The Influencing Factors and Improvement of College Students' Leadership in Guangxi Region

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Abstract

Background and Aim: Leadership development is critical in preparing college students for future careers and personal lives. The primary goal of this study is to explore the influencing factors and improvement methods of leadership ability among college students in the Guangxi region. It aims to gain a comprehensive understanding of college students' leadership development in the Guangxi region, including to assess the current state of college students' leadership abilities in the Guangxi region, to examine the influence of factors such as family environment, campus culture, and social identity on the leadership abilities of college students in the Guangxi region and develop practical and effective strategies to improve college students' leadership abilities in the Guangxi region. The research objectives are as follows: 1) To assess the current state of college students' leadership abilities in the Guangxi region. 2) To examine the influence of factors such as family environment, campus culture, and social identity on the leadership abilities of college students in the Guangxi region. 3) To develop practical and effective strategies considering the region's specific cultural, social, economic, and educational context to improve college students' leadership abilities in the Guangxi region.

By fulfilling these objectives, this study aims to contribute to the understanding of college students' leadership development in the Guangxi region, inform the design and implementation of targeted interventions, and ultimately support the growth of future leaders in this area.

Materials and Methods: The research Methods are a Mixed-Methods Research Design. This study employed a mixed-methods research design to capitalize on the strengths of both qualitative and quantitative research approaches, thereby providing a more comprehensive understanding of the factors influencing college student leadership in the Guangxi region. The design consisted of two main components: sequential and concurrent strategies. Sequential Strategy: The sequential strategy has conducted the research process in two distinct phases. First, the qualitative research phase involved in-depth interviews and focus groups to gather rich, detailed data on participants' experiences, perceptions, and insights about college student leadership development. The findings from the qualitative phase were then used to inform the development of a survey instrument for the quantitative research phase. In the second phase, the quantitative research involved distributing the survey instrument to a large sample of college students in the Guangxi region to collect numerical data on the relationships between family environment, campus culture, social identity, and college student leadership development. The results of the quantitative analysis have been used to validate and complement the findings from the qualitative phase. This study explores the current situation and related factors of college students' leadership from various aspects, such as family environment, campus culture, and social identity. It used questionnaires and in-depth interviews as data collection methods, developed corresponding research tools, and randomly selected targeted undergraduate students at higher education institutions in the Guangxi region of China. Participants in the questionnaire survey included 450 undergraduate students from various disciplines and backgrounds in the Guangxi region.

Results: The study's findings reveal several key insights. Firstly, there is a significant correlation between family environment and the leadership ability of college students in the Guangxi region. Secondly, campus culture has a substantial influence on the leadership ability of these students. Lastly, social identity plays a crucial role in the leadership development of college students in the Guangxi region. Importantly, the interaction of family environment, campus culture, and social identity significantly affects the development of the leadership ability of college students in the Guangxi region. These findings provide valuable insights for understanding and improving college students' leadership abilities in the Guangxi region. The current state of college students' leadership abilities in the Guangxi region. In the current leadership ability of college student interns in the Guangxi region, some interns excel in leadership ability, some interns have advantages in business quality but weak team management ability, and some interns generally have deficiencies in teamwork consciousness and problem-solving ability. The first group of college students excelled in leadership skills. They possess a strong sense of time, good work discipline, and interpersonal skills. They are confident, consistent in word and deed, and have outstanding work performance. They are proactive and possess excellent problem-solving, business skills, and creativity. The second group of college students has excellent business qualities but weak team management skills.

They love their jobs, are highly motivated at work, have high expectations for performance goals, and possess excellent business skills, and as a result, are often the benchmark for company performance. However, the team management skills show some tendency to be weak when they are in certain leadership roles. The third category has the largest number of college interns and represents the majority of college interns. Although each had different levels of leadership ability, there was a general concern for a weak sense of teamwork as well as a lack of improved problem-solving skills. As a whole, university students in the Guangxi region generally have different levels of strengths and weaknesses in their leadership abilities. They need to add their competencies in the areas of teamwork, problem-solving ability, and continuous learning improvement.

