

The parenting style factors and the activity involvement factors influence on the student leadership in Shenyang city university

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Abstracts

The objectives of this research were; (1) to study the components of the student leadership and the Factors influence on student leadership in Shenyang City University, (2) to develop the model of parenting style, activity involvement and self-concept factors influence on the student leadership in Shenyang City University and (3) to decompose the effect of parenting style, activity involvement and self-concept on student leadership.

Research design used in this study was a causal research. The sample was selected from a population of the undergraduate students of school of Architecture and Engineering in Shenyang City University (total 1120 students), The sample were 453 students, determined by G*Power and using stratified random sampling method. The data correcting with 5 rating scale questionnaire (each item there were validity between .60-1.0, and each part of questionnaires had reliability between .98-.99), The data were analyzed by descriptive statistics, Confirmation Component Analysis (CFA) and Structural Equation Model (SEM).

The results found that; (1) the components of the student leadership were 5 components as follow; charisma, forward-looking, influence, control, and decision-making. The overall of students leadership was a high level, (2) After modified the measurement model (CFA Model analysis) , there were model validity (CR) = , model reliability (AVG) = and model discriminant = , and the hypothesis model fit well to the empirical data, (Chi-square = 220.89, CMIN/DF = 2.661, CFI = 0.98, TLI = 0.97 SRMR = 0.037 and RMSEA = 0.061), (3) The parenting style, activity involvement and self-concept were positive direct factors effected on student, The Parenting style and Activity involvement factors had positive indirect effected on student leadership and the self-concept factor was mediator.

Keywords: Student leadership; Parenting style; Activity involvement; Self-concept

Introduction

With the deepening of leadership theory research, more and more scholars point out that leaders are not born, leadership can be acquired. The student period is a very important transition period in one's life. During this period, young people develop their body and mind rapidly and build their personality. They are willing to try new things and learn and master all kinds of 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 the cultivation of 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: Compared with the advanced educational

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concepts and practices of student leadership at home and abroad, the current research on student leadership education in Shenyang City University is relatively lacking. The research and practice of student leadership education are relatively separated, and there was a lack of theoretical guidance suitable for the practice of student leadership education in Shenyang City University. In order to promote and development of Shenyang city leadership education for college students, So the research object to present situation of Shenyang City University student leadership and finding some factors influencing student leadership. And on the basis of combining the overall goal of Shenyang City University talent training and the actual demand of the students, development with characteristic of Shenyang City University student leadership strategy to guide the leadership education of students in Shenyang City University.

This 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 : 21) can serve as the orifical basis for studying the leadership of students in 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 the aspects of family, school/society and individual. Among them, family factors, namely parenting style. School/social factors, namely activity involvement. Individual factors, namely self-concept. The research adopted the structure model of parenting style by Steinberg (1993 : 1266-1269), including accept/participate, psychological autonomy and severe/supervision. The research adopted the structure model of activity involvement by Eccles, et, al (1999 : 20-23) and combined with the reality of Chinese students' extracurricular activities, activity involvement can be divided into three types: Involvement in campus activity, social activity, and sports activity. The research adopted the structural model of self-concept proposed by Harter (1986 : 213-215), which includes four domains: physical, academic, social, and general.

The sources of leadership can be distinguished as innate sources and acquired sources, which combine and strengthen each other to produce leadership. Student leadership is a comprehensive expression of innate traits and acquired qualities and abilities through learning and training. The traditional view of the innate origin of leadership is an early understanding of leadership. Some elements of leadership have innated genetic components. Factors such as high emotional intelligence, caring for others and high intelligence displayed by some college students cannot exclude the genetic component of talent. However, factors such as daily behaviors, interpersonal habits and personal character and style of college students will constantly develop and change with the study and work practice activities of college students and the various education they have received. The influence of acquired shaping on college students' leadership is often greater than the influence of innate factors. Therefore, self-concept factor, parenting style factor and activity involvement factor are taken as the influencing factors of student leadership in this study.

This research will study the component of the student leadership and the Factors influence on student leadership in Shenyang City University, develop the model of parenting style, activity involvement and self-concept factors influence on the student leadership in Shenyang City University and decompose the effect of parenting style, activity involvement and self-concept on student leadership.

Research Objectives

1. To study the component of the student leadership and the Factors influence on student leadership in Shenyang City University.
2. To develop the model of parenting style, activity involvement and self-concept factors influence on the student leadership in Shenyang City University.
3. To decompose the effect of parenting style, activity involvement and self-concept on student leadership in Shenyang City University.

