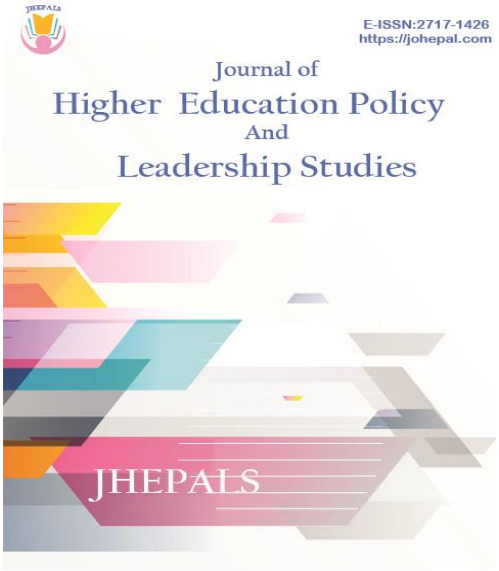
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The Contribution of Collegiate Activity Experiences on Student Leadership Development

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Abstract

Student leadership development is often associated with participation in activities and the extent of student engagement. This study identifies the relationship between extracurricular activities and students' leadership development outcomes, focusing on the group values component of the Social Change Model (SCM) of leadership development. Data were collected from college students in the United States of America and analyzed using a quantitative methodology. In addition, the correlation and contribution to college students' community leadership were analyzed using the Socially Responsible Leadership Scale (SRLS-R2). Results revealed that students with experiences participating in extracurricular organizations/clubs or leadership training while in college exhibited higher group values of leadership development than students without these experiences. Specifically, collaboration and common purpose showed significant differences between groups ($p < .05$). Student type, self-perception of leadership skills, and highest participation level were significant predictors for group value of leadership development outcomes. This study highlights the need for higher education institutions to provide students with opportunities to participate in extracurricular activities involving groups to help develop and empower students' leadership that advances positive social change.

Keywords: Student Leadership; Extracurricular Activity; Contribution; Quantitative; Social Change Model

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Introduction

Experiences in extracurricular activities and student organizations are an essential part of campus life. Colleges and universities have recognized that participation in extracurricular activity extends leadership development as a learning outcome. An analysis of studies relating to extracurricular activities reveals key predictors of college students' leadership development. Page et al. (2021) found that effective experiential learning is key to building leadership skills. Students gain leadership skills when meaningful team leadership opportunities intentionally connect a team's work to a greater purpose.

Involvement in extracurricular or co-curricular activities improves student learning experiences and influences student leadership development (Kim, 2022a; Komives et al., 2017; Martinez et al., 2020; McRee & Haber-Curran, 2016). To determine what promotes student leadership, this study analyzes participation benefits through extracurricular activities, co-curricular activities, and student organizations. Researchers have demonstrated a relationship between extracurricular/co-curricular activity and student leadership development (Ewing et al., 2009; Foreman & Retallick, 2016; Simonsen et al., 2014; Mitchell & Soria, 2017; Soria & Johnson, 2020). However, little evidence suggests that college students fully participate in activities that help them develop group leadership skills necessary to advance meaningful social change.

This study explores the relationship between collegiate activity experiences and leadership development from the group dimension. Independent variables include extracurricular activities, leadership training, and off-campus internships. Leadership development outcomes of the group dimension were used as dependent variables. The control and intervening variables will be defined as general demographic characteristics, the experience of pre-collegiate and collegiate extracurricular activities, and involvement level.

This study has two research objectives. First, the group value of leadership development outcomes is identified by collegiate activity experiences. Leadership development outcomes were determined using the National Clearinghouse for Leadership Programs' (NCLP) Socially Responsible Leadership Scale Revised Version 2 (SRLS-R2, NCLP, 2009). This scale indicates how general characteristics of collegiate experiences in extracurricular organizations/clubs, leadership training, and internships influence group values of leadership development as defined in the Social Change Model (SCM) of leadership development (HERI, 1996). Second, the study analyzes how collegiate activity experiences contribute to college students' group values of leadership development.

