number of years. I have been here a little bit longer, so I understand the American society… so like when freshmen come from home, I kind of lead them through what they should do.

Richard credits campus community service for providing him valuable experiences that have been helpful in his leadership development. Referring to his involvement in the African Connection Radio Show, for example, he said that he learnt journalistic etiquette and decorum. He also broadened his worldview which transformed him into a global person. As a result, Richard feels better prepared to take leadership roles at the international level.

In addition, community service experiences gave him an opportunity to learn how organizations are structured and governed, organizational cultures, how organizations are achieving their social responsibility, student leadership, and how students can bring about desired change. Richard observed that college is a laboratory where students’ leadership capacity is tested, enhanced, modified, and broadened.
CHAPTER VII. CAROLINE, NAFTAL, AND RICHARD COMPARED

This chapter focuses on the findings that emerged across the life histories of Caroline, Naftal, and Richard. The chapter starts with the description of experiences that impacted the leadership development of Caroline, Naftal, and Richard as laid out in the college impact model followed by a description of the three students’ campus community service activities and how they impacted their leadership development.

Pre-college Experiences

Family

The participants in the study singled out the family as the cradle of their leadership training. Each of the participants identified, and consistently so, that one or both of his/her parents formed the foundation of his/her leadership development, especially during their childhood days. Particularly, Caroline and Naftal praised their mothers for teaching them what it meant to be a leader. Caroline said that her mother “was always organizing things they needed to do and she was always on time” thus teaching her organizational and time keeping skills.

Naftal and Richard narrated how their fathers obeyed their community’s customs that required male parents to teach their male children leadership skills that saw them grow to be dependable leaders. Specifically, Naftal’s father taught him “male roles,” intended to prepare him for future leadership roles. Also, from his father, Richard learned what he called “little things in life” that were essential for his leadership development. Richard further cited his professional soccer player cousin for impacting his leadership development: “I looked up to him” because of his great leadership abilities thus reinforcing the famous African saying, “it takes a village to raise a child.”
Church

The life histories, especially of Naftal and Caroline, demonstrated that the church helped to form the basis of the participants’ leadership development. The parents of Naftal and Caroline are Christians. Naftal and Caroline themselves were active members of their churches. Moreover, the elementary and high schools that Naftal and Caroline attended were affiliated with the church. Furthermore, in elementary and high school, Naftal and Caroline participated in church activities. “I was one of the elders… preparing the service on Sunday, reading announcements, and counting the offerings,” Naftal said. Also, Caroline reported that “back then when I was at home, I used to be in the church choir; I was a leader of the group.”

Through their involvement in the church, they gained leadership skills such as planning, organization, and interpersonal relations. Also, the church shaped their worldview, thus making them embrace Christian-based leadership virtues such as voluntarism and concern for others as reflected in their community service work. In addition, their moral and spiritual values were beholden to the church.

Richard did not explicitly state whether or not he attended or was involved in church in his early life. It seems, however, that the church started to be an influential factor in Richard’s life while in college as evidenced by his favorable view of his college coach’s Christian values.

Rite of Passage (Elementary and High School)

Both elementary and high school played an important role in the three participants’ leadership development. In elementary school, Naftal’s mother, who was also a teacher in the school, closely monitored and nurtured him. Naftal identified this relationship with his mother and other teachers as an important factor in his growth that made him grow into a responsible person. Similarly, Caroline narrated how her elementary school classmates’ good leadership
impacted her, an indication that her elementary schooling formed part of her leadership training ground.

Evidently, the participants’ critical or turning point in their leadership development was at high school. According to Caroline, her high school had students from different parts and cultures of her country whom she had to learn to associate with. Essentially, this was the first time Caroline intensely interacted with people from different backgrounds other than her family members and neighbors. She was thus in a dilemma as to how to deal with the unfamiliar faces. She was tellingly puzzled, yet she did not have her traditional support system (i.e., parents, siblings, and relatives) to fall back to; she had to face the situation head on. The situation was no different for Naftal whose high school experience seems to have influenced him more than any other experience I ever heard him talk about:

I went to high school for four years and I think that is where my leadership started to show up…high school made a difference….I met students from different backgrounds…this is a boarding school, you don’t have your parents, you only have teachers and students.

Equally, it was clear that this was his first time away from his family and that it was the first time he had to make most decisions on his own. The challenges he faced at high school provided him with the opportunity to become his own leader and, eventually, the leader of other students.

On his part, Richard moved from his rural home to attend high school in the city. Although he was staying with his cousin, the city was still a new environment where he quickly learnt that he would not be treated the way his parents used to treat him. Indeed Richard reported as much when he said, “When you live with your brother [cousin], when you mess you go, because he is not your parent. So when I was living with my brother it was not VIP (Very
Important Person) treatment.”

It is clear from the participants’ testimonies that high school marked the first time the participants were “let go” to stay on their own. They were expected to go to different places to live autonomous lives. Their story reads like the movie *The Lion King* where little Simba went to a distant land as a rite of passage into adulthood.

*The Influence of “Other”*

From my conversation with the participants, it emerged that prior to their entry into college, they had been impacted by the leadership qualities of other people. Caroline identified her mother and peers in school as her role models; Naftal identified his mother and father as the people who started nurturing him for leadership; and Richard praised his father, cousin, and peers for influencing his growth as a leader.