Conclusions: By investigating the family environment, campus culture, and social identity of college students in the Guangxi region, as well as aspects related to leadership ability, this study concludes the a significant influence of these factors on the development of college students' leadership ability. These conclusions are of practical significance for understanding the formation of college students' leadership ability and designing related education and training programs, and provide a reference for other related studies.

Keywords: College Students' Leadership; Influencing Factors; Improvement Suggestions

Introduction

Leadership, as an important component of a person's competencies, impacts the quality of the whole person. Located in southwest China, Guangxi has a rich human history and is influenced by multiculturalism. Regional cultural characteristics and economic development also influence leadership development in Guangxi. (Yanan, 2017) Guangxi is rich in minority resources, and to cultivate students' leadership, they need to understand and respect minority cultures and exert their leadership skills in a cross-cultural environment. (Chen et al, 2017) In recent years, the rapid economic development of the Guangxi region has required a large number of talents and leadership skills to promote economic prosperity and social development. (Patrick, 2022) To better understand the leadership status of college students in the Guangxi region and the direction of improvement, this study conducted research and data collection. A student questionnaire survey was conducted in the study to understand students' awareness of leadership, their participation in leadership activities, and their feedback on the need for leadership development. (Barnes, A.C., 2020) In addition, data on university students' participation in student organizations and community service activities in the Guangxi region, as well as data on the effectiveness evaluation of related leadership training programs, were also analyzed. With the support of these data, the current leadership status of college students in the Guangxi region can be objectively assessed to provide a basis for improvement measures. (Dugan, 2017)

The Importance of Leadership Development among College Students. Leadership development is critical in preparing college students for future careers and personal lives. By cultivating strong leadership skills, college students can better navigate the complexities of the modern world, contribute to society, and achieve personal and professional success. This section will discuss the importance of leadership development among college students from several perspectives. (Patterson, 2012) Personal Growth and Self-awareness. Developing leadership skills during college contributes significantly to a student's growth and self-awareness. Through leadership education, students can better understand their strengths, weaknesses, and personal values. (Northouse, 2018). This self-awareness enables students to make informed decisions about their careers and lives, aligning their choices with their core values and beliefs. Furthermore, leadership development can help students build resilience and adaptability, equipping them to face various life challenges. (Collins, 2012) Teamwork and Collaboration. Leadership development also fosters students' ability to work effectively in teams and collaborate with others. As the modern workforce becomes increasingly interconnected, the ability to communicate, cooperate, and collaborate across diverse groups is essential. By honing their leadership skills, college students can learn how to navigate group dynamics, manage conflicts, and inspire teamwork, ultimately contributing to the success of their organizations and communities. (Engbers, 2006) Career Advancement and Professional Success. Strong leadership skills are highly valued in the job market, and college students with well-developed leadership abilities are often better positioned for career advancement and professional success. Employers across industries recognize the importance of leadership skills, making them a sought-after attribute when hiring and promoting employees. (Hackman & Kirlin, 2004) Students can increase their employability and long-term career prospects by developing their leadership skills during college. And Societal Impact and Community Engagement. Finally, leadership development among college students can lead to positive societal

impact and increased community engagement. Influential leaders can inspire change, mobilize resources, and tackle pressing social issues. (Gardner, 2013) By fostering leadership skills in college students, higher education institutions can empower the next generation of change-makers to address global challenges and create a better future for their communities and the world. (Universities, Colleges, and Technical Schools Around the World. John Wiley & Sons, Inc., Koyuncuoglu, 2021)

While some studies have proposed strategies for enhancing college students' leadership skills, only some have considered Guangxi's unique context or provided tailored recommendations for this region. This study aims to develop practical and effective strategies for improving college students' leadership abilities in Guangxi, considering the region's cultural, social, economic, and educational factors. By addressing these concerns, this study seeks to contribute to the growing literature on college students' leadership development in China, particularly within the Guangxi region. The findings and recommendations derived from this research will provide valuable insights for higher education institutions, policymakers, and educators to better support and promote leadership development among college students in Guangxi and beyond. Therefore, this study compiles a leadership questionnaire applicable to the university student group in the Guangxi region by learning from the research results both at home and abroad, and at the same time, explores the dimensions of university student leadership and the current situation of cultivating university student leadership, to expand the research on university student leadership and provide some suggestions to develop university student leadership according to the strength of the study.