Conceptual Framework

Student Involvement Theory

The student involvement theory examines the student experience and learns how educational programs and policies are related to student persistence in college (Astin, 1999). Researchers and practitioners have used it to conduct research, make administrative decisions, and develop curriculums and programs. Astin (1999) also noticed that student involvement with their effort and energy in extracurricular activities resulted in the desired learning and development outcomes.

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Collegiate Activity & Student Leadership Development

In contrast with other theories related to students' development, the theory of involvement emphasizes students taking on an active role in their education (Astin, 1999). Astin's theory encourages educators to shift the focus away from teachers or administrators and toward how students actively participate in their education. Significantly, this theory not only explains notable findings that have emerged from decades of research on student development but also offers educators a tool for designing more effective learning environments.

Social Change Model

The social change model (SCM) of leadership (Higher Education Research Institute [HERI], 1996) was created specifically for developing leadership in college students, approaching leadership as collaborative and purposeful and based on different values that can effect positive social change. The SMC emphasizes leadership development as an ongoing process encouraging collaboration with others and supporting leadership development in all members regardless of their position. Most contemporary research on college student leadership has been theoretically grounded in SCM (Komives et al., 2017).

SCM considers three perspectives of leadership—individual, group, and society/community—and eight-core values building from levels of self-awareness and willingness of the individual to collaborate with others for the common good (HERI, 1996). Within the three perspectives, the eight core values are addressed. The individual perspective addresses values based on consciousness of self, congruence, and commitment for individuals. The group perspective promotes values of collaboration, common purpose, and controversy with civility for groups. Finally, the society/community perspective attends to citizenship (Astin & Astin, 2000). These values represent a student's leadership knowledge and capacity as well as contribute to community change for the common good. Social change can be reached through the purpose-driven, collaborative, value-based approach to leadership (Dugan et al., 2013; Foreman & Retallick, 2016; Martinez et al., 2020).

In this study, we focus on the SCM's group values of collaboration, common purpose, and controversy with civility. Collaboration is the foundational value of group leadership as it uses a diversity of strengths from individual group members to create innovative responses needed in responsible social change. Common purpose emphasizes teamwork with mutual goals and values. Working together towards a common purpose unites individuals into a team and sense of "we" where all members can be leaders capitalizing on their different fortes. Likewise, working together on a common purpose leads teams to accomplish goals beyond the capabilities of an individual. Regardless of a common purpose, individual group members will naturally have conflicts of interest that lead to controversy. Controversy is a normal part of life, and learning how to handle conflicts with civility contributes to strong, healthy teams.

Related Literature

Astin's work with the Cooperative Institutional Research Program (CIRP) provides a crucial platform and data resource to explore the topic further (Komives et al*.,* 2017). Likewise, researchers (Buschlen & Dvorak, 2011; Dugan et al., 2013; Komives & Sowcik, 2020) view leadership development as a critical part of the undergraduate experience. Astin argued that

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the impact of student involvement is directly tied to their psychological and physical investment (Soria & Johnson, 2020). In other words, as students invest more into their involvement, the greater the likelihood is that their development will benefit.

Collegiate Activity Experiences

Several researchers identified dependent variables positively linked to extracurricular clubs and organizations (Foreman & Retallick, 2016; Fenzel & Richardson, 2018; Rosch & Nelson, 2018; Soria & Johnson, 2020). For example, Rosch and Nelson (2018) investigated strong developmental relationships between past high school involvement, current collegiate involvement, and leader capacity change. In addition, Fenzel and Richardson (2018) identified benefits of after-school programs that include developing effective leadership skills, belonging to a community of supportive faculty and peers, and developing a strong commitment to service and activism oriented toward addressing the needs of underserved communities. Also, scholars found evidence that involvement in some experiential components is linked with students' leadership development and multicultural competence, pointing toward potential additional associations with outcomes related to social change and perspective-taking (Soria et al., 2019; Soria & Johnson, 2020).

Research continues to grow about the process, impact, and participant outcomes of co-curricular leadership programs (Dugan et al., 2013; Haber-Curran, 2019; Zeeman et al., 2019), yet little is known about effective facilitation in co-curricular leadership settings. The increased focus on student leadership development, paired with the movement in higher education to view co-curricular programs as a critical component in an institution's learning goals, suggests the timeliness to increase our understanding of effective facilitation in co-curricular leadership programs (McRee & Haber-Curran, 2016). Student involvement in co-curricular activities such as student organizations, leadership positions, and activity in campus residence halls positively correlates with retention and academic success (Komives et al., 2017). Because of the positive aspects of co-curricular involvement, universities encourage students to become more involved on campus.