Research Hypothesis

The model of parenting style factors and activity involvement factors influence on the student leadership in Shenyang City University fit with empirical data.

- H1. Parenting style factor has positive direct effect on student leadership.
- H2. Activity involvement factor has positive direct effect on student leadership.
- H3. Self-concept factor has positive direct effect on student leadership.
- H4. Parenting style factor has positive direct effect on self-concept
- H5. Activity involvement factor has positive direct effect on self-concept
- H6. Parenting style factor has positive indirect effect on student leadership and the self-concept factor is mediator.
- H7. Activity involvement factor has positive indirect effect on student leadership and the self-concept factor is mediator.

Research Methodology

1. Research design

The research design to 3 parts according to the research objectives.

Part 1: To study the component of the student leadership and the Factors influence on student leadership in Shenyang City University. In this part, the researcher study on the literature review of the student leadership theory and research, for find out the student leadership component and study on the factors influence on the student leadership namely: parenting style factor, activity involvement factor and self-concept factor. By content analysis.

Part 2: To develop the model of parenting style, activity involvement and self-concept factors influence on the student leadership in Shenyang City University. In this part, the researcher study base on the part 1 which used the component of the student leadership, and the factors influence to the student leadership to determine the model of the factors influence on the student leadership and building the instrument for collecting data.

Part 3: To decompose the effect of parenting style, activity involvement and self-concept on student leadership. In this part, based on the research in the first part and the second part, the researcher studies the factors affecting student leadership analyzed by structural equation model.

2) Population and Sample

The population of this study were the undergraduate students of school of Architecture and Engineering in Shenyang City University. (except the first-year students because they don't have involvement activity yet), the total number of 1,120. Students, the samples were 453 students calculate by G*Power program at power of test .80 and using stratified random sampling method. Follows as,

Table 1 Population and sample

Student Undergraduate	population	Sample
Second year	347	140
Third year	383	155
Fourth year	390	158
Total	1120	453

3) Research instrument

The instrument used in this study was a 5-rating scale, according to the research objective, this paper mainly studied the composition of student leadership and its influencing factors in Shenyang City University. the questionnaire was mainly composed of 5 parts.

3.1) Basic information of students mainly consisted of 2 item, gender and grade.

3.2) Student leadership questionnaire consisted of 22 questions. Among them divided to 4 areas as follows; 4 items of charisma, 5 items of forward-Looking, 4 items of influence, 5 items of control, and 4 items of decision-making.

3.3) Parenting style questionnaire consisted of 21 questions. Among them divided to 3 areas as follows; 8 items of accept/participate, 6 items of psychological autonomy, and 7 items of severe/supervision.

3.4) Activity involvement questionnaire consisted of 20 questions. Among them divided to 3 areas as follows; 7 items of involvement in campus activities, 7 items of Involvement in social activities, and 6 items of Involvement in sports activities.

3.5) Self-concept questionnaire consisted of 28 questions. Among them divided to 3 areas as follows: physical, academic, social, and general each dimension contained 7 items.

. On the part 2- 5 of questionnaire using 5 rating scale questionnaires, as follow;

A score of 1 refers to totally inconsistent.

A score of 2 refers to majority inconsistent.

A score of 3 refers to half in consistent.

A score of 4 refers to majority consistent.

A score of 5 refers to totally consistent

The mean score of questionnaires have criterion as follows

1.00 - 1.50 refers to totally inconsistent.

1.51 – 2.50 refers to majority inconsistent.

2.51 – 3.50 refers to half in consistent.

3.51 – 4.50 refers to majority consistent.

4A51 - 5.00 refers to totally consistent

4) Instrument Quality

For the content validity of the questionnaire, the researcher will be sent the questionnaire to experts for the Index of Item-total objective congruence (IOC), All of items with IOC value between 0.6-1.0.

$$IOC = \frac{\sum x}{n}$$

Where x refers to the expert's scores.

N refer to the number of experts.

For the reliability with Cronbach's alpha coefficient. All part of questionnaires had Cronbach's alpha coefficient were between 0.98-0.99.