Research Objectives

The primary goal of this study is to explore the influencing factors and improvement methods of leadership ability among college students in the Guangxi region. To achieve this goal, the research objectives are as follows:

1. To assess the current state of college students' leadership abilities in the Guangxi region.

2. To examine the influence of factors such as family environment, campus culture, and social identity on the leadership abilities of college students in the Guangxi region.

3 To develop practical and effective strategies considering the region's specific cultural, social, economic, and educational context to improve college students' leadership abilities in the Guangxi region.

Literature Review

This research includes a review of domestic and foreign research, research on the structure and measurement of leadership, research on leadership among university students, and an assessment of existing research and trends, as follows: 1) The current status of research on university student leadership in China and abroad 2) A review of research studies on the relationship between family environment and university student leadership 3) A review of research studies on the relationship between university culture and university student leadership 4) A review of research studies on the relationship between social identity and university student leadership.

Conceptual Framework

The following hypotheses are proposed for this study:

A. Hypothesis 1 (H1): A significant relationship exists between the family environment and college students' leadership abilities in the Guangxi region.

B. Hypothesis 2 (H2): Campus culture significantly influences college students' leadership abilities in the Guangxi region.

C. Hypothesis 3 (H3): Social identity plays a significant role in shaping college students' leadership abilities in the Guangxi region.
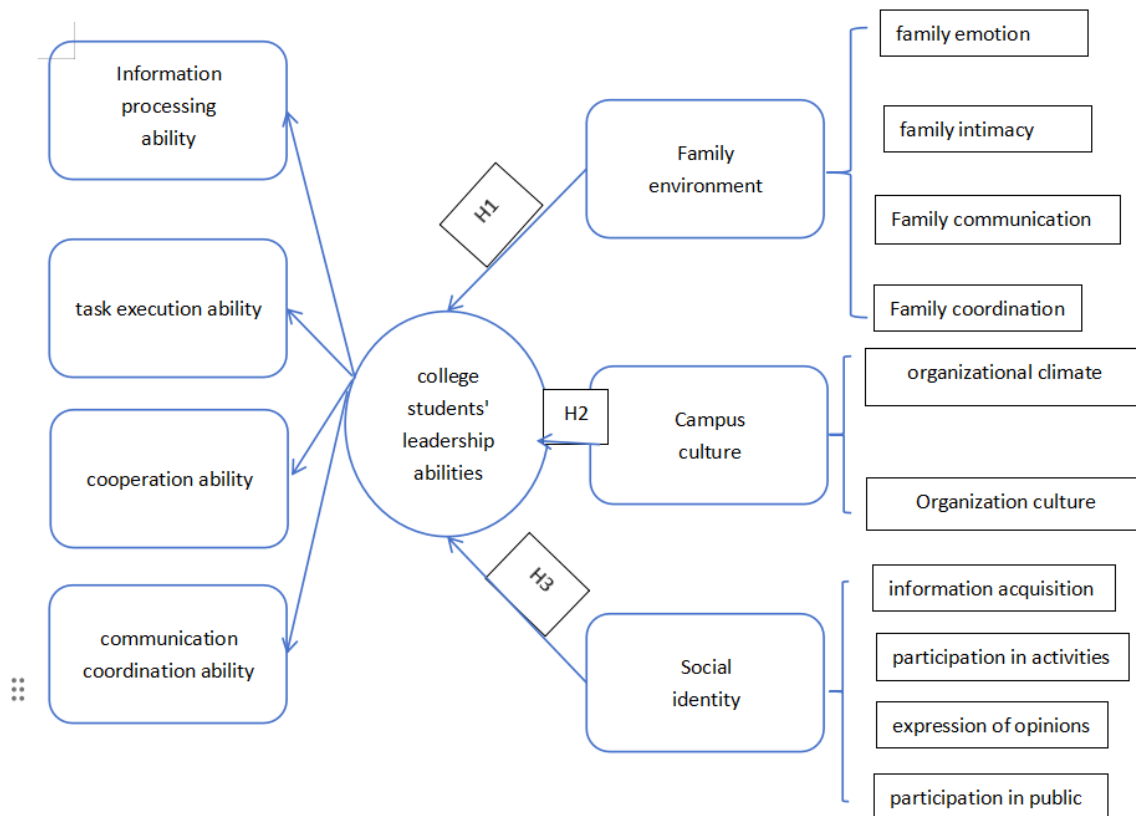
Figure 1 Conceptual framework