Student Leadership Development

Students' leadership development is a significant result of the higher education experience. General engagement in the collegiate environment and, specifically, involvement as members of clubs and organizations, is positively associated with leadership capacity and efficacy (Dugan et al., 2013; Komives et al., 2017; Leupold et al., 2020). Foreman and Retallick's (2016) study is consistent with previous research on the importance of participating in extracurricular clubs and organizations. Involvement in these activities has a strong relationship to leadership development. Therefore, institutions should consider how extracurricular activities can contribute to leadership development outcomes when designing student programs. Simonsen et al. (2014) examined the connection between extracurricular activity participation and self-perceived leadership traits. Designated areas such as leadership efficacy, charisma, and sociability elements displayed the most powerful factors between participation in school activity and group leader scores.

Significant research supports the relationship between engagement in student clubs and the development of positive leadership traits and behaviors. For example, students who reported involvement in campus clubs had significantly higher scores across social change

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values for leadership development, including within collaboration, common purpose, and controversy with civility (Komives et al., 2017). These results were generally not dependent on the type of student organization or club, but the experiences students have in the roles they play do matter (2012; Foreman & Retallick, 2016). Furthermore, Soria and colleagues (2013) discovered that students who participated as positional leaders in organizations such as advocacy groups, Greek fraternities or sororities, and political groups were more likely to engage in social change.

Smith and Chenoweth's (2015) research indicated that students' perceptions of their activities influenced leadership skills. With significant differences, students who participated in school organizations were aware of their leadership traits, including confidence, responsibility, persistence, optimism, and honesty. Over the past few decades, leadership as a concept evolved to be more relational, process-oriented, and systems-focused with an emphasis on team-building and social interaction. Leadership identity development looked at the processes by which individuals became leaders through peer interactions and ongoing membership in groups (Dugan et al., 2013).

Another critical aspect of involvement in extracurricular organizations is the impact of serving in a leadership role. In college, holding a leadership position in an extracurricular club or organization encourages personal development, increases decision-making, and offers opportunities for learning experiences (Ewing et al., 2009; Kim, 2022b). Holding a leadership role led to higher rates of life management, development of purpose, educational involvement, and cultural participation (Foreman & Retallick, 2016; Kim, 2022b). Though often hard to define concretely, leadership can be described as influencing others toward achieving a common goal in its most basic form. Leadership is needed in all organizations and at all levels of government. Without opportunities to practice leading a group, skill growth may not occur.

Methodology

Data Collection

The Institutional Review Board of the University of Idaho approved this study. The distribution list obtained from the Institutional Research Center contained 3,445 names. We contacted students via email up to five times over 14 days to reduce non-response. Those who responded were removed from the email list and not contacted again. This process resulted in 756 responses (21.9%), 706 of which were complete and usable (20.5%).

Non-response error was controlled using two different methods. First, we used independent sample t-tests to compare early and late respondents, as suggested by Linder et al. (2001). According to this analysis, there were no differences in extracurricular involvement between early and late respondents.

Instrumentation

The survey combined existing instruments for leadership development outcomes, and the researcher designed questions about experiential activities. Following the adopted conceptual framework, the instrument was organized into collegiate experiences, leadership development, and pre-collegiate experiences. The researcher tested the

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questionnaire before collecting data and removed questions that were unclear to pilot testers.

Leadership development was assessed using the Socially Responsible Leadership Scale (SRLS-R2). The scale includes 68 Likert-type items, including individual, group, and community values from the Social Change Model (SCM). This study focuses on the following group values from the SCM: collaboration, common purpose, and controversy with civility (Table 1).

Table 1.
The Group Values of the Social Change Model

Group Values	
Collaboration	Working with others in a common effort, sharing responsibility, authority, and accountability. Multiplying group effectiveness by capitalizing on various perspectives and talents, and on the power of diversity to generate creative solutions and actions.
Common Purpose	Having shared aims and values. Involving others in building a group's vision and purpose.
Controversy with Civility	Recognizing two fundamental realities of any creative effort: 1) that differences in viewpoint are inevitable, and 2) that such differences must be aired openly but with civility.

