

# SOCIOLOGY AND SOCIAL PSYCHOLOGY

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## **ABSTRACT**

*Leadership development as a comprehensive quality contributes to the development of personality, non-professional qualities and a healthy lifestyle of college students. The new generation of college students is generally friendly, outgoing, and sincere, but lacks the risk-taking and innovative spirit needed to solve problems, and needs to improve their problem-solving skills in unexpected situations. Although most college students have not participated in any form of leadership education, participating in social practice and serving as student leaders can help improve their leadership skills. At present, it is important to develop leadership education for college students, and it is recommended to gradually develop it through three steps: creating a campus culture for leadership education, establishing a special leadership education program, and integrating it into the professional curriculum.*

## **KEYWORDS**

*College students, leadership development, education*

## **INTRODUCTION**

Youth is a critical period for leadership development. Leadership, as a comprehensive quality, has been regarded as an important element of higher education in the United States. Leadership education is seen as an important pedagogical reform to promote innovative mechanisms in higher education. More than 600 colleges and universities in the United States have focused on developing student leadership in the classroom, in extracurricular activities, or in special projects, and have achieved good results. 12 Research and practice have shown that teaching students leadership skills and guiding them to apply them in society helps them to better adapt to society and to improve their employability and entrepreneurship in non-specialized areas. For example, many business schools in U.S. universities have been providing leadership education since the 1980s to increase students' ability to influence personally, use power properly, motivate others, negotiate and coordinate effectively, and innovate, all of which contribute to higher positions and salaries for MBA students after graduation. [3] Because leadership is a useful skill in the contemporary workplace and community, it deepens students' understanding and identity in the adult world and increases their opportunities for further learning.

Higher education is a rapidly changing environment, and universities must be able to adapt to the changing needs of their students, faculty, and staff. Innovation and change management are essential components of successful university management. This dissertation will explore the role of university cultures in the implementation of change

initiatives and the implications for change leadership. It will examine the challenges and opportunities associated with leading change in higher education, and the strategies that can be used to ensure successful implementation.

#### Relevance of the topic

This research will draw on a variety of theoretical frameworks to explore the role of university cultures in the implementation of change initiatives. These include organizational culture theory, change management theory, and leadership theory. Organizational culture theory will be used to examine the impact of university cultures on the implementation of change initiatives. Change management theory will be used to explore the strategies and processes used to successfully implement change initiatives. Finally, leadership theory will be used to examine the role of university leaders in leading change initiatives.

This research will employ a qualitative research methodology. Semi-structured interviews will be conducted with university administrators, faculty, and staff to explore their experiences with leading change initiatives. The interviews will focus on the challenges and opportunities associated with leading change in higher education, and the strategies that can be used to ensure successful implementation.

#### Formulation of the research problem

The scope of the study could be limited to a specific geographic area or population group. Alternatively, the study could take a broader perspective and examine the challenges faced by Kazakh families.

To address this research problem, various research methods could be used, such as surveys, interviews, focus groups, and case studies. The data could be analysed using qualitative or quantitative techniques, depending on the nature of the research questions and objectives.

Specifically, the study seeks to answer the following research questions:

1. What are the aspects of leadership development that participation in social practice helps students develop?
2. What is the level of importance of participation in social practice and student leadership roles in improving the leadership skills of college students?
3. Which kind of distinctive characteristics are there new generation has that distinguish it from the previous generation?
4. What can enhance their sense of social responsibility, decision-making ability, teamwork ability and tolerance for others?

#### Aims and objectives of the dissertation

What are the most pressing challenges faced by university students, and what are the root causes of these problems? This research aims to identify the most acute issues affecting varsity students, including but not limited to social, economic, and cultural factors. By exploring these challenges in depth, this study seeks to provide a comprehensive understanding of the issues facing students and to develop recommendations for policy makers and practitioners to address these challenges effectively.

1. To explore leadership traits possessed by contemporary college students.
2. To find out the ideal type of leadership in the minds of college students.
3. To examine the influence of participating in social practice and serving as leadership cadres on college students' leadership development

Leadership education for college students is also gradually sprouting and developing in major universities. Tsinghua University's School of Economics and Management offers a course on "Global Leadership", inviting global celebrities to lecture and talk directly with students. Tsinghua University also cooperates with international NGOs (e.g. Junior Achievement International, International Education Association) and multinational companies (e.g. Nokia, Goldman Sachs) to conduct extracurricular activities and leadership development programs for student leadership development. The School of Information Science and Technology at Peking University offers a course on "Career Planning and Leadership Development" in the classroom, which allows students to learn the qualities and skills necessary for the modern workplace through dialogue with IT elites in the corporate world.<sup>4</sup> In addition, Fudan University, Zhejiang University, and the University of China have also introduced a course on "Career Planning and Leadership Development" in the classroom. In addition, Fudan University, Zhejiang University, Shanghai Jiao Tong University, and others have introduced "career planning and leadership development" courses for their students.

In order to understand the perception of leadership and to listen to their real needs for leadership development, this study conducted a questionnaire survey on 268 college students in a major university in Shanghai. To understand the awareness of contemporary college students about leadership and listen to their real needs for developing leadership, this study conducted a questionnaire survey on 268 college students in a major university in Shanghai.

I. The influence of participating in social practice and serving as leadership cadres on college students' leadership development.