Methods

In this study, a combination of qualitative and quantitative research approaches was utilized to gain a comprehensive understanding of the factors influencing college student leadership in the Guangxi region. These approaches complemented each other and provided a more holistic picture of the research topic.

Qualitative research involved in-depth interviews and focus groups with college students, faculty, and staff members to explore their perceptions, experiences, and insights regarding college student leadership development. This approach allowed for the exploration of personal narratives, beliefs, and experiences, which can provide valuable insights into the complexities of the subject matter.

Quantitative research involved collecting and analyzing numerical data through surveys and questionnaires distributed to a large sample of college students in the Guangxi region. This approach allowed for the identification of patterns, trends, and relationships between various factors, such as family environment, campus culture, social identity, and college student leadership development. Statistical analyses, such as regression and correlation analyses, have been performed to determine the strength and direction of these relationships.

By combining qualitative and quantitative research approaches, the study addressed the research questions more effectively and provided a more robust understanding of the factors influencing college student leadership in the Guangxi region.

Population and sample size

The population for this study consists of college students enrolled in higher education institutions in the Guangxi region of China. Given the large number of college students in the region, including all of them in the study would be impractical. Therefore, a sample of college students has been selected to represent the larger population.

The sample size has been determined based on the desired level of statistical power, confidence level, and margin of error. A minimum sample size of 384 participants has been required to achieve a 95% confidence level and a 5% margin of error. To account for potential attrition and non-response,

the sample size has been increased to 450 participants. The questionnaire survey was conducted from January to March 2024.

Data collection and analysis

To collect quantitative data, a structured questionnaire was developed and administered to a selected sample of college students. The questionnaire included closed-ended questions designed to measure variables related to the research objectives and hypotheses. These variables included students' leadership experiences, family environment, campus culture, social identity, and demographic information.

This study used the following methods to analyze the data.

Descriptive Statistics: Descriptive statistics have been calculated for all quantitative survey data, including measures of central tendency (e.g., mean, median, mode) and dispersion (e.g., range, standard deviation, variance). This analysis provided an overview of the characteristics of the study population and the distributions of the key variables.

Inferential Statistics: Inferential statistics have examined the relationships between the independent variables (family environment, campus culture, and social identity) and the dependent variable (college student leadership development).

Multivariate Analysis: Factor analysis and structural equation modeling (SEM) were used to explore the relationships between the variables and identify underlying factors or dimensions that explained the observed patterns in the data.

Reliability and Validity Assessment: reliability and validity assessments have been conducted for the quantitative survey items to ensure the trustworthiness of the findings.

Results

SPSS 22 software was used to analyze the data on college students' social participation, and four main components were extracted, which are as follows:

1. Analysis of differences in leadership among college students with different home locations.

The following table shows that there are significant differences in leadership (F=7.397, P<0.01), cooperation (F=5.091, P<0.01), and communication and coordination (F=10.803, P<0.01) among college students in Guangxi.