Note. Adapted from a social change model guidebook version III, Higher Education Research Institute, 1996, p. 21, used with permission from the National Clearinghouse for Leadership Programs.

The reliability of each SRLS-R2 scale was computed for this study using Cronbach's alpha. It was found to be 0.7 or higher in group values of SRLS-R2, which satisfied the confidence level. The study obtained permission to use this social change model for this research. Face validity, content validity, and internal validity will be established by a group of students similar to those in the sample. Expert panels of staff and faculty with experience as leaders in the extracurricular/co-curricular activity/student organizations reviewed the survey. A group of doctoral students and professors in the Educational Leadership program was asked to review survey questions that cover all aspects of the construct being measured regarding face validity.

Data Analysis

Qualtrics automatically recorded survey responses as subjects completed the survey. Once data collection was completed, raw data was checked for missing data and errors. Incomplete data and response set errors were documented and eliminated from the dataset. To identify group leadership development outcomes by the experience of participating in extracurricular activities, a t-test and ANOVA were calculated to determine if there were mean differences in the dependent variable based on the independent variables. Multiple t-tests with a simple dichotomous variable (i.e., 0 = no and 1 = yes) were used to determine the differences in the mean of leadership development outcomes (SRLS-R2) by collegiate experiences of extracurricular organizations/clubs, leadership training, and off-campus internships.

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Hierarchical regression was the primary statistical technique. Variable blocking reflected the conceptual framework and was influenced by past research. Two independent blocks were used to compare the effects of independent variables. This first block containing general characteristics and pre-collegiate experiences (i.e., gender, student type, pre-collegiate extracurricular involvement, pre-collegiate leadership training, and leadership self-perception) explained the percentage of the variance of the dependent variable group values. Block two included extracurricular experiences from the portion of the collegiate experience of the model. The outcome construct was the dependent variable–group values of leadership development. The second block containing collegiate experiences (i.e., extracurricular involvement, leadership training, internships, and activity with international students) indicated the explained variance by percentage for the model.

Results

Collegiate Activity Experiences

Multiple t-tests were conducted to examine the difference in the mean of leadership development (SRLS-R2) by collegiate activity experiences such as participating in extracurricular activities, leadership training, and off-campus internships.

Extracurricular Organizations/Clubs

In answering the question, "Have you participated in any extracurricular organizations/clubs? (university organizations, social or recreational organizations/clubs, religious or community-based organizations, etc.), students who responded "Yes" scored relatively higher in group values total of leadership development outcomes, showing a significant difference ($p < .05$, table 2). There were also significant differences in collaboration and common purpose, a sub-variable of group values ($p < .05$). The difference in the group values of leadership development (SRLS-R2), according to experiences of extracurricular organizations/clubs while in college, was higher for "Yes" than "No" ($p < .05$).

Table 2.
Differences in Leadership Development by Extracurricular Organizations/Clubs

	Q1	N	M	SD	*t*	*p*
Collaboration	Yes	453	4.15	.45	4.214***	.000
	No	253	4.01	.42		
Common Purpose	Yes	453	4.16	.45	4.950***	.000
	No	253	3.99	.39		
Controversy with Civility	Yes	453	3.95	.44	1.838	.066
	No	253	3.88	.43		
Group Values Total	Yes	453	4.07	.38	4.097***	.000
	No	253	3.95	.35		

* $p < .05$, ** $p < .01$, *** $p < .001$

Leadership Training

According to the survey question, "Have you participated in any leadership training other than classwork?" (i.e., ambassador retreat, state leadership experience, etc.), it was indicated that students who participated in leadership training while in college scored higher

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in group values total than those who did not, showing a significant difference ($p < .05$, table 3). In the sub-areas, collaboration and common purpose also differed significantly ($p < .05$).

