



A Model for the Development of Leadership Competencies Through Participation in Extra-Curricular Activities for Undergraduate Music Students in Southern Sichuan, China

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Abstract:- Leadership involves motivating, influencing, and directing people to work together to achieve goals and objectives. Student leaders need to be able to develop leadership competencies to help them be successful in their careers. Undergraduate music students will have careers that are more diverse and different from the past. Consequently, they will also need skills, perspectives, and leadership qualities that are effective for the 21st century. This study aimed to develop a model to increase leadership competencies for undergraduate music students through participation in extracurricular activities. The study was conducted in Southern Sichuan, China with a sample of 561 music undergraduates from three representative universities. The research was an exploratory sequential mixed-methods design. A research instrument was developed through a synthesis of the literature to measure student leadership competencies and participation in extracurricular activities. Descriptive statistics and regression analysis were conducted to determine significant relationships between extracurricular activities, demographic profiles, and student leadership competencies. A final model was proposed and validated by experts using the focus group method. The developed model is hoped to be useful for universities in Southern Sichuan at targeting and providing extracurricular activities that will be effective in increasing leadership competencies in music students.

Keywords: Student Leadership; Extra-curricular Activities; Music Students

Introduction

With the rise of globalization, increasingly complex and daunting problems have proliferated. These systemic problems require leaders with vision and exceptional talent to develop effective and innovative solutions (Waller, et al., 2019). As a result, education is responding by training students who have outstanding leadership qualities more than ever before. Higher education is an integral part of the education system, which shoulders the critical mission and responsibility of cultivating talents in students. Leadership development has been likened to the core of higher education. Students need to learn essential leadership skills to allow leadership to flow in all directions rather than from a top-down approach.

Music study at the university level has become increasingly market driven. Increased competition for students has affected the quality of many music programs. According to Bennet et al. (2019), music teaching in universities has had to conform to the regulatory demands of systematic higher education and has lost meaning. As such, students have become disconnected from their studies. Music study should be viewed as an ethical act in that music-making can be compared to that of communication and sharing. The importance of leadership and its connection to the skills that will be needed for future musicians who may have diverse careers and need such characteristics as care and ethics, agility, connectivity, and communication is an important aspect.

China is a large country with diversity in both population and location. There remains a lack of research in many areas. There is a dearth of research related to Sichuan regarding student leadership



and participation in extracurricular activities. The relationship between music students has not been studied widely in this province. As Sichuan is a province of over 83 million people and is the second-largest province in China, it offers a wide variety of opportunities for business and careers, including those related to music. As stated previously, future music teachers will have careers that are diverse and different from the past. They will need skills, perspectives, and leadership qualities that are effective for the 21st century, thus increasing music students' leadership competencies will enhance their potential to become successful as music teachers, musicians, music producers, and other music-related careers in the future (Bennet, Rowley, Schmidt, 2019). Therefore, this problem deserves further attention and research. Thus, this research proposes a model of student leadership development for music students in the context of universities in Southern Sichuan, China.

Research Objectives

The following research objectives formed the basis of the current study. They were derived to sequentially contribute data for the development of the proposed model.

1. To identify the desired leadership competencies for undergraduate music students in Southern Sichuan, China.
2. To identify the extracurricular activities that can develop leadership competencies in undergraduate music students in Southern Sichuan, China.
3. To measure the current leadership competencies and the type and frequency of participation in extracurricular activities of undergraduate music students in Southern Sichuan, China.
4. To propose a model for developing leadership competencies for undergraduate music students through participation in extracurricular activities in Southern Sichuan, China.
5. To validate a model for developing leadership competencies for undergraduate music students through participation in extracurricular activities in Southern Sichuan, China.

Literature Review

This study proposed to develop a model for developing student leadership competencies through participation in extracurricular activities. The theories chosen as the basis for variables researched in the study reflect the three aspects related to student development, type and frequency of the involvement, and the leadership competencies needed for students. Chickering's Seven Vectors Development Theory explains how students develop during their college years and how that development can affect them emotionally, socially, physically, and intellectually. It proposes the following vectors of development: *developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity* (Chickering & Reisser, 1993). The theory promotes that universities should encourage student development by providing opportunities for students to develop themselves.