Table 1 Analysis of Leadership Differences among College Students with Different Home Locations

Dimension	Home Location	Sample size	Mean	Standard deviation	F value	P
Information processing capability	Rural	411	13.33	3.06	2.977	0.050
	Small towns	268	14.14	1.95		
	Medium-sized cities	124	16.73	2.91		
	Large cities	12	16.20	1.92		
Ability to perform tasks	Rural	411	16.00	4.00	2.438	0.087
	Small towns	268	18.29	3.09		
	Medium-sized cities	124	20.60	3.18		
	Large cities	12	21.40	3.85		
Cooperation ability	Rural	411	9.00	2.00	5.091	0.007(*)
	Small towns	268	11.57	1.90		
	Medium-sized cities	124	13.47	2.59		
	Large cities	12	14.40	0.55		
Communication and coordination skills	Rural	411	6.67	2.52	10.803	0.000
	Small towns	268	9.71	0.95		
		124	12.27	2.82		

Dimension	Home Location	Sample size	Mean	Standard deviation	F value	P
	Medium-sized cities	12	13.60	1.34		
	Large cities					
Leadership skills for college students	Rural	411	45.00	7.55	7.397	0.001
	Small towns	268	53.71	6.90		
	Medium-sized cities	124	60.07	8.21		
	Large cities	12	66.60	6.88		

Note: (*) represents significant at the 0.05 level; (**) represents significant at the 0.01 level.
Further research shows that students whose families are located in big cities have significantly higher than students from other family locations in the four areas of total college student leadership scores, communication and coordination skills, cooperation skills, and task execution skills.

2. The correlation between campus culture and college students' leadership.

SPSS 22.0 was used to analyze the correlation between college students' leadership and campus culture to explore the relationship between campus culture and college students' leadership, and the relationship between the dimensions of campus culture and the dimensions of college students' leadership.

Table 2 An analysis of the impact of campus culture on college students' leadership

Items		Information Processing Capability	Ability to perform tasks	Cooperation ability	Communication and coordination skills	Leadership of college students
Organizational Climate	ïcient 0.61 Significance 0.000		0.585** 0.001	0.811** 0.000	0.486** 0.007	0.768* 0.000
Organizational Culture	icient 0.403* Significance 0.027		0.427' 0.018	0.612* 0.000	0.504* 0.005	0.598* 0.000
Campus Culture	Correlation coefficient Significance	0.554** 0.001	0.554 0.001	0.779" 0.000	0.544* 0.002	0.748" 0.000

Note: (*) represents a significant correlation at the 0.05 level; (**) represents a significant correlation at the 0.01 level.

The above table shows that campus culture significantly correlates with college students' leadership, with a correlation coefficient of 0.748. College students' leadership is significantly and positively correlated with organizational climate and organizational culture, with coefficients of 0.768 and 0.598, respectively. Information processing ability is significantly and positively correlated with organizational climate, organizational culture, and campus culture, with coefficients of 0.611, 0.403, and 0.554, respectively. Task execution ability is significantly and positively correlated with organizational climate, organizational culture, and organizational factors, with coefficients of 0.585, 0.427, and 0.554, respectively. Cooperation ability is significantly and positively correlated with organizational climate, organizational culture, and campus culture, with coefficients of 0.811, 0.612, and 0.779, respectively. Communication and coordination ability is significantly and positively correlated with organizational climate, organizational culture, and campus culture, with coefficients of 0.811, 0.612, and 0.779, respectively. Communication and coordination ability is significantly positively correlated with organizational atmosphere, organizational culture, and campus culture, with coefficients of 0.486, 0.504, and 0.544, respectively.

3. The correlation analysis between social participation and leadership of college students.

This paper analyzes the collected data. SPSS 22.0 was used to analyze the correlation between social participation and leadership among college students and the relationship between the dimensions of social participation and leadership among college students.