Specifically, Caroline attributed her time keeping and organizing skills to her mother’s influence and Richard said that his “father played a big role” in his leadership development. He also added that his cousin “influenced me so much and in so many ways.” Also confirming the role others played in his leadership development prior to his entry into college, Naftal said that his father taught him “male roles” or leadership skills.

These testimonies show that, along the way, before these students joined college, they had been shaped by the leadership qualities they saw in others. These people included parents, peers, and teachers.

*Star Power*

The life stories of Caroline and Richard show that being good at something can bestow leadership on a person. Both Caroline and Richard were good athletes. Caroline was one of the best track and cross-country team members in her school. She won in many athletic
tournaments. She was also bright in school.

When you are good in something, people look up to you ….So when you see people looking up to you that just bring the leadership out of you and prompt you to lead.

In addition, because she was performing well in class, Caroline’s teachers gave her leadership responsibilities. Similarly, Richard was good at soccer:

When I went to South Africa I knew Africa soccer inside out. So when I explained to them, they looked at me and they said, “this guy knows what he is doing.”

Moreover, both Caroline and Richard admitted that admirers of their good performance looked up to them for inspiration. Because both of them were good at what they did often more responsibilities or leadership tasks were given to them and this challenged and forced them to learn the ropes of leadership.

Travel

All the participants indicated that their travel from Africa to the United States was not in vain. Caroline, Naftal, and Richard indicated that their traveling experience was helpful in their leadership development. For instance, Naftal reported that processing his international travel documents made him learn “that there is a right way of doing things.” Specifically, he was exposed to Tanzanian and United States government operations in his quest for travel documents such as his passport, visa, and driving license. He said he realized that the United States public service was much faster than that of Tanzania, yet the Tanzanian services did not require resources beyond its reach to be efficient. As a result he realized that “things can be done in a better way back home” in Tanzania.

Richard was the most traveled. His travels from his rural home to the city and from the city to South Africa, and ultimately to the United States, brought him both sweet and bitter
experiences. He endured racism in South Africa and while traveling to the United States he lost his entire luggage, but he remained optimistic and persevered and eventually met people who helped him to settle. These experiences were instrumental in his understanding of diversity issues in the modern world, perseverance, relationship building, and communication skills development, among others. Similarly, Caroline supported the view that traveling had positively impacted her by exposing her to different peoples and cultures that could help her to be a better leader, especially in her country:

I think when you are back home you kind of stand out because you are from the US.

People look up to you. I think…you just stand out.

**College Experiences**

*Curricular*

Curricular experiences were also found to be critical in the development of the three students’ leadership. These experiences were largely responsible for broadening the students’ leadership knowledge. In addition, these experiences provided the students with expertise or technical knowledge in their field thereby preparing them for leadership in these areas. Caroline noted that professors who taught “in a leadership perspective” helped her learn how to be “a good leader.” On his part Richard acknowledged that curricular activities helped him grow as a leader saying that the “classes shape, the homework they gave…the labs; we learn from them so much.” According to Naftal, “these classes challenge you, they make you work hard if you find out you don’t have much information about something…that challenges my leadership skills.”

*In-class*

The accounts of the participants corroborated the fact that their in-class college experiences were valuable in their leadership development. Richard, for example, felt that in-
class experiences helped him grow as a leader because they left him “do stuff on my own” in the process helping him to learn to make his “own decisions.” Caroline concurred, saying that these experiences gave her an opportunity to meet “teachers…who influenced” her. Another in class experience that he cited as helpful was group work. Whereas Caroline said that “group projects” were helpful to her because they helped her “to work with other people,” Naftal found group work important to his leadership development because it helped him learn organizational skills from his peers.

Out-of-class Experiences

Caroline, Naftal, and Richard concurred that out-of-class experiences were very critical in their leadership development. Caroline identified athletic, community service, and group activities as some of the out-of-class experiences she was involved in. Naftal participated in APA, the Great Lakes Consortium, and group activities. And Richard organized the African Connection Show, participated in APA events, and participated in class group activities. Some of the leadership skills these students gained from their involvement in these experiences include planning, mobilization of volunteers, and interpersonal communication.

Institutional Context

Institutional context (the environment in BGSU and its immediate environs) equally emerged as one of the experiences that impacted the leadership development of the participants of this study. The participants said that their stay and study in BGSU was an opportunity that fundamentally changed them, more so because it was a foreign land with a radically different culture. Summarizing the impact of BGSU on her leadership development, Caroline said:

One thing that I would definitely say I picked from college is having priorities. Because my college experience has been so crazy, being on track and cross-country teams,
working, and also doing some community service. It is so much work if I do not have clear priorities…I don’t think I would have made it in class. Everything is time consuming. Especially track; it takes so much time, like we have practice pretty much every day, and every weekend you are out there racing. So the time that I had on my hands was so little. So I had to have clear priorities in order to afford everything and balance everything.

Richard admitted that college life, and especially that of BGSU fundamentally changed him. Coming from an African background, he had to change to fit US life. Some of the skills he learned to survive in US include keeping time and appointments.

The American system is very strong about that. It teaches how to keep time and appointments because this is a very big part of life. When something is due you have to be there. But all these encompass responsibility because if you are not responsible you won’t even think about that. And then leadership itself comes with responsibility.

For Naftal the new BGSU environment was an opportunity to look back to his country with different lenses and compare the two countries.

Some things back home are very frustrating, especially when compared to my American experience and exposure…I think we can do things in a better way. In Tanzania you are told to … “come tomorrow, come tomorrow” and tomorrow sometimes never comes. I can see how easier, for example, an American can get a passport.