Table 3.
Differences in Leadership Development by Leadership Training

	Q2	N	M	SD	*t*	*p*
Collaboration	Yes	210	4.18	.47	3.032**	.003
	No	494	4.07	.43		
Common Purpose	Yes	210	4.22	.48	4.746***	.000
	No	494	4.05	.41		
Controversy with Civility	Yes	210	3.97	.44	1.908	.057
	No	494	3.90	.43		
Group Values Total	Yes	210	4.11	.40	3.675***	.000
	No	494	4.00	.36		

* $p < .05$, ** $p < .01$, *** $p < .001$

Internships

In response to answering the question, "Have you completed any off-campus internships (including summer, 6 months, 9 months, or other)?", students who completed any off-campus internships scored relatively higher in common purpose than those who did not. As a result of testing the difference by completing off-campus internships while in college, there was no significant difference in group values total. In the sub-areas, the only significant difference was common purpose ($p < .05$, table 4).

Table 4.
Differences in Leadership Development by Internships

	Q3	N	M	SD	*t*	*p*
Collaboration	Yes	151	4.11	.48	.451	.652
	No	553	4.10	.43		
Common Purpose	Yes	151	4.16	.48	2.008*	.045
	No	553	4.08	.42		
Controversy with Civility	Yes	151	3.91	.50	-.467	.641
	No	553	3.93	.41		
Group Values Total	Yes	151	4.05	.43	.679	.497
	No	553	4.03	.36		

* $p < .05$, ** $p < .01$, *** $p < .001$

Correlational Analysis

According to the correlation analysis of related variables (see Table 5) for participating in extracurricular organizations/clubs while in college, there was a significant positive correlation with group values total (r =.153, $p < .05$). Participation in leadership training in college showed a significant positive correlation with group values total (r =.137, $p < .05$). Also, involvement in extracurricular activities while in high school showed a significant positive correlation with group values total (r =.135, $p < .05$). Involvement in leadership training while in high school showed a significant positive correlation with group values total (r =.114, $p < .05$) of leadership development (SRLS-R2).

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Table 5.
Correlation Analysis of Related Variables

	Extra clubs	Leadership training	Internship	International	HS Extra activities	HS Leadership training	Group Values Total
Extra clubs	1						
Leadership training	.359***	1					
	.000						
Internship	.168***	.211***	1				
	.000	.000					
International	.392***	.276***	.162***	1			
	.000	.000	.000				
HS Extra activities	.325***	.165***	.060	.127***	1		
	.000	.000	.115	.001			
HS Leadership training	.138***	.292***	.082*	.096*	.290***	1	
	.000	.000	.030	.011	.000		
Group Values Total	.153***	.137***	.026	.061	.135***	.114**	1
	.000	.000	.497	.104	.000	.002	

* p < .05, ** p < .01, *** p < .001

Hierarchical Regression Analysis

There was a significant correlation in Model 1 with group values of leadership. The variables, as mentioned earlier, allowed Model 1 to predict group values of leadership development better than not knowing these variables (F = 3.740, p < .05, R^2 = .168). The R-Square value indicates that the above seven predictors explain 16.8% of the variance in group values.

Model 2 comprised collegiate leadership training, internships, experiences with international students, years involved, and the highest level of participation in extracurricular organizations/clubs, which was significant collectively. Model 2 predicts the group value of leadership outcomes (F = 3.241, p < .05, R^2 = .199). The above five predictor variables account for 19.9% of the group value of leadership development outcomes variance.

As a result of input variables in Model 1 (see Table 6), student type (β = .109) was found to be a significant variable (p < .05). Self-perception of leadership skills (β = .143) was also found to have a significant positive effect (p < .05). In Model 2, the highest level of participation in extracurricular organizations/clubs (β = .161) was significant (p < .05). These results showed that group values total relatively increased in domestic students, students with a high self-perception of leadership skills, and students with a high participation level.

In other words, student type, leadership perception, and highest participation level were significant predictors of group value of leadership development outcomes. The above three significant predictors were all positively related to group values total. As they increase, the group values total increases. The best predictor of the group values total was the highest level of participation (β = .161), followed by self-leadership perception (β = .143), a small to moderate predictor, and the student type (β = .109), which was a small predictor.