Table 3 An Analysis of the Impact of Social Participation on College Students' Leadership

Items		Information Processing Capability	Ability to perform tasks	Cooperation ability	Communication and coordination skills	Leadership of college students
Accessibility of information	correlation coefficient	0.374	0.108	0.334	0.458	0.384'
	significance	0.042	0.572	0.071	0.011	0.036
Activity Participation	correlation coefficient	0.363	0.247	0.471*	0.453	0.465
	significance	0.049	0.188	0.009	0.012	0.010
Expression of Opinions	correlation coefficient	0.653*	0.578	0.387	0.410	0.657
	significance	0.000	0.001	0.035	0.025	0.000
Participation in Public Affairs		0.529	0.487*	0.522"	0.468*	0.630*
	significance	0.003	0.006	0.003	0.009	0.000
Social Participation correlation coefficient		0.603*	0.457°	0.549*	0.563"	0.678"
significance		0.000	0.011	0.002	0.001	0.000

Note: (*) represents a significant correlation at the 0.05 level; (**) represents a significant correlation at the 0.01 level.

It can be concluded from the above table that social participation and college students' leadership are significantly and positively correlated at the level of 0.01, and the correlation coefficient is 0.678. College students' leadership is significantly and positively correlated with the four dimensions of social participation: acquisition of information, participation in activities, expression of opinions, and participation in public affairs, with correlation coefficients of 0.384, 0.465, 0.657, and 0.630, respectively. Information processing ability is significantly and positively correlated with information acquisition, participation in activities, expression of opinions, participation in public affairs, and participation in society, with correlation coefficients of 0.374, 0.363, 0.653, 0.529, and 0.603, respectively. Task execution ability is significantly and positively correlated with the expression of opinions, participation in public affairs, and participation in society, with correlation coefficients of 0.578, 0.487, 0, and 457, respectively. Communication and coordination ability is significantly and positively correlated with information acquisition, activity participation, opinion expression, participation in public affairs, and social participation, with correlation coefficients of 0.458, 0.453, 0.410, 0.463, 0.410, 0.463, 0.578, 0.487, 0, 457, respectively, 0.410, 0.468, 0.563.

This paper adopts stepwise multiple regression analysis to better study the correlation between the variables. The regression model was constructed with the four dimensions of university students' leadership as the dependent variables and the four dimensions of social participation as the independent variables. According to the probability value of the F-test as the criterion for input and removal of variables, the input value is no more than 0.05, and the removal value is no less than 0.10.
Through the analysis, we get that social participation is significantly and positively related to college students' leadership, information acquisition and information processing ability, participation in public

affairs and task execution ability; activity participation and cooperation ability, participation in public affairs and communication and coordination ability are significantly and positively related to college students' leadership.

Discussion

The purpose of the analysis is to find the relationship between each influential factor's degree of influence and to rank the degree of influence.

A good campus environment is conducive to the cultivation of college students' sound personalities and the enhancement of sexual awareness and self-management ability, which in turn promotes the enhancement of leadership. As the most important environment for college students to study and live in, the campus environment significantly impacts their leadership. It indirectly affects their leadership through the characteristics of the subjects. The corresponding measurement variables have the following effects on college students' leadership in order of magnitude: leadership-related programs, sexual leadership role modeling, campus interpersonal relationships, practice opportunities, peer learning platforms, and leadership development courses. The higher scores on the factors of leadership-related programs and practice opportunities in the campus environment indicate that the campus environment gives college students a relatively perfect knowledge instillation and practice platform for leadership. However, the scores of leadership development courses and peer learning platforms are low, which indicates that universities are still lacking in creating a leadership development atmosphere and constructing specialized platforms to meet the development needs of college students.

The social environment not only directly affects college students' leadership but also indirectly affects college students' leadership through the family environment and campus environment. The corresponding variables are traditional culture, social division of labor, and social policies. The related social labor policy and sexual protection policy will directly or indirectly affect the leadership development of college students, and the stronger the policy support, the stronger the investment in the leadership development of college students. The social environment also affects college students' leadership by influencing the educational concept, education method, and cultivation system of colleges and universities, and influencing the cultivation values of families.