The Theory of Student Involvement (Astin, 1984) posits that student involvement refers to the physical and psychological energy students invest in various objects. For maximum growth, students need to be actively engaged on campus. Involvement includes multiple aspects of student development, such as academic research, prosocial activities, public welfare activities, and extracurricular activities. The main assumptions of the theory include three elements: 1). The student's 'input' of their characteristics such as their demographics, background, and previous experience, 2).

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The student environment as related to all their experiences on campus, 3). The third relates to outcomes, the knowledge, attitudes, beliefs, and values that students have once they graduate. University campuses have used this theory to develop programs and create course offerings that allow students to participate and encourage active involvement.

The third guiding framework for this study is the Leadership Competency Framework. It was based on analysis of over 100 sources of literature involving leadership and created to assist designers of professional development plans that focus on leadership and to provide an organizing framework in which to view leadership (Rueben, 2019). It was developed for thinking through the knowledge and practice of behaviors associated with effective leadership (Ruben, 2019). The Leadership Competency Framework has a significant commonality when applied to different disciplines and countries worldwide and is a practical and helpful leadership paradigm. The Leadership Competency framework includes five dimensions: *Positional Competencies, Analytic Competencies, Personal Competencies, Organizational Competencies, and Communication Competencies*. It provides the framework for the types of leadership competencies suggested for music students in this study.

Leadership for Music Students: As with other types of students, music students need to develop leadership competencies. Not only do music students need to navigate the practicalities of creating a career in music, but they can also experience a significant period of personal and professional identity uncertainty as they attempt to move into the world of work. Rather than waiting for students to learn and absorb leadership according to their own needs, higher education should explicitly teach and prepare music students for leadership to enter the world of work (Bennett et al., 2018). Leadership, particularly at the undergraduate level, should be grounded in developing a sense of self-concept with a foundation in critical thinking. Skilled leadership will lead to better musicians who can defend themselves and their vision in the future. In the future, musicians will become music leaders in the professional field of music in the face of an increasingly complex and volatile world. Music leaders are expected to have a new kind of music education leadership to respond to real challenges and develop creative solutions to help music become a vital and powerful creative force. It is suggested that musicians are not just performers; they also need the technical skills to create and sustain a musical career, run a small business, teach, and provide high-level leadership roles in various social institutions (Bennett et al., 2018). Skilled leadership will help enhance the technical and self-efficacy of musicians, enabling them to become critical thinkers, change agents, voices for citizens, and promote and advocate for music and music education as a significant art form in society (Bennett & Bridgstock, 2015).

Leadership Development and Extracurricular Activities: Extracurricular activities for college students refer to all meaningful activities they choose to participate according to their personal needs outside the classroom. From the late 20th century to the early 21st century, many American universities classified extracurricular activities as “co-curriculum activities”, emphasizing the principle of paying equal attention to both inside and outside the class and holding that students’ experiential learning outside class is an indispensable part of students’ overall development. As early as the 20th century in China, the educational proposition of “advocating nature and developing personality” put forward by the educationist Cai Yuanpei laid a theoretical foundation for developing extracurricular activities in universities, middle schools, and primary schools in China. Extracurricular activities to enhance student leadership have been studied from Western and Eastern perspectives in the literature. Various categories of extracurricular activities have been proposed and there are differences in classifications of these

activities in the western and Chinese contexts. Research in the west has divided activities into five categories: learning activities, sports, innovation activities, language, and music (Mata, 2009). On the other hand, Chinese research has classified the activities differently. There are divided extracurricular activities into eight categories with ideologies compatible to Chinese culture: Ideological and Moral Accomplishment; Academic, Science and Technology, Innovation, Entrepreneurship; Culture and Art; Sports and Fitness; Societies and Social Work; Social Practice and Volunteer Services; Social Intercourse Class; other activities.

Conceptual Framework

The following conceptual framework shows the relevant variables of the study. Frequency of and type of participation in extracurricular activities and levels of leadership competencies were compared with student demographic characteristics. Statistical analysis was used to determine significant relationships and the proposed model was developed from the findings.

