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Program: Leadership Studies

Title: “Academic Advising, Servant Leadership, and Academic Locus of Control: A Study of Student Success in a Historically Black College and University Population”

Major Professor: Dr. Forrest Toms

RESEARCH QUESTIONS / PROBLEMS:

1. What is the relationship between the process of servant leadership of academic advisors and student success?
2. What is the effect of students’ internal/external academic locus of control on the relationship between the practice of servant leadership by academic advisors and student success?

METHODS:

Two questionnaires were used: the Servant Leadership Profile 360° (Wong, Page, & Rude, 2005) and Trice’s Academic Locus of Control Scale (1985) to measure academic locus of control. The sample consisted of 113 undergraduate Educator Preparation (EP) students, at an HBCU in the southeastern U.S

RESULTS / FINDINGS:

- The results indicate a significant negative relationship between the servant leadership factor “empowering others” and student GPA and a significant positive relationship between the servant leadership factor “developing others” and student GPA. Additionally, the study supports previous research through finding that academic locus of control mediates the relationship between academic advisor servant leadership and student GPA, suggesting that students with a more external academic locus of control orientation have lower GPAs.

SIGNIFICANCE / IMPLICATIONS:

- Implications support HBCUs in their efforts to improve student success, retention, and ultimately graduation rates and encourage further exploration of culturally relevant advising for HBCU students.