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Table 6.
Impact on Group Values Total Regression Analysis Coefficients

	Model / Variables	*Unstandardized Coefficients*		*Standardized Coefficients*	*t*	*Sig.*	VIF
		B	Std. Error	Beta			
1	(Constant)	3.95	.21		18.83	.000	
	Gender(M0, F1)	-.07	.05	-.08	-1.55	.122	1.04
	Class level	.04	.02	.09	1.78	.077	1.04
	Student type(Yes0, No1)	.16	.08	.11	2.04*	.042	1.11
	HS Leadership training	-.07	.04	-.10	-1.69	.092	1.33
	HS Number of years	.02	.02	.06	1.02	.309	1.31
	HS Highest level	-.00	.02	-.02	-.32	.749	1.58
	Perception	.06	.02	.14	2.58**	.010	1.19
2	(Constant)	4.07	.24		17.21***	.000	
	Gender(M0, F1)	-.06	.04	-.07	-1.37	.172	1.06
	Class level	.00	.03	.01	.15	.883	1.72
	Student type(Yes0, No1)	.17	.08	.11	2.03*	.043	1.24
	HS Leadership training	-.06	.05	-.08	-1.36	.175	1.44
	HS Number of years	.02	.02	.06	1.08	.283	1.37
	HS Highest level	-.02	.02	-.06	-.93	.354	1.69
	Perception	.05	.02	.12	2.17*	.031	1.21
	Leadership training	-.03	.04	-.03	-.57	.567	1.36
	Internship	-.02	.05	-.03	-.50	.619	1.23
	International	-.05	.04	-.06	-1.12	.265	1.17
	Number of years	.00	.02	.01	.11	.914	2.07
	Highest level	.04	.02	.16	2.51*	.012	1.61

Note. Dependent variable: Group Values
* $p < .05$, ** $p < .01$, *** $p < .001$

Discussion

The purpose of the study was to measure and analyze student leadership development of group values as defined in the SCM based on students' participation in extracurricular activities, co-curricular activities, and student organizations. Key findings revealed a significant positive correlation between the experience of participating in extracurricular organizations/clubs and leadership training and group values of SCM leadership development outcomes. The findings support Ritter and colleagues' (2018) argument that universities need to better prepare students for work demands, noting that the complexity of and continuous changes in the work environment increase the demand for soft skills such as interpersonal skills and teamwork and collaboration.

When college students actively participate in extracurricular organizations/clubs or leadership training, their group values of leadership development are relatively higher than those who forego extracurricular activities. In addition, collaboration and common purpose showed significant differences with active student participation. This finding is consistent with Foreman & Retallick's (2016) previous study on the importance of participating in extracurricular clubs and organizations.

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Collegiate Activity & Student Leadership Development

Significant predictors of group value of leadership development outcomes were student type, leadership perception, and student involvement level while in college, all of which positively related to group values total. The best predictor of group values total was the highest participation level (β=.161, Table 8), followed by self-leadership perception and type of student. The findings regarding student involvement level were consistent with previous research (Ewing et al., 2009; Foreman & Retallick, 2016) that found that students who served in leadership roles for a club or organization showed increased outcomes compared to those who did not. Foreman and Retallick's (2016) study also suggested that the quality of involvement might be more important than the time spent participating. Therefore, the increased skills often attributed to the involvement level role in a club or organization may be associated with officers' additional training.

Examining which variables contributed to college students' leadership outcomes on group values showed a significant correlation in high school and collegiate experiences. Specifically, when students participate in extracurricular activities while in high school, they advance leadership development outcomes in all three group values in the SCM: collaboration, common purpose, and controversy with civility.

Collaboration is often regarded as an essential component of workplace communicative competence (Martin & Nakayama, 2015). It is the practice of working together to achieve a common goal and a necessity of any communal workplace. Moreover, collaboration processes give students great opportunities to understand the real-world workplace context (Chen, 2021). From the educational perspective, practicing collaboration via teamwork enables students to understand how to address the problem-solution process and decide the best course of action.