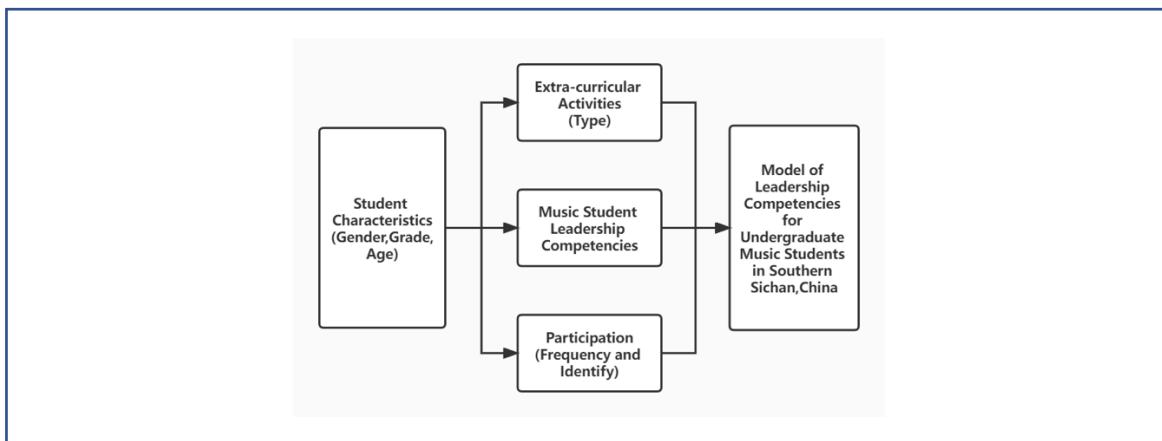


Figure 1. Conceptual framework of the study

Research Methods

This study aimed to develop a model for enhancing music student leadership through extracurricular activities. A systematic literature review was used to determine the major variables that were then developed into a questionnaire. The questionnaire was utilized to determine the current levels of leadership competencies and participation in extracurricular activities of undergraduate music students in Southern Sichuan, China. Multiple regression and MANOVA analysis were performed on the data to determine the relationships between student characteristics, type, level of participation in student activities, and leadership competencies. The findings from all the objectives were then combined to develop a model. The developed model was subsequently proposed to a panel of experts for validation using a focus group method. The following figure shows the sequence of the research. The population for the research were undergraduate students from three universities in Southern Sichuan who were majoring in music and who were chosen by random sampling. The final sample size obtained was 561 music students.

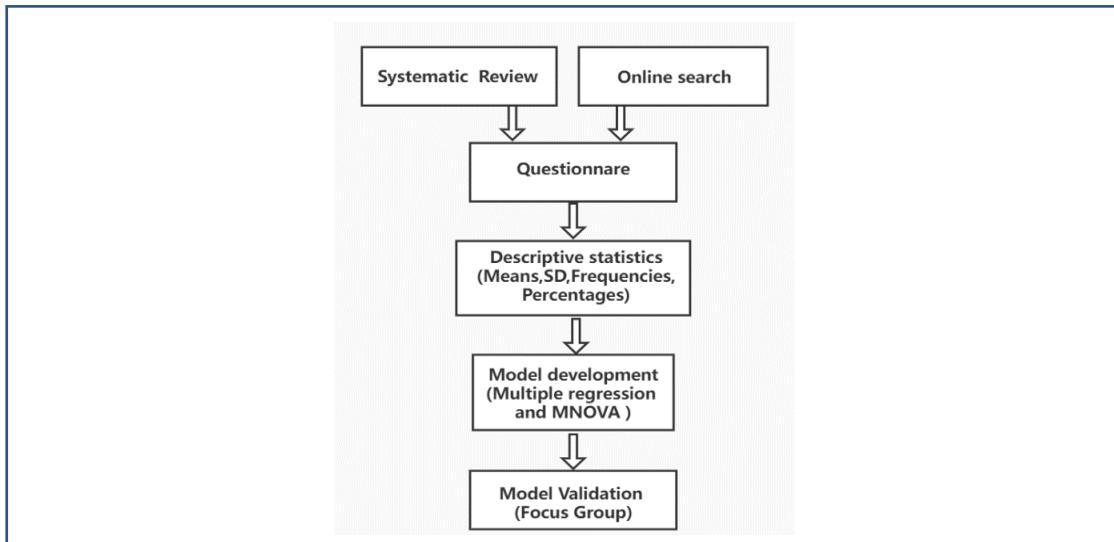


Figure 2. Research sequence

Results

To answer the first research objective, this research found that: *Findings for Research Objective One*: Six categories were derived from the literature, which included sources from both Western and Chinese academic literature related to student leadership competencies. They are summarized in Table 1 below.