Outcomes

All the three participants said that their college experience was fruitful. This is because they gained immensely from the college experiences. Different college experiences helped them expand their knowledge of leadership as well as gain expertise in the area they were leading or
they expected to lead in future. For instance curricular experiences helped Richard broaden his knowledge in the information technology services discipline, which was also his major and so was Naftal in public health and Caroline in accounting. Agreeing that she broadened her knowledge in leadership through her college curricular experiences, Caroline observed that she took in college taught her to “manage or be a manager.”

The participants also gained a myriad of leadership skills through various college experiences. Examples of these skills included interpersonal communication, negotiation, and organizing skills. Crediting the college environment (institutional context) for building her leadership skills, Caroline said that being a student in BGSU impacted her endurance skills positively.

Also, the accounts of Richard point out that he gained from his college experience and particularly from his involvement in campus community service experience.

I learned communication skills because you deal with different people. When you are talking to people you have an audience and you know how to relate to your audience. If the audience is diverse… you also have to know how to talk. And that developed me so much in terms of how to talk to the audience.

Summing up his leadership development gains from his college experience, Naftal said I can say that from college I have learned a lot from curricular and non-curricular experiences. That gives a lot of experience about community activities. I have learned new ways of doing things. I have learned how to deal with people of different cultures. I have learned to deal with people of different points of view…and I have learned how to do different things and be in a group and accomplish things together as a team.
Campus Community Service

Although I knew that the participants were involved in campus community service, I was surprised at how little I knew about the depth and breath of their involvement and the effect it had on their leadership development. The study showed that the participants were deeply involved in a range of campus community service activities. Most importantly their involvement was critical in their leadership development. Naftal contended, “Through solving different problems I acquired many skills and acquired different ways of dealing with an issue.” On his part Richard saw community service as a means to providing a common ground for people with adversarial relationship in South Africa. Thus, supporting this position Richard gave an account about how he used soccer to bring different races in Gemstone College, South Africa, together.

Sports didn’t have boundaries; it just brought us together regardless of where were coming from. So there was a common ground during sports, which was good.

Caroline said that her participation in campus community service helped bolster her confidence. Echoing Caroline’s observation, Richard observed that campus community service helped him connect with people who shaped his leadership. Indeed, through his involvement in APA activities, Richard met a great role model who taught him humility. He described his role model as “a simple and humble man” who was involved in a lot of “charitable events… and promoting culture.” He added that from campus community service he also learned organizational skills as well as structures of the organizations that he worked with.

Also, praising the role of community service in positively impacting his leadership, Naftal said that community service helped him learn how to negotiate, delegate, plan, and implement organizational projects.
I gained skills on how to run regular meetings, on how to organize group activities, on how to distribute activities, and give roles to different people.
CHAPTER VIII. DISCUSSION AND RECOMMENDATIONS

Background

The college impact model (Terenzini, et al., 1996) provided an important framework to study the impact of college community service on the participants’ leadership development. The model postulates that the impact of college experiences on college students’ learning outcomes can be explained by six constructs (e.g., pre-college, curricular, in class, out-of-class, institutional context, and outcomes), which more or less delineates the students’ life experiences into parts. Biographic studies or life histories (Denzin, 1989), the design on which this study was based, to the contrary, seek to present a whole person. In other words, biographic studies tend to see people’s lives in totality as the saying goes, the whole is better than the sum of its parts. This was indicative in the themes that emerged from the life histories/biographies of the students who participated in this study. The themes about their lives transcended various stages of their lives, which made it difficult to isolate them into stages or experiences as laid out in the college impact model.

Therefore, at the first glance, in the presentation of the research findings, the design and the theoretical framework used for this study may seem to contradict each other. However, the researcher found out that presenting the realities, as brought out in the students’ life histories and identifying experiences in college that impacted the participants’ leadership development as laid out in the college impact model is useful and enriching in understanding the participants’ experiences and how they relate to their leadership development. The college impact model, for example, provided a useful map that showed the experiences that impacted the students at a particular stage and the subsequent outcomes especially in college. On the other hand, the research design-the biographic or life histories research design, allowed the researcher to
acknowledge and holistically interpret the participants’ experiences. It is therefore important that readers recognize that the research design and the theoretical framework used for this study compliment each other to avoid any ambiguities that might arise without such prior understanding. It is in light of this understanding that findings are presented and discussed.

Methodology

This study utilized the biographic studies or life histories method. Consistent with other studies (Bulmer, 1999; Creswell, 1998; Denzin, 1989; McKay, 2001), this study revealed that biographic or life histories provide an incredible sense of depth, richness, and complexity of people’s lives. McNay (2001, p. 143) confirms this position when she observes, “life histories illustrate the fullness and multidimensionality of … lives.” This study, like a microscope, provided rich, multifaceted insights into the participants’ leadership and personal development. Indeed, the accounts of Caroline, Naftal, and Richard showed that students, especially those engaged in community service, are so complex to be explained by just their level in college, their leadership positions, and nationality. Moreover, from this study I learned factors such as peer influence, the church, and community work that are sometimes taken for granted were responsible for the growth of the participants as leaders.

College Impact Theoretical Framework

This study was based on the college impact model theoretical framework. In the application of the model, five observations came up. Brief descriptions of the observations follow.

