

The Parenting Style and the Activity Involvement Influence on the Student Leadership in Shenyang City University

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Abstract: The purpose of this study is (1) To study the composition and influencing factors of students' leadership ability in Shenyang City University; (2) To establish the influence model of parental rearing style, activity involvement and self-concept factors on the leadership ability of Shenyang City University students; (3) To analyze the influence of parenting style, activity involvement and self-concept on students' leadership ability. The research design adopted in this study is a quantitative investigation. A stratified random sampling method was used to sample 1120 undergraduate students from the School of Intelligence and Engineering of Shenyang City University, excluding the first-year students. At least 453 students were asked to answer the questionnaire. Descriptive statistics, confirmatory component analysis (CFA) and structural equation model analysis (SEM) were used for data analysis. The results show that (1) The components of student leadership are charisma, foresight, influence, control and decision-making; (2) After modifying the measurement model, the model fits well with the empirical data; (3) Parental style, activity involvement and self-concept have a positive impact on students' leadership ability; (4) Parental style and activity involvement have a partial indirect impact on students' leadership ability, and self-concept has an intermediary effect on students' leadership ability.

Keywords: Student leadership; Parenting style; Activity involvement; Shenyang City University

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1. Introduction

With the deepening of leadership theory research, more and more scholars point out that leaders are not born. Instead, leadership can be acquired. The student period is a very important transition period in one's life ^[1]. During this period, young people rapidly develop their body and mind and build their personality. They are willing to try new things and master important new skills, including leadership. Looking back at the development history of higher education in China and internationally, more and more universities regard student leadership education as the core goal of talent training and consider cultivating future leaders as an important commitment of the university. Therefore, student leadership education needs to receive attention. Faced with the rapid development of leadership education for college students in China, the researcher, as a teacher in

Shenyang City University for 7 years, found in his work that compared with the advanced educational concepts and practices of student leadership at home and abroad, the current research on student leadership education in Shenyang City University is relatively lacking^[2]. The research and practice of student leadership education are relatively separated, and there is a lack of theoretical guidance suitable for the practice of student leadership education at Shenyang City University. To promote the healthy development of Shenyang City leadership education for college students and researcher-student leadership as the research object of research, the research presents the situation of Shenyang City University student leadership and influence factors based on combining the overall goal of Shenyang City University talent training and the actual demand of the students, development with a characteristic of Shenyang City University student leadership strategy to guide the leadership education of students in Shenyang City University^[3].

Therefore, the study takes Chinese localized leadership theories as the theoretical basis to explore the structural connotation of student leadership. Leadership team of science and technology, Chinese Academy of Sciences in 2006, based on Chinese and Western leadership theories, put forward the five-leadership model^[4]. Five-leadership model is a generalization for the law of leadership, the study of leadership in China had a more extensive influence. The study of the connotation of the structure of student leadership is the research direction of this article.

In summary, this research will study the components of student leadership and the factors that influence it at Shenyang City University, develop a model of how parenting style, activity involvement, and self-concept influence student leadership at Shenyang City University, and decompose the effect of these factors on student leadership.

2. Research method

(1) To study the theory and related research according to the variables used in the research, to understand the meaning of variables according to the theory and define the operational definition of the variable to be measured. Based on literature and related research, the researcher believed that the leadership Five Forces model proposed by the Leadership Research Group of the Chinese Academy of Sciences (2006) could serve as the theoretical basis for studying students' leadership at Shenyang City University. It included five elements of students' leadership: forward-looking, charisma, control, decision-making and influence. The research explored the key factors that influence students' leadership development from family, school/society and individual^[5]. Among them are family factors, parenting style; school/social factors, activity involvement; individual factors, self-concept. The research adopted Steinberg's (1993) structure model of parenting style, including acceptance/participation^[6], psychological autonomy and severe/supervision. The research adopted the structure model of activity involvement by Eccles *et al.* (1999) and combined with the reality of Chinese students' extracurricular activities. Activity involvement can be divided into three types: campus activity, social activity and sports activity. The research adopted the structural model of self-concept proposed by Harter (1986), which includes four domains: physical, academic, social and general.