Table 1. Summary of the major categories of leadership competencies

No.	Major Category	Key Words
1	Social Responsibility	Social responsibility, social consciousness, social change, social awareness, core social values, cultural compatibility, multiculturalism
2	Self-development Ability	Self-leadership, self-control, self-regulation, time management
3	Strategic Planning	Strategic planning, organizational planning ability, decision-making, analytical ability, set goals
4	Creativity and Innovation	Creativity, innovation, inspiration, a spirit of adventure
5	Problem-solving Skills	Problem-solving, conflict resolution,
6	Interpersonal Skills	Collaboration, communication, social skills

To answer the first research objective, this research found that: *Findings for Research Objective Two*: Thirteen types of extracurricular activities were derived from the literature, which included sources from both Western and Chinese academic literature. The type of extracurricular activities were *Student clubs*, *Student unions*, *Communist Youth League of China*, *Non-university related internships*, *Volunteer activities*, *Arts development activities*, *Academic activities*, *Creativity and innovation activities*, *Entrepreneurial activities*, *Academic competitions*, *Sports activities*, *Mental health counseling*, and *Non-academic competitions*.

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To answer the first research objective, this research found that: *Findings for Research Objective Three*: From the created and validated instrument, the current levels of leadership competencies, level of participation in extracurricular activities and type and frequency of participation were obtained by distributing the instrument through a social media application. The findings are shown in the following Tables 2, 3 and 4 respectively.

Table 2. Level of leadership competencies

Leadership Competency	Mean	SD	Interpretation
Social Responsibility	3.93	0.68	High
Interpersonal Skills	3.82	0.67	High
Self-Development Ability	3.74	0.66	High
Creativity and Innovation	3.72	0.66	High
Problem Solving Skills	3.67	0.67	High
Strategic Planning	3.64	0.68	High
The total level of Leadership Competencies	3.76	0.62	High

Table 3. Frequency of participation in extracurricular activities

Extracurricular Activities	Mean	SD	Interpretation
Volunteer Activities	2.56	1.13	Sometimes
Student Clubs	2.43	1.15	Rarely
Non-University Related Internships	2.39	1.16	Rarely
Student Union	2.37	1.33	Rarely
Non-Academic Competitions	2.28	1.17	Rarely
Academic Activities	2.16	1.12	Rarely
Creativity and innovation Activities	2.05	1.12	Rarely
Entrepreneurial Activities	1.98	1.13	Rarely
Academic Competitions	1.94	1.12	Rarely
Average Mean	2.24	1.16	Rarely

Table 4. Type of participation

	Number	Percentage
No Participation	238	42.4
Participation	291	51.9
Organizer	32	5.7
Total	561	100.0

To answer the first research objective, this research found that: *Findings from Research Objective Four*: to determine the components of the model, multiple linear regression, and multiple analysis of variance (MANOVA) was used. Tables 5 and 6 show the findings.

Table 5. Results of the multiple linear regression

Model (constant)	Coefficients ^a			
	Unstandardized B	Standardized Coefficients Beta	t	Sig.
	3.247		45.487	.000
Student Clubs	.046	.086	1.573	.116
Student Union	.060	.129	2.466	.014
Non-University Related Internships	-.007	-.012	-.223	.824
Volunteer Activities	.070	.126	2.177	.030
Academic Activities	-.010	-.018	-.222	.824
Creativity and Innovation Activities	.016	.028	.266	.791
Entrepreneurial Activities	.008	.014	.143	.887
Academic Competitions	-.029	-.053	-.697	.486
Non-Academic Competitions	.054	.101	1.589	.113

(N=561)

a. Dependent Variable: Leadership Competencies.

b. Predictors: Student Clubs (SC), Student Union (SU), Non-university Related Internships (NRI), Volunteer Activities (VA), Academic Activities (AA), Creativity and Innovation Activities (CI), Entrepreneurial Activities (EA), Academic Competitions (AC), and Non-Academic Competitions (NC).