First, consistent with other studies (Grayson, 2004; Hahs-Vaughn, 2004; Terenzini, et al., 1996), the findings of the present study show that each of the college impact experiences (i.e., pre college, curricular, in class, out-of-class, institutional context, and outcomes) (Terenzini, et
al.) largely explain each of the participant’s leadership development. It was evident from the students’ accounts that their leadership development started in their early childhood and continued through college. Prior to the participants’ entry into college, their parents, elementary and high school, and many other experiences helped in their leadership development. While in college, curricular, in-class, out-of-class, and institutional context shaped the participants’ leadership growth. Some of the outcomes from these experiences included that the participants’ expanded their knowledge about the leadership discipline, equipped the participants with knowledge in their areas of specialization, and provided them an opportunity to learn leadership skills and to put into practice those skills.

Second, whereas Terenzini, et al. (1996) and Hahs-Vaughn (2004) used the college impact model to study USA college students in USA, the present study focused on African students who are part of the international student population in a US university. Comparing Terenzini, et al. and Hahs-Vaughn studies, this study shows that, just like American students, African students’ experiences can be explained by the college impact model’s six constructs (pre-college, curricular, in class, out-of-class, institutional context, and outcomes). Indeed, Caroline’s, Naftal’s, and Richard’s accounts showed that just as these experiences were beneficial to American students, each of the college experiences was beneficial in the participants’ leadership development, leading to the conclusion that the college impact model can be used to explain college experiences that impact African undergraduate students and, by reasonable extension, international students studying in the USA.

Third, the application of the college impact model for this study, however, became problematic because the experiences seemed to overlap, making it difficult to distinguish one experience from another. Specifically, it was very difficult to draw the line between in-class,
curricular, and some of the out-of-class experiences because the experiences had similar characteristics or stretched from one construct of experiences to another in a continuum. For instance, Caroline observed that professors who taught in a “leadership perspective” influenced her leadership development. How can this experience be categorized? Was this a curricular, in-class, or out-of-class experience? The experience could have been curricular if it were part of the syllabus activities. It could have been an in-class experience if the professors showed leadership in the way they handled their students or managed the class, and still it could have been an out-of-class experience if the professors advised their students beyond the classroom. The students also cited group work which too often transcends class activities into out-of-class-activities and vice versa.

Fourth, the model categorizes campus community service as one of the out-of-class activities. Thus, I had to separate the students’ campus community service activities from the rest of the out-of-class activities. This shows that the college impact model cannot be relied upon to identity specific college experiences that impact college educational outcomes because it classifies a pool of experiences into constructs consequently posing a challenge in using the model to study a single set of experiences that impact college students’ education, for example, in this case, campus community service.

Fifth, unlike biographic studies (Denzin, 1989; Lomask, 1986; Plummer, 2001), which view a person as whole that cannot be broken into parts (McNay, 2001), the college impact model sought to delineate students’ experiences. The attempt to categorize the students’ lives into constructs as expounded in the college impact theoretical model risked oversimplifying the lives of the students. Additionally, unlike biographic studies that view all the students’ experiences as important to their development, the college impact model seems to pay scant
attention to the students’ pre-college experiences. However, regardless of the college impact model’s shortfalls, it was helpful in explaining college experiences that impacted Caroline, Naftal, and Richard’s leadership development.

Campus Community Service and Students’ Leadership Development

This study sought to describe the impact of campus community service on the leadership development of three senior-level African undergraduate university students who were enrolled at BGSU and who participated in campus community service. The literature indicates that one of the reasons universities encourage campus community service is because it is an opportunity through which students develop their leadership skills (Astin, 1985; Chang, 2004; Cress, et al., 2001; Hutchens & Hector, 2005; Kuh, 1993; Lebard, 1999; Rhoads, 1998; Terenzini, et al., 1995).

The present study also established that campus community service is instrumental in the leadership development of college students. The study revealed that campus community service expanded college students’ knowledge on the subject of leadership, gave students new leadership skills, and helped students to establish networks with people who inspired or influenced their leadership development. Supporting this conclusion, Caroline said that her participation in campus community service helped bolster her confidence. Naftal also observed that “through solving different problems I acquired many skills and acquired different ways of dealing with an issue.” Similarly, Richard saw community service as a means of providing a common ground for people with adversarial relationships in South Africa. For example Richard used soccer to bring different races in Gemstone College, South Africa, together:

Sports didn’t have boundaries; it just brought us together regardless of where we were coming from. So there was a common ground during sports which was good.
In this sense, the present study is consistent with one of Huang and Chang’s (2004) findings that showed that students involved in co-curricular activities gained in cognitive and interpersonal skills development and self-confidence.

Terenzini, et al.’s (1995) one-year longitudinal study of 600 university students also established that out-of-class experiences contributed to significant gains in college students’ critical thinking skills. Similarly, Kuh’s (1993) study of 149 seniors from 12 colleges reported that the students gained in nine categories of educational outcomes including social competence, reflectivity, knowledge acquisition, confidence, practical competence, self-awareness, aesthetic appreciation, vocational competence, and knowledge application. Terenzini, et al. and Kuh’s studies concur with the present study that undergraduate students involved in out-of-class or co-curricular activities contribute to college students’ educational outcomes.