Measurement model reliability

The calculation of reliability will be used the composite reliability (CR). There were composite reliability values were acceptable, the value must be higher than 0.70

The formula of composite reliability is:

$$CR = \frac{(\sum \lambda)^2}{(\sum \lambda)^2 + \sum \theta}$$

Where CR Refer to composite reliability
 λ Refer to factor loading in standardized
 θ Refer to measurement errors in standardized

Convergent validity refers to how closely the new scale is related to other variables and other measures of the same construct. The criteria for convergent validity which require the Average Variance Extracted (AVE) greater than 0.5. as follow;

$$AVE = \frac{\sum \lambda_i^2}{\sum \lambda_i^2 + \sum var(\varepsilon_i)}$$

Where AVE Refer to Average Variance Extracted.
 λ Refer to factor loading in standardized
 ε Refer to measurement errors in standardized

Discriminant validity refers to the extent to which a test is not related to other tests that measure different constructs. In this study the researcher investigated the model by using Fornell & Lacker (1981 : 39-50) criterion. With the criterion was the square root of the mean extraction variation of the dimension is greater than the correlation coefficient between the dimension and other dimensions

5) Hypothesis testing

Statistics test for each hypothesis will be Estimate/SE both hypothesis of direct effects and indirect effects by AMOS

Research Conceptual Framework

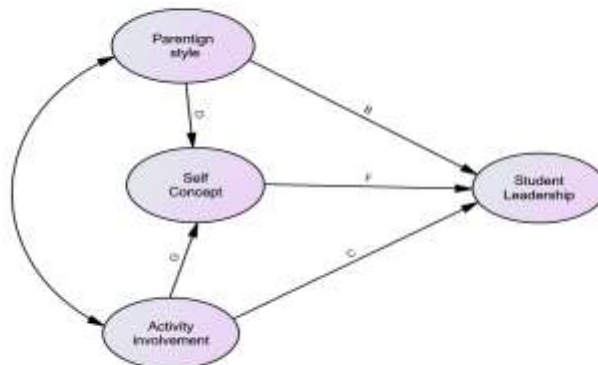


Figure 1 Conceptual framework

Research Finding

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

1. The data from questionnaires descriptive analyzed as follows;

Table 2 Descriptive data for observed variables

	Mean	S.D.	%CV	Skewness		Kurtosis		Shapiro-Wilk	
				Skewness	SE	Kurtosis	SE	W	p
Student leadership 1	4.07	0.989	24.26	-1.235	0.118	1.374	0.235	0.843	<.001
Student leadership 2	4.05	1.009	24.89	-1.196	0.118	1.25	0.235	0.838	<.001
Student leadership 3	4.00	0.985	24.61	-0.903	0.118	0.531	0.235	0.865	<.001
Student leadership 4	4.11	0.909	22.12	-1.305	0.118	1.89	0.235	0.844	<.001
Student leadership 5	4.08	0.949	23.29	-1.154	0.118	1.443	0.235	0.845	<.001
Parenting style 1	4.14	0.846	20.42	-1.256	0.118	1.782	0.235	0.871	<.001
Parenting style 2	3.21	1.292	40.27	-0.146	0.118	-1.222	0.235	0.932	<.001
Parenting style 3	3.60	0.71	19.7	-0.371	0.118	0.914	0.235	0.975	<.001
Activity involvement 1	3.79	0.917	24.17	-0.615	0.118	0.362	0.235	0.93	<.001
Activity involvement 2	3.88	0.937	24.15	-0.729	0.118	0.471	0.235	0.906	<.001
Activity involvement 3	3.74	1.051	28.11	-0.562	0.118	-0.275	0.235	0.914	<.001
Self-concept 1	3.92	0.830	21.14	-0.771	0.115	0.811	0.229	0.928	<.001
Self-concept 2	3.96	0.862	21.77	-0.79	0.115	0.85	0.229	0.907	<.001
Self-concept 3	3.80	0.973	25.65	-0.615	0.115	0.017	0.229	0.92	<.001
Self-concept 4	4.06	0.848	20.92	-1.067	0.115	1.55	0.229	0.882	<.001

From Table 2, it was summarized that the means of all indicators were at high level. All observed variables had moderate dispersion and can be used for indicators. Both skewness and kurtosis showed that all variables 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, the correlation on the factors as the table 3

Table 3 Correlation analysis of student leadership and factors

Latent variables	Student leadership	Parenting style	Activity involvement	Self-concept
Student leadership	1			
Parenting style	.652**	1		
Activity involvement	.613**	.675**	1	
Self-concept	.639**	.669**	.822**	1

** P<0.01 level

From Table 3, it was summarized that the correlation values of parenting style, activity involvement, self-concept and student leadership there were correlation at 0.652, 0.613 and 0.639, and showing 0.01 level of significance. As a result, there were significant relationship between parenting style, activity involvement, self-concept, and student leadership.