Out of the 13 different types of extracurricular activities, only two were significantly related to leadership competencies. For *Student Union*, as $\beta=.060$, $\text{Sig}=.014 < .05$, thus, *Student Union* was significantly related to the total level of leadership competencies. For *Volunteer Activities*, as $\beta=.070$, $\text{Sig}=.030 < .05$, thus *Volunteer Activities* was significantly related to leadership competencies.

Table 6. Results of the MANOVA for gender, level, age, and type of participation

			95% Confidence Interval				F	Sig.
			Mean	Std. Error	Lower Bound	Upper Bound		
Gender	Total Level of Extracurricular Activities	Female	2.25	.05	2.160	2.346	2.502	.114
		Male	2.46	.07	2.318	2.601		
	Total Level of Leadership Competencies	Female	3.79	.04	3.711	3.869	13.646	.000
		Male	3.71	.06	3.592	3.832		
Grade	Total Level of Extracurricular Activities	Sophomore	2.28	.05	2.171	2.383	.001	.973
		Junior	2.41	.06	2.288	2.527		
	Total Level of Leadership Competencies	Sophomore	3.75	.05	3.664	3.844	.713	.399
		Junior	3.77	.05	3.665	3.868		

			Mean	Std. Error	95% Confidence Interval		F	Sig.
					Lower Bound	Upper Bound		
Age	Total Level of Extracurricular Activities	17 years	1.16	.45	.720	2.502		
		18 years	2.35	.17	2.008	2.682		
		19 years	2.33	.08	2.179	2.479	.224	.925
		20 years	2.41	.06	2.292	2.537		
	Total Level of Leadership Competencies	21 years and over	2.24	.08	2.081	2.396		
		17 years	3.79	.38	3.036	4.547		
Type of Participant	Total Level of Extracurricular Activities	18 years	3.95	.15	3.660	4.232		
		19 years	3.62	.07	3.491	3.745	2.868	.023
		20 years	3.89	.05	3.782	3.989		
		21 years and over	3.66	.07	3.529	3.796		
	Total Level of Leadership Competencies	No Participant	1.58	.05	1.491	1.671		
		Participant	2.61	.04	2.533	2.695	217.522	.000
	Organizer	Organizer	3.74	.13	3.498	3.988		
		No Participant	3.59	.04	3.514	3.668		
	Participant	Participant	3.84	.04	3.769	3.907	21.616	.000
		Organizer	4.23	.16	4.022	4.439		

* p<.05

a. Dependent Variable: Total Level of Extracurricular Activities and Leadership Competencies.

b. Predictors: Gender and Grade and Age and Types of Activities.

For *Gender*, there was a significant difference in the level of leadership competencies ($F=13.646$, $\text{Sig}=0.000 < .05$, Male (Mean)=3.71, Female (Mean)=3.79); Therefore, it was concluded that male students had lower levels of leadership competencies than female students. For *Age*, there was a significant difference in the total level of leadership competencies ($F=2.286$, $\text{Sig}=0.023 < .05$, 19 years old (Mean)=3.62, 21 years and over (Mean)=3.66), 17 years old (Mean)=3.79, 20 years old (Mean)=3.89, 18 years old (Mean)=3.95). Therefore, 19-year-old students had the lowest level of leadership competencies than other students in other age categories. For *Types of Participation*, there was a significant difference in the level of extracurricular activities ($F=217.522$, $\text{Sig} = 0.000 < .05$, No Participation (Mean) = 1.58, Participation (Mean = 2.61), Organizer (Mean = 3.74). Students who participated as Organizers had higher levels of leadership competencies. The difference in the means was significant ($F=21.616$, $\text{Sig} = 0.000 < .05$, No Participation (Mean)=3.59, Participation (Mean)=3.84, Organizer (Mean)=4.23).

Findings for Research Objective Five: from all the previous findings, a model was developed and validated by means of a focus group comprised of six experts with advanced degrees and/or more than ten years of experience related to student leadership development. The final validated model is shown in Figure 3 below.