(2) To create the research tool as follows:

- (a) The questionnaire was a rating 5-point Likert scale, mainly composed of 5 parts: basic information of students, student leadership questionnaire, parenting style questionnaire, activity involvement questionnaire and self-concept questionnaire.
- (b) The evaluation tools for the questionnaire. The sample included 5 experts from Shenyang in China. The result revealed that the validity and the IOC values of the assessment of the suitability form are

0.6–1.00.

- (c) Cronbach's coefficient was used to measure the quality of the instrument. The result revealed that the reliability coefficients of each scale and each second-level dimension were all within the range of 0.9–1.0, which can be used to describe the reliability of the questionnaire.
- (3) Collect the data from the questionnaire website, analyze it using SPSS and Amos and interpret it.

3. Results and discussion

Based on the research objectives, the discussion and results will be presented as follows:

(1) Quantitative data analysis

It was summarized that the means of all indicators were in the middle level. All observed variables had moderate dispersion and can be used for indicators. Both skewness and kurtosis showed that all variables were still distributed normally. The Shapiro-Wilk's W statistics for normality test, showed that all variables were nonnormal and the parameter estimation should be considered in the process of estimation.

(2) Correlation analysis

It was summarized that the correlation values of parenting style, activity involvement, self-concept and student leadership were 0.652, 0.613 and 0.639, showing 0.01 level of significance. As a result, a significant relationship exists between parenting style, activity involvement, self-concept and student leadership.

(3) Measurement model analysis

The researcher used the ability of AMOS software and modification indices to modify the measurement model. It was summarized that the results of statistics and indicators to evaluate the model fit. The Chi-square (CMIN) of test statistics used to test the difference between the hypothesis model and the empirical data was 220.897 and the df was 83. The relative chi-square (CMIN/DF) was 2.661, which is less than 3. The comparative fit index (CFI) was 0.977, more than 0.95, and the Tucker-Lewis index (TLI) was 0.971, more than 0.95. The Standardized Root Mean Square Residual (SRMR) was 0.037 and less than 0.05. They were excellent. The root mean square error of approximation (RMSEA) of 0.061, which was less than 0.08, was acceptable. As a result, it showed that all indicators were acceptable for the measurement model. It was summarized that the loadings in the standardized range were 0.766 to 0.913, which is more than 0.50, and all were statistically significant. As a result, these indicators were suitable for constructing the measurement model.

(4) Quality of measurement model

It was summarized that the composite reliability (CR) of 4 factors ranged from 0.904 to 0.934, which was over 0.7. As a result, it pointed out that all factors had acceptable reliability. The average variance extracted (AVE) of 4 factors ranged from 0.707 to 0.765, which was over 0.5. As a result, it pointed out all factors had convergent validity, and the measure model had quality in terms of content validity. The number on the diagonal represents the square root of AVE. In this study, the Fornell-Larcker criterion was used measure of discriminant validity and the square root of all AVE is greater than the correlation coefficient between all the other latent variables. As a result, it showed that the factors had good discriminant validity.

4. Structural equation models

4.1. Model evaluation

It showed that the structural equation model with latent variables represented the direct effect of Parenting Style (PS) and Activity Involvement (AI) as independent variable and Student Leadership (SL) as dependent variable, and Self-concept (SC) as mediators which mediated the effect of the relationship between Parenting Style

(PS), Activity Involvement (AI) and Student Leadership (SL). The structural equation model fits well with the empirical data.

4.2. Hypothesis testing

4.2.1. Testing for direct effects hypothesis

(1) Hypothesis testing for H1

Parenting style factor has a positive direct effect on student leadership. It was summarized that the path coefficient of the effect of parenting style on student leadership in unstandardized and standardized were 0.52 and 0.465, respectively, and was statistically significant ($P = 0.00$), which pointed out that the hypothesis was right, and concluded that there was relationship between parenting style and student leadership.