Organizational and group dynamics act as a determinant for purpose and leadership. The ongoing awareness of a common purpose offers a means personally and collectively to mitigate or possibly even eliminate being at odds with others while infusing energy during great challenges or uncertainties (Powell, 2014). Also, compelling common purpose inspires exceptional leadership, and invisible leadership makes common purpose the central point of its approach (Hickman & Sorenson, 2014). Civility means treating others with respect and promoting a positive atmosphere. When civility is practiced in an organization, engagement increases, leading to enhanced productivity and members feeling psychologically safe. When civility is practiced in an organization, engagement increases, enhancing productivity and making members feel psychologically safe. Civility emerges through behaviors that can make others feel valued, contributing to mutual respect, effective communication, and team collaboration.

When controversy is handled in a civil manner, people are more likely to accept differences, work towards a resolution, and have an open dialogue with each other (Ochoa, 2019). Acting with civility is reflected in a leader's ability to welcome differing viewpoints with respect and courtesy to find a solution, purpose, or common ground (Astin & Astin, 2000). In addition, civility is founded on group trust, respect for opinion, and confidence that goals will be reached through the process (Satterwhite & Ruiz de Esparza, 2017).

The group value of collaboration, common purpose, and controversy with civility will contribute to establishing human connections and relationships through trust and collaboration, allied with a common purpose to make our world a better place. Therefore, educators should be aware that supporting student involvement in extracurricular activities

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will provide adequate preparation for a new generation of leaders who effect change without taking advantage of power.

All members or partners in a group need to develop the shared vision of that group. Common purpose demands a high group trust level, so being engaged in a visioning process and a collective set of aims is recommended (Komives et al., 2017). On effective practices of exemplary leadership, Kouzes & Posner (2014) illustrate the need for inspiration and vision-sharing. Educational institutions/organizations could not function appropriately without students' contributions (Jenkins, 2020). Thus, institutions should begin to assess leadership development on a global scale across their respective campuses.

Extracurricular activity programs will improve student retention through a strengthened sense of community and belonging. This influence can also help to continuously build a culture of leadership founded on citizenship and common purpose. Eventually, participating in extracurricular activity can display the leadership factors on the group value level as defined through the Social Change Model.

Conclusions

Leadership development is found across disciplines in higher education and continues to grow in scope (Komives & Sowcik, 2020). It is the role of leading educators to help provide opportunities to develop and empower students to engage in and be effective in leadership that leads to positive social change. Encouraging students' involvement in extracurricular organizations/clubs, leadership training, internship programs, and community events/services can substantially influence the group value of leadership development. The SCM urges individuals to lead based on values and promote social change that positively affects communities (Martinez et al., 2019). The current study highlights the relationship between extracurricular activity and leadership development to show how extracurricular involvement contributes to college students' leadership development relating to the Socially Responsible Leadership Scale (SRLS-R2) group values.

As extracurricular activity remains crucial to leadership development and student life on campus, institutions in higher education need to structure student extracurricular activity programs so that they positively affect student leadership development as well as enrich their contribution to the group's leadership for social change. These results offer valuable information for other institutions that aspire to increase student leadership outcomes.

This study found that pre-collegiate and collegiate experiences explained differences in group values of leadership, where engagement in high school extracurricular activities strengthens students' perceptions of their leadership abilities that continue post-secondary education. Educators need to consider the benefits of increased collaboration, common purpose, and controversy with civility in the same context. Students can learn to work cooperatively instead of competitively through extracurricular activities and develop leadership aligned with the common good, values, and collective action.

Leadership educators in higher education settings can use findings from this study to guide their programs for developing leadership in higher education and structure student participation opportunities in a way that positively affects a student's leadership outside the classroom. Educators and activity sponsors who are purposeful in their interaction with students and recognize the need for leadership development have a unique opportunity to

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develop leadership qualities among their student participants. This effort will enable colleges to build a strong student leadership foundation, which may coincidentally produce better leaders and contribute to enhanced student retention.

Furthermore, researchers should continue investigating relationships between student activity participation and leadership constructs among various populations as well as with samples that better represent students at two-year institutions, non-traditional students, and part-time students. The results of this study support the critical role of extracurricular activities on group values on student leadership development and highlight the need for future research to consider the nature of after-school activities. Practitioners and educators can use these indicators when designing high-quality and structured extracurricular or co-curricular activity programs that meet individual needs and characteristics for social change in the future.

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The authors confirm that research involving human participants, human material, or personal data complies with all legal and ethical requirements and other applicable guidelines.

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