However, unlike the other studies, the present study focused on campus community service, one of the co-curricular or out-of-class experiences. In addition, this study focused on students’ leadership outcomes based on their involvement in campus community service experiences. Additionally, whereas the other studies focused on American undergraduate students, this study focused on African undergraduate students enrolled in an American university. These participants were relatively different from their American counterparts because of their nationality and international student status. The students who participated in this study were from the African countries of Kenya (Caroline), Tanzania (Naftal), and Zambia (Richard). These students were raised in Africa where their countries had different systems of education from that of the US. For instance, Naftal went through 7-4-2-3 and Richard 7-2-2-4 education systems, which are different from the American system of education. Caroline went through a similar system to that of the US but still had different characteristics such as grading
system, content, and instructional style. Moreover, African students went through education systems that were less technology driven than that of the USA. Additionally, the participants grew in cultures that are different from that of the US.

This study also confirmed that campus community service positively impacts the leadership development of African undergraduate students studying in an American university. Therefore, this study sheds light on the role of campus community service on the leadership development of African undergraduate students in US universities.

Contributions from Life Histories

*Sacrifice*

Blake (2006) who studied experiences and the adjustment problems of African students at a historically black institution established that many of the African students faced adjustment problems including immigration limits, homesickness, and cultural problems. Consistent with Blake’s findings, Caroline and Richard faced many adjustment problems. Richard had his luggage stolen in New York so he had to spend some time in the US without changing his clothes. Similarly, Caroline faced loneliness, cultural problems, and uneasiness that come with being among unfamiliar people and far away from home. In her words:

When I came here the biggest challenge, you know you are here, you are a stranger, you don’t know anybody, you don’t know the culture of the people because definitely it is different. So trying to learn all these things, trying to learn the people, trying to learn their culture and their traditions-it was a challenge. And also one of the biggest challenges was the food. I just didn’t like it. I adjusted to the environment, like I had to make friendship with people. I started getting used to the food, I learned about the country, their cultures, so after that it was fine.
Writing about the challenges African students face while studying in the United States, Omotosho (2005) also recognized that the students face challenges and could have sacrificed a lot to come to the United States. Omotosho’s views are reflected in one of the students he quoted in his book:

As I reflect on my own experience, I wonder what other African students endure and sacrifice in order to come here and what the coming means to them? What have they invested in their journey? What does being an African student mean when the price and the personal sacrifices of coming, staying, and studying in the U.S. are put into consideration? (p. 5)

Because the present study focused on how African students’ college experience affected their leadership development, I neither obtained enough information on what the students sacrificed in order to come to USA nor did I inquire deeply into their adaptive experiences’ while studying in the USA. Nonetheless, it was clear from Caroline’s, Naftal’s and Richard’s accounts that they sacrificed to study overseas and to participate in campus community service.

Considering college obligations, it was expected that any extra work for these students outside of academic requirements would be demanding. Moreover, as African students, getting involved in community service meant even more sacrifice since they were already overburdened with meeting the conditions of their student status because they are required by immigration laws to carry a full course load (a minimum of twelve credit hours), complete their degree courses within four years, and maintain a high GPA in order to maintain their scholarships. Additionally, they had to work to pay their bills.

African students’ college demands starkly contrast those of American students in many ways. For instance, whereas foreign students are required to take a minimum of twelve credit
hours to maintain their university admission, their American counterparts can take even one credit hour and still maintain their admission. Moreover, whereas African students do not have the family support in the USA, their counterparts have family and many other support services available for them which enable them to meet their living expenses even without working. Additionally, in contrast to African students, in most cases American students’ GPA is not tied to their funding but rather to their degree requirements which is often lower compared to that required by African students to maintain their scholarships.

How demanding Caroline’s, Naftal’s, and Richard’s college obligations were, is best illustrated by Caroline’s schedule. As a track and cross-country athlete, her training regimen was very rigorous and strenuous. To attend to her tight athletic schedule, perform her academic work, maintain her job, and get involved in community service meant a lot of sacrifice. It was a tough call.

My college experience has been so crazy, being on track, cross country, working, and also doing some community service. It is so much work if I do not have clear priorities, like set priorities, I don’t think I would have made it in class. Everything is time consuming especially track it takes so much time, like we have practice pretty much every day, and every weekend you are out there racing. So the time that I had on my hands was so little.

Richard also admitted that it was an act of sacrifice to be engaged in campus community service: “it is tedious, it takes time, but it is very rewarding when you start something with limited resources, you do it …see it unfold and become successful.”

The students’ participation in community service amidst very difficult circumstances revealed their leadership potential. The students spent a lot of hours in organizing community
service activities that are often demanding. To be simultaneously successful in their highly structured international student academic programs and community service required an ability to be adaptable, become culturally literate, creative, and motivated; all of which are good leadership traits (Yukl, 2000). Moreover, the students’ willingness to sacrifice confirms a commonly held view that people participate in community service for altruistic purposes (Delve, et al., 1990; Serow, 1991). Furthermore, the students’ willingness to forgo their comfort for the good of others exemplified qualities of good leadership (Kotter, 1996). Finally, the sacrifice of Caroline, Naftal, and Richard shows that participation in community service requires sacrifice.

Internationalization of Students

The advent of globalization has increased the need for the internationalization of education to produce manpower that can effectively deal with the challenges of a world that is getting increasingly interlinked by the day (Arthur, 2004; Bu, 2003; Ninnes & Meeri, 2005; Vught, Wende & Westerheijden, 2002). International students help in internationalization of US education even as they are themselves becoming internationalized (Ninnes & Meeri, 2005). Kendel, as cited in Ninnes and Meeri (2005), argued that “international education seeks to promote a common aim-goodwill, friendship, peace and so on – among the peoples of the world.” (p. 2). In line with Kendel’s observations, the present study found that in addition to helping bridge people from different parts of the world, by being part of the international student body of BGSU and participating in activities that Americans and people of diverse backgrounds and nationalities were involved, Caroline’s, Naftal’s and Richard’s were increasingly getting internationalized.