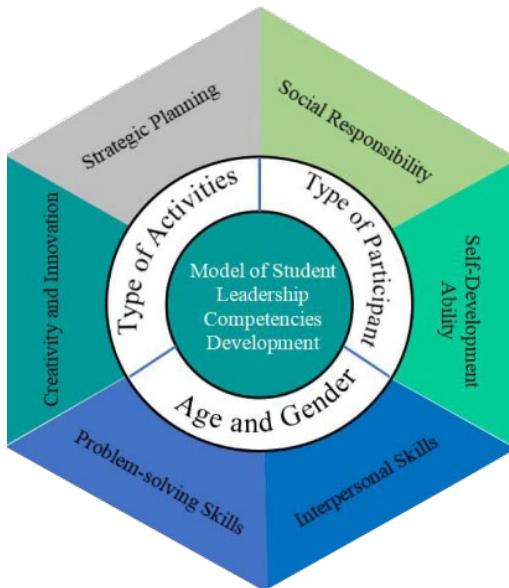


Figure 3. Validated model for the development of leadership competencies for undergraduate music students through participation in extracurricular activities in Southern Sichuan, China.

Discussion

According to Skalicky et al. (2018), although there may not be a single unifying framework on how to prepare student leaders, it has been shown the student leadership can be developed through students' participation in various types of activities which can include volunteering and participation through roles as organizers and coordinators. This is in line with the intent and findings of this study, especially in relation to the identification of the two extracurricular activities that have been found to significantly affect leadership levels in this sample group. Extracurricular activities can enhance students' problem-solving and critical thinking through their hands-on experience that they may obtain through participation or the organization of extracurricular activities. It also increases their academic confidence, social development, and overall well-being. So that there is a holistic and aligned attention to the development of student leadership for all types of students, administrators in higher education should make use of various models and frameworks to ensure that opportunities for leadership development are available. In terms of increasing and influencing students to participate more in extracurricular activities, research has also shown that this may result in the increased attractiveness of students to potential employers in the future or employability. Therefore, proposing a model of student leadership development via extracurricular activities is in line with the current literature on student leadership development.

Findings from the study show that for this sample of music students, the level of participation in extracurricular activities is low. Various studies have already confirmed that participation in extracurricular activities for all types of students is especially beneficial in improving leadership and other competencies (Foreman & Retallick, 2016; Fakhretdinova, et al., 2021). However, in relation to the types of extracurricular activities that were found from the literature review, the activities found

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were especially derived from the Chinese context. This was done to make sure that the extracurricular activities would be reflective of those available to Chinese students. In addition, the questionnaire was translated to Chinese to make sure the respondents would understand. Notwithstanding, the extracurricular activities were also validated by experts prior to collecting data.

Nonetheless, there may be various reasons for low participation in the extracurricular activities by students. Research has shown that students' participation in extracurricular activities are influenced by gender, school location and socioeconomic status (Guo, et al, 2022). Males had a slightly higher mean of participation than females. This is consistent with the literature. Research has also shown that many of China's new generation students can be classified as first-generation college students. These first-generation college students may be less likely to be active learners and less likely to have social interactions and participate in university activities. They also report spending more time on part-time jobs. Therefore, lack of academic and financial support may be reasons for university administrators to improve resource allocation and support measures for students to participate. For this study, the researcher did not ask the students to report their socioeconomic status (SES), as this aspect was not included in the scope of the study, however, it might be probable if SES was a contributing factor for low participation. Other studies have reported that low participation may be due to psychological factors such as anxiety or depression or Chinese students' inability to successfully regulate what they do in their non-academic or leisure time. According to Zhiwei and Ying, there is still a conception that any activity not directly related to academics is a waste of time and energy but may also require money. Participation in extracurricular activities is also associated with laziness or the unwillingness to devote time to studies. The low levels of participation for this group may be attributed to some of these reasons.

As the sample for this study included undergraduate music students, another factor that may have affected this groups' participation may be due to how music students view how extracurriculars affect their potential job attainment. In relation to the benefits of extracurricular activities and the skills needed to excel in other types of leadership in business such as general managerial effectiveness or administrative-related careers, this connection with music careers may not be so evident. Music students may not see participation in extracurricular activities that are not directly related to music as being important or necessary for them. Also, music students may not have the familiarity, understanding or concept of leadership development as it applies to their music studies to include participation as one of their priorities.