The family environment has a direct impact on college students' leadership and indirectly affects their leadership by influencing their characteristics. The measured variables corresponding to this factor have the following effects on college students' leadership in order of magnitude: family adaptability, family inclusiveness, family education style, family support, and family intimacy. Students with higher family adaptability and inclusiveness can participate more in family decisions and activities, have better communication skills and resistance to frustration, and thus have higher scores in each leadership factor. Family education style affects college students' learning ability and character development. An enlightened family education style can help college students gain richer insights and make them higher than their peers in intelligence, personality, experience, interpersonal communication, and social cognition, and thus, they have all the qualities of leadership.

Conclusions

This paper presents the research hypotheses and conceptual model based on a review of relevant literature. Through the questionnaire survey to collect data, SPSS 22.0 was used to analyze the data, and combined with the method of interviews, the main conclusions are obtained as follows:

1. There is a significant correlation between family environment and the leadership ability of college students in the Guangxi region.

By analyzing the survey data, it was found that the family environment of college students in the Guangxi region plays an important role in their leadership development. The study results show that families provide important support and assistance to students' leadership development. The positive correlation between the family's socioeconomic status and students' leadership development was verified. Also, families' parenting styles were related to students' leadership skills. Parenting styles related to parental closeness are positively correlated with students' leadership ability, while parenting styles related to parental distance are negatively correlated with students' leadership ability. Therefore, we can conclude that there is a significant correlation between family environment and the leadership ability of university students in the Guangxi region.

2. Campus culture significantly influences the leadership ability of college students in the Guangxi region.

The results of the study show that campus culture in the Guangxi region has a significant positive influence on the development of the leadership ability of college students. Campus culture provides important support and opportunities for students' leadership development. Students generally believed that campus culture played an important role in enhancing their leadership skills. Through participation in campus cultural activities and extracurricular activities, students were able to develop leadership skills and improve teamwork and organizational skills. In addition, students' evaluations of the campus culture on their leadership development were also related to the relevant programs and activities provided by the school. Therefore, we can conclude that campus culture in the Guangxi region significantly impacts university students' leadership skills.

3. Social identity plays an important role in the leadership development of college students in the Guangxi region.

The study results show that social identity plays an important role in developing the leadership ability of college students in the Guangxi region. The students generally believed that their social identity impacted the formation of their leadership ability. Family support for students' leadership ability and the family's evaluation of helping students' leadership ability were correlated with students' social identity. The students perceived that their social identity positively influenced the development of their leadership skills. Therefore, we can conclude that social identity plays an important role in developing the leadership ability of university students in the Guangxi region.

4. The interaction of family environment, campus culture, and social identity significantly affects the development of the leadership ability of college students in the Guangxi region.

Through further analysis of the survey data, the study found that the interaction of family environment, campus culture, and social identity influences the leadership development of college students in the Guangxi region. Families provide important support and assistance to students' leadership ability, while campus culture and social identity also impact students' leadership development. For example, there is a correlation between the socioeconomic status of students' families and the social identity's assessment of campus culture. There is a correlation between the evaluation of family support and assistance for student leadership and the leadership training opportunities the school provides. Therefore, we can conclude that the interaction of family environment, campus culture, and social identity significantly impacts the leadership development of university students in the Guangxi region.

In summary, by investigating the family environment, campus culture, and social identity of college students in the Guangxi region, as well as aspects related to leadership ability, this study concludes the a significant influence of these factors on the development of college students' leadership ability. These conclusions are of practical significance for understanding the formation of college students' leadership ability, designing related education and training programs, and providing a reference for other related studies.

Suggestions

Educational concepts have been following the development of the times and society, but there are still points of incompatibility with the social demand for talents and students' abilities. Leadership is a quality and ability needed by young people in the new era, which should be recognized by society, colleges, and universities, as well as by students themselves. It is necessary to update the concept of leadership education for college students and innovate the concept of talent cultivation.

Suggestions for future research

Due to various reasons, there are some limitations in this study. It is hoped that these limitations can be eliminated in future studies to gradually improve the research on the leadership of university students. The scientific nature of the questionnaire design needs to be further improved. There are some limitations in the selection of samples. It needed to explore how to make the survey more broadly representative and to improve the questionnaire's design and the survey's methodology.

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