Arthur (2004) summarizes international students’ role in the facilitation of internationalization as follows:
• Developing networks for worldwide contact;
• Providing resources to internationalize educational curriculum;
• Developing business connections across cultures;
• Negotiating linkages and reciprocal exchanges between international institutions;
• Generating revenue through internationalization to benefit other departments and members of an educational institution;
• Developing linkages in the local community for economic and cultural benefits; and,
• Establishing long-term international relations. (p. 5)

Consistent with Arthur’s model, the students exhibited characteristics that showed that they were building networks with Americans and people from other countries, developing connections across cultures, and developing elaborate links with communities around them. For example, Caroline, Richard, and Naftal worked with other students and professors to do their assignments and seemed to be very comfortable with the process even though most of the fellow students and teachers were not from their countries. Also, in their community work, they worked with students and community members from different nationalities, an opportunity that helped them gain global insight.

Specifically, Caroline worked with Kenyan students, local students and students from other countries to raise HIV/AIDS awareness and funds through BGSU Kenya 5K Benefit Run. BGSU Kenya 5K Benefit Run’s activities attracted many Americans as well as other international students. Richard was involved in African Peoples Association, Africa Connection show, World Student Association, and other international oriented organizations and activities. Naftal too was involved in APA and the Great Lakes Consortium (an organization which, although focused on Tanzania, was run by Americans). Through this community work, the
students, as well as those they worked with, learned about each others’ cultures and many other things.

Naftal exemplified who the participants had come to be when he said that he has “more experience in international community service” and working with people who wanted “to travel to Tanzania or to Africa or to other parts of the world or who wanted to help outside America.” Consistent with Naftal, Richard viewed himself as a “global person” due to his experience in not only working with people from around the world, but also working for global causes. Moreover, while studying, the participants never lost sight of their countries. They were in touch with people back home and some of their activities in the United States were meant to help in the development of their respective countries. Caroline aptly captured their connection with their countries when she said “knowing that you are helping people back home… it feels good. You feel like you have achieved something.”

The participants’ narratives show that they had become acculturated to a world system that transcends their countries. This trend ties with the early literature that revealed that international students become internationalized and help in the internationalization of education and bridging people of different countries (Arthur, 2004; Bu, 2003; Vught, Wende & Westerheijden, 2002).

*African Traditions and Gender in Leadership Development*

The participants’ life stories suggest that their original communities have customs that ensure the training of male children in leadership much more than female children. The accounts of Richard and Naftal indicate that in their communities, as a custom, their fathers were supposed to train them to become leaders. In these patriarchal societies, Naftal and Richard’s fathers trained their sons in leadership to prepare them to take over from them or lead their own
households. This assessment corroborates with the findings of earlier research studies that indicated that African cultures were patriarchal and therefore tended to prepare male children for leadership at the expense of female children (Beer, 2004; Kettel, 1992; Ngunjiri, 2006).

For instance, Beer (2004) observed that in the Masia ethnic community of South Africa, “succession is patrilineal, with the result that only males are eligible to succeed to the position of senior traditional leader, a position normally that passes from father to the eldest son” (p. 105). Kettel (1992) concurred with Beer (2004) who also observed that the Tugen pastoral community of Kenya gives men a leadership role in their pastoralist social life. “Men have to do with cattle, women have to do with milk, adult men are herd owners and managers, male children and adolescents are herdsmen and adult women are dairymen and purveyors of milk, female children and adolescents are dairymaids” (p. 25).

In this systematic and seemingly important custom, Caroline did not receive training from her father and there seemed to be no customary mandated leadership training for women. Even when she talked about the influence of her mother in her leadership development, her mother did not derive her leadership authority from her society’s customary obligations but from the church, which by African standards is a modern phenomenon (Ngunjiri, 2007). Similarly, although Naftal reported that his mother influenced his leadership development, it is clear that she did not acquire her leadership through customary means but through education and her teaching position which conferred on her formal leadership status. This indicates that some African societies’ leadership is traditionally shaped by a patriarchal system that does not lay enough emphasis on women’s leadership development.

However, as seen in the case of Naftal’s and Caroline’s mothers’ leadership authority, the encroachment of the church and western education in Africa is bestowing on women leadership
roles that were traditionally associated with men. In addition, governments are instituting policies that seek to ensure women have opportunities for leadership in their communities and beyond (Beer, 2004; Kettel 1992; Ngunjiri, 2006).

Following Heart and Leveraging Location

A journey of the soul is a quest through uncharted territory. You find your way by opening your eyes. And your heart (Bolman & Deal, 1995, p. 29).

A close look at the students’ stories reveals people who responded to a drive deep in their hearts which Bolman and Deal (1995, p. 29) called “a journey of the soul.” Although they were uncertain of their future, something inside their heart kept telling them to keep going. Being in a foreign land, they were uncertain about their academics and everything else including their future careers and their future in the US. They therefore took chances about things they were not sure about; in other words they left it to their soul to guide them.