Social responsibility was found by the literature synthesis to be one of the competencies suggested for students. Social responsibility as an important part of the leadership abilities, has been widely encouraged by various theories and research. Social Responsibility has been mentioned in the Leadership Competency Framework (Ruben, 2006). It is a major concept in the Social Change Model of Leadership Development (HIGHER EDUCATION RESEARCH INSTITUTE , 1996). Indeed, according to the Social Change Model of Leadership Development Guidebook, a goal of leadership development is the development of overall leadership capabilities. Assumptions of the purpose of leadership is to effect change on behalf of society, that it is a process, that it is values-based, that all students can be leaders and that service is a powerful way to develop student leadership are in line with the purpose and intent of this study. As this study set out to develop a model for administrators by pointing out what leadership abilities should be developed, type of extracurricular activities, type of participation and what type of student should be emphasized. It contains as one of the leadership competencies, *Social Responsibility*, which is values-based. In addition, the aspect of service, which



can be developed through volunteer activities has also been significantly shown from the findings. Tao (2015) points out that combining personal value with promoting social progress is to realize the personal value in fostering social progress. Taking social responsibility is a meaningful way to learn personal values. Tao (2014) stated that commitment undoubtedly constitutes an essential value of leadership from a social perspective.

As for the other leadership abilities that were synthesized from the study, other research has also confirmed their relevance. Self-development Ability is also mentioned in the Leadership Competency Framework. It contains self-cognition, self-consciousness, and an understanding of yourself (Bian, 2019, Komives et al., 2009, & Fu, 2018). The leadership that college student leaders should possess is the student leadership and, more importantly, the ability of self-leadership, self-control, and self-development. Self-development Ability is an integral part of this leadership. Strategic Planning is also mentioned in the Leadership Competency Framework (Ruben, 2006). It is consistent with Zhang (2018) findings that creativity is an essential and integral part of the professional leadership of music undergraduates. According to Weng (2011) the new generation of college students urgently need to improve their problem-solving skills to cope with emergency situations. Communication skills and coordination skills are categorized with interpersonal skills for this study. These skills are also important for Chinese students. Therefore, the six competencies obtained have similarities to Chinese culture and university education background and have prominent Chinese characteristics. The results significantly reflect the leadership requirements of undergraduates in the Chinese context.

Conclusion

From the systematic literature review, the desirable leadership competencies obtained yielded six competencies. They were: *Social Responsibility, Self-development Ability, Strategic Planning, Creativity and Innovation, Problem-solving Skills, and Interpersonal Skills*. Additionally, by using the same method, the following nine extracurricular activities were obtained: *Student Clubs, Student Union, Non-university Related Internships, Volunteer Activities, Academic Activities, Creativity and Innovation Activities, Entrepreneurial Activities, Academic and Non-academic Competitions*. The extracurricular activities were based on those available in the Chinese university context. A research questionnaire was then developed based on items related to each of the preceding variables. Additional items were added related to the frequency and type of participation and demographic information of the students. The questionnaire was subsequently verified and validated according to research standards.

In relation to the descriptive statistics, the overall findings as to the levels of participation in extracurricular activities for the students sampled was low. Forty-two percent of the sample reported that they did not participate in any extracurricular activities at all. For those that reported participation, the frequencies were also low. Most reported that their involvement was as a participant, not as an organizer. Four extracurricular activities did not receive any participation at all by this sample group: *Academic Activities, Creativity and Innovation Activities, Entrepreneurial Activities and Academic Competitions*.

The self-reported leadership levels of students were high overall and for each of the individual competencies: *Social Responsibility, Self-development Ability, Strategic Planning, Creativity and Innovation, Problem-solving Skills, and Interpersonal Skills*.

Statistical analysis revealed that there were significant differences in gender in relation to the reported level of leadership competencies. Female students had higher levels of leadership



competencies than males. In relation to age, among all the age groups, students who were 19 years old had significantly lower levels of leadership competencies than all other age groups. For type of participation (participant or organizer), students who reported being involved as an organizer had significantly higher levels of leadership competencies. From the results of the regression analysis, it was found that only two of the extracurricular activities were found to have an impact on the levels of leadership competencies: *Student Union* and *Volunteer Activities*.

Recommendations

In development of this model for music undergraduates, some areas emerged that may have an impact on participation and consequently implementation of the model. The first recommendations are made based on findings regarding the overall participation of students in extracurricular activities. The second set of recommendations are relevant to the use and implementation of the model and the last set of recommendations are made in relation to suggestions for future researchers.