Social practice includes extracurricular activities on campus, volunteer services in the community, and various activities organized by enterprises and institutions. Participation in community activities and community service helps students develop a sense of responsibility to serve society, the ability to work with others, communication and coordination skills, and other leadership skills, and is the main model of leadership education at Yale University. Leadership experiences in high school and college help students gain more leadership opportunities later and have greater potential to become successful leaders. A survey of a sample of undergraduate graduates from a Beijing university shows that student leaders have advantages over ordinary students in terms of employment, such as higher job placement rates, higher "levels" of employment, easier access to party and government agencies, and higher job satisfaction. Although leadership education is still in its infancy in China's colleges and universities, students have been actively participating in various on-campus and off-campus social practice activities, and some of them actively seek opportunities to serve as student cadres and enhance their leadership through various means.

## Types of ideal leaders in the minds of college students

Types of Leadership	Main features	Feature Description	Percentage	(number of people)	Sort by
Transformational Leadership	Idealized Impact	Have the trust, loyalty and respect of your subordinates and people around you	90.7%	(243)	1
Transformational Leadership	Individualized Care	Care for the personal needs and development wishes of others and provide development opportunities	81.7%	(219)	2
Transformational Leadership	Motivation	Good at inspiring the potential of people around you	78.4%	(210)	3
Transformational Leadership	Intellectual stimulation	Inspire others to innovatively apply new ideas to old problems and create an environment that tolerates extreme opinions	56.3%	(151)	4
Transactional Leadership	Contingency Rewards	Tell subordinates what they should do to be rewarded, even if they give recognition	29.9%	(80)	5
The Village Club Type	Good interpersonal climate, low concern for task completion	Emphasis on human attitudes and feelings and the building of a good interpersonal atmosphere, without emphasizing the completion of work tasks	17.5%	(47)	6
Permissive Leadership	let things go unchecked	Rarely make demands on others and let people do what they want to do	15.3%	(41)	7
Transactional Leadership	Exception Management	Intervene only when subordinates have problems or fail to meet work standards	13.4%	(36)	8
Authoritative-Submissive	High concern for tasks, low concern for people, control	Strong emphasis on the completion of work tasks and less on communication with subordinates	2.2%	(6)	9
Other	Other	Other	3%	(8)	10

(1) The role of participating in social practice in enhancing college students' leadership

The results of the study show that the majority of college students (96.3%) have participated in one or more forms of social practice activities inside and outside of school. The main forms of participation in social practice are: part-time jobs (61.2%), school club activities (42.2%), teaching practice arranged by teachers (32.1%), self-organized practice activities (19%), participation in community activities (10.1%), and other activities such as volunteer service or street encounters (1.5%). Only 3.7% of college students said they had not participated in social practice. Part-time jobs and club activities are the main forms of social practice for college students, showing their strong desire and active awareness to participate in social practice. The few students who have not participated in social practice also suggest providing more opportunities for social practice in the open-ended questions of the questionnaire. It can be seen that contemporary college students are fully aware of the role of social practice in improving their own ability, and they actively improve their ability to adapt to society through various ways. 70.1% of college students think that participation in social practice is very important to improve their leadership,

16.4% think it is not important, and only 1.1% think it is not important. This is also consistent with the above-mentioned conclusion that college students are fully aware of the importance of social practice for their own development. What are the aspects of leadership development that participation in social practice helps students develop? The study found that these skills are, in order of importance: social skills (51.6%), problem-solving skills (47.7%), self-awareness, i.e., a clearer understanding of one's own strengths and weaknesses (47.3%), expanded network (45.7%), ability to adapt to society (42.2%), greater self-confidence (41.2%), teamwork (33.0%), and a more tolerant attitude toward people and things (27.0%). (27.1%), sense of responsibility to serve others and society (21.3%), and decision-making ability (17.1%). Specifically, participating in social practice can help college students understand themselves, their surroundings and the real society more comprehensively, deal with people more appropriately, and be more confident. In addition, if they can participate in some team-based practice activities, they can improve their teamwork ability and tolerance for others; if they can participate in social service activities, they can enhance their sense of social responsibility; and if they can hold certain leadership positions, they can practice their decision-making ability

Among the college students who participated in the survey

Students' perspectives on various types of leadership :

Types of Leadership Percentage (number of people)

Transformational Leadership 90.7%(243)

Transformational Leadership 81.7%(219)

Transformational Leadership 78.4%(210)

Transformational Leadership 56.3%(151)

Transactional Leadership 29.9%(80)

The Village Club Type 17.5%(47)

Permissive Leadership 15.3%(41)

Transactional Leadership 13.4%(36)

Authoritative-Submissive 2.2%(6)

Other 3%(8)

2.The role of serving as student leaders in improving college students' leadership.

Among the college students surveyed, more than half (57.5%) of them are serving or have served as student leaders, while 42.5% have not served as student leaders. 37.7% of the college students think that serving as student leaders is very important to improve their leadership, 44.4% think it is not important, 4.1% think it is not important, and 13.8% did not answer. The survey of 154 college students who were (were) student leaders showed that being a student leader has a certain effect on improving one's leadership. Through serving as student leaders, 63.0% of college students think they have improved their problem-solving ability, 50% think they have expanded their network, 46.1% think they have become more confident, 44.2% think they have improved their teamwork ability, 41.6% think they have become more tolerant towards others and things, 41.6% think they have improved their ability to bear pressure and resist setbacks, 37.7% think they have helped them understand their strengths more clearly. 37.7% felt

that it helped them understand their strengths and weaknesses more clearly, 33.1% felt that it improved their decision-making skills, 31.8% felt that it improved their social skills, and 31.2% felt that it increased their sense of responsibility to serve others and society.