For instance, whereas local students tend to obtain a lot of information about their prospective colleges from campus visits, the internet, friends and family, among others, the participants in this study did not visit BGSU before joining the university. They did not seem to have had a very good grasp of where the university was located, what it offered, and other important factors, they should have considered before joining the university. In Richard’s words:

But I have always wanted to come to the US. The reason why is because US is very much advertised out there. We see it in the movies and anybody would want to come here; they just want to come.

This situation suggests that these students had a strong will and hope that they were headed in the right direction even though they did not have all the facts about that direction.
They also understood that they might pay a price to land where their hearts were taking them. Some of the price they paid is demonstrated in Richard’s change of colleges and Caroline’s change of majors. As Caroline put it:

I wasn’t sure exactly what I wanted to do. I took Information Science. And then I decided to add accounting because I thought I wanted to do accounting for my masters.

In addition, realizing that with a national per capita income of $43,000 per year, the United States is one of the richest countries in the world (Whalen, 2002), Caroline, Richard, and Naftal saw their being in the USA as an opportunity that they could leverage to contribute to the development of their countries. The students were mostly involved in fundraising for projects in their countries and creating awareness about Africa. Caroline was involved in BGSU Kenya 5K Run to create awareness about and fundraising for HIV/AIDS projects in Kenya. Naftal was involved in the Arcadia Lion Club and the Great Lakes Consortium that organized fairs for products from Tanzania. Richard believed that through APA and the African Connection Show he would create awareness about Africa and generate Americans’ interest in the development of Africa.

Thus, understanding this reality the students sought to leverage their opportunity of being in the US to rally the American people to help in the development of their countries. The students’ quest to leverage their circumstances for the benefit of their countries’ development is a characteristic of great leadership. Their actions are consistent with Kotter’s (1996) assertion that good leaders leverage their circumstances to initiate change.

**Understanding of Leadership**

Although the participants discussed their leadership and related experiences in a broader sense, they nonetheless seemed to conceptualize leadership in the traditional leader-follower
model. For instance, Caroline defined leadership as “being able to stand out in the crowd. Being able to be in front of people, be ahead of them and kind of lead them in doing things.” This shows Caroline’s conception of leadership revolving around one person who has qualities that are so distinct, different, and exemplary to stand out or be ahead of others. Closely related to Caroline’s view was Richard’s definition of a leader as “a person who is in charge but lets every member of a group, or an organization to participate to achieve the objective of that particular group.” Richard’s views add credence to the notion that the participants were inclined to think of a leader as a special person who leads others; an exemplary person with followers.

This conception of leadership may have caused the participants to fail to discuss experiences that perhaps were critical in their development as leaders because they failed to see how the experiences connected to their leadership development. For instance, the participants did not cite much curricular and in class experiences as experiences that impacted their leadership development even when these experiences account for almost 50% of the college experiences and are the most emphasized in college (Chang, 2002). Moreover, the participants did not clearly or informedly differentiate the different types of leadership such as servant leadership (Greenleaf, 1977), shared leadership (Hersey, et al., 2001), transformative leadership (Hersey, et al.) among others. Furthermore, the participants seemed to think that people with positions of leadership are leaders and the rest are followers.

The students’ failure to have a deep grasp of the concept of leadership could have been because of the unavailability of enough or their failure to take courses that specifically teach leadership. Cress, et al. (2001) alluded to this situation saying,

Developing leadership skills and abilities among students is a claim made by many college and university mission statements as an important aspect of creating educated
individuals. Yet, despite this laudable goal, most institutions have traditionally only paid minimal attention to the development of their students as leaders in terms of offering specific leadership programs or curricula.

Recommendations

This study found that campus community service provides an opportunity for college students to develop their leadership. However, it should be bone in mind that community service cannot thrive without the support of universities; it needs substantial resources and goodwill to be effective (Mooney & Edwards, 2001; Nocon, et al., 2004). For example, students carrying out a blood drive need specialized services that they may not have within the rank and file of their volunteers. They also need funds to market project related events. Some of the expenses would include posters, speaker expenses, and transport costs. They therefore need funds to meet these costs. Equally, universities should move beyond rhetoric to actively promote community service activities. Students involved in community service, for instance, should be awarded academic credits as an encouragement as well as a recognition that they learn from the experiences.

Although many universities have started offering leadership courses for undergraduate students, many others are yet to do so and those that do have are not enough to meet the demands of their students (Cress, et al., 2001). For instance, other than attending courses that were related to leadership such as management, the students who participated in this study did not attend leadership specific courses. Perhaps this was because the courses were not available or the students were not aware about their availability. This situation makes students to speculate about what leadership is, which ultimately undermines their proper appreciation of leadership. Also, the students fail to understand their leadership abilities hence as result fail to utilize them. Moreover, the students fail to recognize opportunities available for learning leadership. For
instance, the students who participated in this study did not seem to appreciate how crucial their curricular activities were to their leadership development. There is great need for universities to publicize leadership courses available for students and if the courses are limited, they should consider expanding them so that they can be accessible to students. Those universities that do not offer these courses should start offering them.

Caroline had a difficult time choosing her major, which is a critical aspect of college education. Therefore, to enable her fellow students who might be in a similar situation make timely decisions about their majors, in addition, universities should publicize advising programs available for the students and if these programs are limited, they should consider expanding them.

Furthermore, although biographic or life histories have existed for centuries, they have never been fully accepted in mainstream research, which is mainly driven by universities (Bulmer, 1999; Denzin, 1989). It is thus important that these studies be encouraged because this study and many others (e.g., McNay 2001, p. 143) have concluded that “live histories provide an incomparable sense of depth, complexity, and richness of lives.” To understand human leadership better, such research approaches are indispensable.