The purpose of this research was to develop a model to enhance leadership abilities via participation in extracurricular activities. Results showed overall, that participation in extracurricular activities for music students in this sample were low. As mentioned in the previous section, the low participation rates could be due to several reasons. However, for universities, it is important to address these issues to encourage music students to participate more. Increasing music students' understanding of the importance of leadership development, regardless of the nature of their discipline, would be one way to encourage them to actively pursue involvement in extracurricular activities. By stressing those future employees may value soft skills and leadership abilities in addition to music teaching ability and talents is one way to change their thinking. This could be stressed and emphasized in courses and by instructors. In addition, music departments could organize their own activities such as volunteer activities that might be centered around music related themes or concepts to. Music departments would also do well to try to get feedback from the students to better plan and implement more relevant extracurriculars instead of relying on a blanket, one-size fits all type of activity that may be typically organized by student affairs or student unions or other types of general interest clubs. Additionally, special attention could be paid to addressing the discrepancy between male and female students, those with differing socioeconomic status or other disparities. Another way to increase participation may be to find other ways to motivate students to participate, such as offering extra credit to students (Foltz et al., 2021). While many colleges and universities have no shortage of activities, getting students to attend is often a problem. Students nowadays have an attitude of "What's in it for me?" Meaning that they want to know what they will get out of participating in extracurricular activities. The personal level of motivation is replaced by a material expectancy. Therefore, instructors, may want to consider incentivizing music students' participation in extracurricular activities.

In relation to the use and implementation of the model, the findings from this study have determined the student leadership abilities recommended for music students; those extracurricular activities that benefit students the most are those where they get experience in organizing and managing activities and helping society; and that emphasis should be placed on persuading younger, male students to participate. As we have already seen, participation in university-wide activities sponsored or organized by Student Affairs or other generalized departments, may be limited as the context of music students and the importance they place on general extracurricular activities may not be the same. Therefore, it is suggested that music departments with the cooperation of music instructors themselves

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plan and implement more targeted activities for their students. It may be beneficial for both music instructors and students alike to change their way of thinking to view the purpose and intention of music. Music students should be taught to consider their broader role in society, not just as individual teachers of music, but as individuals whose teaching should reflect the values of the communities they work and live in, to teach with a purpose and create social change (Gifford, R. and Nilsson, A., 2014).

Some findings from the study have shown that there are other areas that may need more research, especially for the Chinese context. The low participation rates in extracurricular activities by music students; the various reasons for this and ways to increase participation are all areas that could be addressed, and models developed for future research. As we have already seen, participation in extracurricular activities is a valid method to develop student's leadership skills. However, if students are not participating for various reasons, the solution to this non-participation should be studied to address the problems more specifically in the music student context. Additional research is also suggested to develop more thoroughly the exact type or content of extracurricular activities that would directly target music students and have the most effectiveness.

As the study concentrated on music students in Southern Sichuan Province, there may be problems of generalizability. However, at the outset, this research did not claim to represent all music undergraduates. China is a vast country with over 1.4 billion people. Each province and area have its own specific characteristics and resources. Southern Sichuan was chosen as it is a thriving and populous area and several large universities that educate music students who go onto become music teachers and have various careers related to music. It is hoped that by conducting this study in this specific context, it may shed some light for the development of the students' leadership capabilities in hope that it could be useful for other contexts in the future. As the researcher had developed the data collection instruments, possible future studies may also want to improve on the instruments by refining the questions or including other aspects for study. Additionally, as there have been few studies directly related to music undergraduates in the context of Southern Sichuan, it is hoped that the findings of the study and consequent model develop may be able to motivate other studies, motivate future researchers to look more closely some of the issues brought up and use various other methods to find the answers and collect data. Future researchers can also extend the research scope and extend the findings from this study. Finally, potential researchers may want to upgrade the model application structure. Users of the model may want to improve the leadership of other groups, so they may upgrade some aspects of the model to suit actual situations and circumstances.

In summary, this research has developed a model to improve leadership competencies for Chinese undergraduate music students taking participation in extracurricular. It is hoped that this model will help improve and enhance this leadership development in this context and be beneficial for students and universities in Southern Sichuan and in some small way, contribute to the literature on this topic.

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