(2) Hypothesis testing for H2

The activity involvement factor has a positive direct effect on student leadership. It was summarized that the path coefficient of the effect of activity involvement on student leadership in unstandardized and standardized were 0.167 and 0.172, respectively, and was statistically significant ($P < 0.01$), which pointed out that the hypothesis was right, and concluded that there was relationship between activity involvement and student leadership^[7].

(3) Hypothesis testing for H3

The self-concept factor has a positive direct effect on student leadership^[8]. It was summarized that the path coefficient of the effect of self-concept on student leadership in unstandardized and standardized were 0.275 and 0.241, respectively, and was statistically significant ($P = 0.00$), which pointed out that the hypothesis was right, and concluded that there was relationship between self-concept and student leadership.

(4) Hypothesis testing for H4

Parenting style factor has a positive direct effect on self-concept. It was summarized that the path coefficient of the effect of parenting style on self-concept in unstandardized and standardized were 0.32 and 0.327, respectively, and was statistically significant ($P = 0.00$), which pointed out that the hypothesis was right, and concluded that there was relationship between parenting style and self-concept.

(5) Hypothesis testing for H5

The activity involvement factor has a positive direct effect on self-concept. It was summarized that the path coefficient of the effect of activity involvement on self-concept in unstandardized and standardized were 0.495 and 0.583, respectively, and was statistically significant ($P = 0.00$), which pointed out that the hypothesis was right, and concluded that there was relationship between activity involvement and self-concept.

4.2.2. Testing for indirect effects hypothesis

(1) Hypothesis testing for H6

The parenting style factor has a positive indirect effect on student leadership, and the self-concept factor is a mediator. It was summarized that the estimated effect was 0.088 and was statistically significant ($p < 0.01$). It was summarized that the decomposing effects of parenting style on student leadership of direct effect and indirect effects of 0.52 and 0.088, respectively, and the total effect with 0.608. The direct and indirect effects accounted for 85.53% and 14.47% of the total effect^[9]. There was a statistically significant ($p < 0.01$), which indicated that there was relationship between parenting style and student leadership and there had partial indirect effect of parenting style on student leadership via self-concept.

(2) Hypothesis testing for H7

The activity involvement factor positively affects student leadership, and the self-concept factor is a mediator. It was summarized that the estimated effect was 0.136 and there was statistically significant ($p <$

0.01). It was summarized that the decomposing effects of activity involvement on student leadership of direct and indirect effect of 0.167 and 0.136, respectively, and the total effect with 0.303. The direct and indirect effects accounted for 55.12% and 44.88% of the total effect. It was statistically significant ($p < 0.05$), which indicated a relationship between activity involvement and student leadership, and there was a partial indirect effect of activity involvement on student leadership via self-concept.

5. Conclusion

- (1) The constituent elements of student leadership are charm, foresight, influence, control and decision-making. The factors that affect the leadership ability of students at Shenyang City College are parental upbringing, activity engagement and self-concept.
- (2) After correcting the measurement model, the model fits the empirical data well.
- (3) Parental upbringing, activity engagement, and self-concept positively impact student leadership^[10].

6. Recommendations

- (1) From the perspective of student leadership: Students' leadership in the classroom not only needs a change of educational consciousness but also professional teachers and a sound system guarantee.
- (2) From the perspective of parenting style: Parents must change their ideas if they want to cultivate children's leadership. Parents should provide a good growth environment for their children and attach importance to cultivating their values, personalities, and communication skills to cultivate their leadership.
- (3) From the perspective of activity involvement: Schools should encourage students to participate in activities and encourage students to seek certain leadership positions in activities and provide more organizational resources for the students in leadership positions to provide more possible.
- (4) From the perspective of self-concept: Students should be aware of improving their leadership. Students should actively cooperate with school leadership quality education^[11-15]. While studying the basic courses of this major, students should also strengthen the study of the major courses of leadership. They should take an active part in activities, increase their knowledge, quickly integrate into society, adapt to society and improve their interpersonal skills and the ability to deal with emergencies.

Disclosure statement

The author declares no conflict of interest.

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