This study also suggests that campus community service is beneficial to college students and more particularly African students’ leadership development. Caroline, Naftal, and Richard said that campus community service helped them to build their leadership skills and understand leadership better. They also added that it gave them an opportunity to put into practice their leadership abilities and connect with people, some who ended up influencing their leadership development. More research on other nationalities is needed to shed light how their leadership development is shaped by campus community service.
Conclusion

This study sought to understand the role of community service in the leadership development of college students and in particular African undergraduate students studying at BGSU. The accounts of the students who participated in this study clearly showed that in addition to many other experiences that influenced their leadership development, their involvement in campus community service immensely and positively impacted their leadership development. Although life histories’ findings are generally not generalizable, the study was nonetheless an eye opener on the experiences that impact the leadership development of college students.
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APPENDIX A

INFORMED CONSENT FORM

Investigator: Benard Mairura Manyibe  Phone: 419-352-8774

Project Title: Building African College Student Leaders: The Role of Campus Community Service

I am inviting you, with no obligation, to collaborate in a study designed to understand your experiences as a participant in campus community service. I am particularly interested in understanding your thoughts about the impact of your participation in campus community service on your leadership development. You are under no obligation to participate in this study. Also, there are no risks anticipated in this study.

If you choose to participate, I would like you to join me in a series of interviews scheduled based on mutual availability. During these interviews, we will discuss a variety of topics related to leadership development and campus community service, as well as how your participation in campus community service influenced (or is influencing) your leadership development. I anticipate at least two interviews from you. The interviews will be audio taped and will last approximately one-and-half to two hours.

I will keep all information obtained from this study confidential, and I will only report that information in leadership and community service with no specific connections made to you. I will identify quotes used in research presentations (oral or paper) with a pseudonym, not your actual name. I will never reveal to anyone your identity. All data will be stored in a locked file cabinet accessible only to me. I will destroy original audiotapes after transcription is complete.

Your decision whether or not to participate will not interfere with your current or future relations with your department, college, BGSU, or me. You may choose to withdraw from the study at anytime without penalty, and I may choose to cancel your participation at any time.

Do you have any questions? (Circle) NO    YES

If so, please contact me at the above phone number or by e-mail at bmanyib@bgnet.bgsu.edu before signing this form. Should you have questions about the study, the conduct of the researcher, or your rights as a research participant, you may also contact my advisor, Dr. Patrick Pauken by phone 419-372-2550 or e-mail at paukenp@bgnet.bgsu.edu, or the Chair of the BGSU Human Subjects Review Board at 419-372-7716 or at hrsb@bgsu.edu. Do not sign this form until the questions are addressed to your satisfaction. Please retain a copy of this form for your records.

You are making a decision whether or not to participate in a study describing whether your experiences in community service helped you develop your leadership skills based on the fact that all your questions have been addressed to your satisfaction.

I AGREE          DO NOT AGREE     (Please circle one) to participate in this study.

Participant’s signature: _________________________                         Date___________

Participant’s name (please print):__________________________________
APPENDIX B

INTERVIEW QUESTIONS

Interview one

Introduction

1. How do you describe yourself?
2. Define leadership in your own terms
3. Do you see yourself as a leader? If so, how?

Early childhood experiences
4. Did your leadership development start during your early childhood or in your elementary years? If so, in what ways?
5. Who influenced your leadership development?
6. How did each of the people you mentioned above influenced your leadership development?
7. What other experiences influenced your leadership development during this period?

Adolescent experiences
8. Did you develop as a leader during your adolescent stage or high school days? If so, in what ways?
9. Who influenced your leadership development?
10. How did each of the people you mentioned above influence your leadership development?
11. What other experiences influenced your leadership development during this period?

Other college experiences
12. What is your major?
13. Are there other college experiences other than community service that has influenced your leadership development? If yes, describe how the experiences have influenced your leadership development?

International experience
14. What is your home country?
15. When did you come to the USA?
16. Reflecting on the process of your migration to the United States, describe to me the experience (the experience may include processing admission, travel documents, interview at the embassy, exams you may have done as a requirement to be admitted to BGSU, and how long it took to complete the process).
17. How did experience influence your leadership development?
Second interview

Campus community service
  1. How long have you participated in campus community service?
  2. While in university, which campus community service activities have you been involved in?
  3. Describe how your participation in campus community service has impacted your leadership development.
  4. How do you think, are your campus community service experiences, different from those of the American students?
  5. Describe for me your leadership activities in these organizations.

Other
  6. Other than the experiences that you have mentioned above, which other experience(s) has influenced your leadership development?

Future application of the leadership
  7. After graduation from college, how do you intend to apply your leadership experiences?

Conclusion
  8. What are your concluding remarks about college leadership development and campus community service?
APPENDIX C

THANK YOU LETTER AND INTERVIEW REMINDER

Dear (Name of participant),

Thank you for your participation in my doctoral dissertation research. As we discussed during our last meeting, I wanted to remind you that our first interview will take place on ___ at ___ from ___ to ___ o’clock. Please read the consent form and bring it to our first interview for signing. Also, email or mail to me your five-page autobiography so that it can reach me before the first interview. I have enclosed for you a self-addressed and stamped envelope for postage. Thank you for your continued cooperation.

Yours Sincerely,

Benard Manyibe
bmanyib@bgsu.edu