3. Measurement model analysis

1) Model Re-specification The researcher used the ability of AMOS software and modification indices to modify the measurement model. The respecified model on the standardized estimates; Figure 2

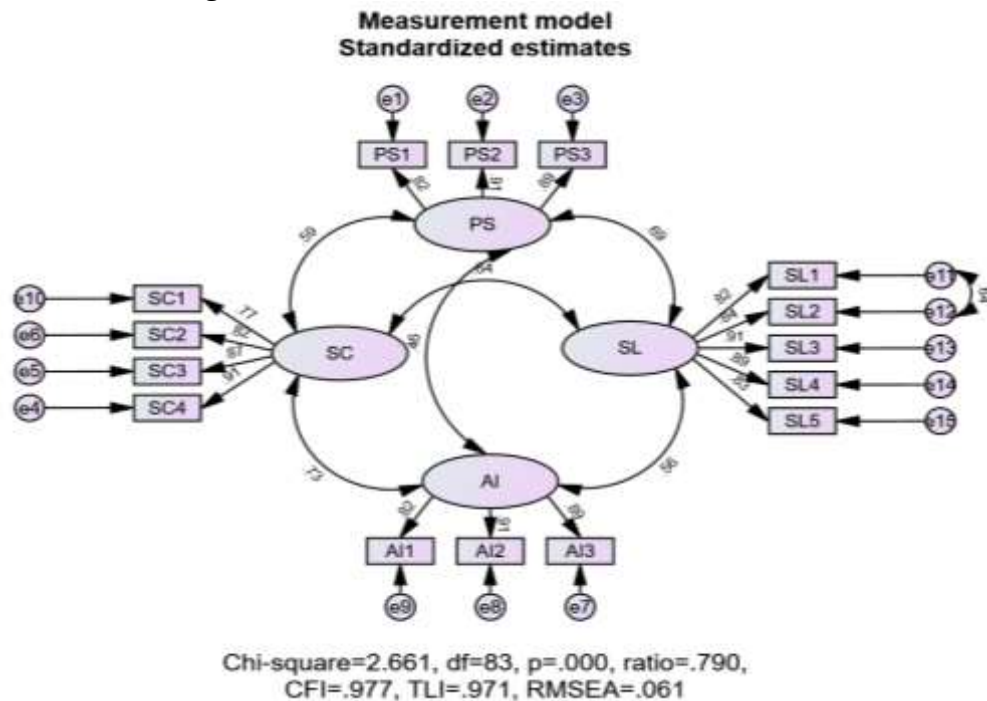


Figure 2 Respecified Measurement Model

Table 4 Respecified Measurement Model: model fit testing

Measure	Estimate	Threshold	Interpretation
CMIN	220.897	--	--
DF	83.000	--	--
CMIN/DF	2.661	1-3 Excellent, 3-5 Acceptable	Excellent
CFI	0.977	>0.95 Excellent, >0.9 Acceptable	Excellent
TLI	0.971	>0.95 Excellent, >0.9 Acceptable	Excellent
SRMR	0.037	<0.05 Excellent, <0.08 Acceptable	Excellent
RMSEA	0.061	<0.05 Excellent, <0.08 Acceptable	Acceptable
P-value	0.000	>0.05	Not Estimated

From Figure 1 and Table 4, 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 83.00, The relative chi-square (CMIN/DF) was 2.661 which less than 3. The comparative fit index (CFI) was 0.977 which more than 0.95, the Tucker-Lewis index (TLI) was 0.971 which was more than 0.95. The Standardized Root Mean Square Residual (SRMR) which 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, it was acceptable. As a result, it showed that all indicators were acceptable to be used in measurement model.

2) Quality of measurement model

Table5 Composite reliability (CR), average variance extracted (AVE), and correlation matrix.

Factors	CR	AVE	Student leadership	Parenting style	Activity involvement	Self-concept
Student leadership	0.934	0.739	0.859			
Parenting style	0.904	0.758	0.687	0.870		
Activity involvement	0.907	0.765	0.562	0.457	0.874	
Self-concept	0.906	0.707	0.643	0.593	0.732	0.840

From Table 6, it was summarized that the composite reliability (CR) of 4 factors ranged from 0.904 to 0.934 which were over 0.7. As a result, it pointed that all factors had acceptable reliability. The average variance extracted (AVE) of 4 factors ranged from 0.707 to 0.765 which were over 0.5. As a result, it pointed out all factors had convergent validity, and the measure model had quality in term of contents validity. The number on the diagonal represents the square root of AVE. In this study the Fornell-Lacker (1981 : 39-50) 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

1) Model evaluation

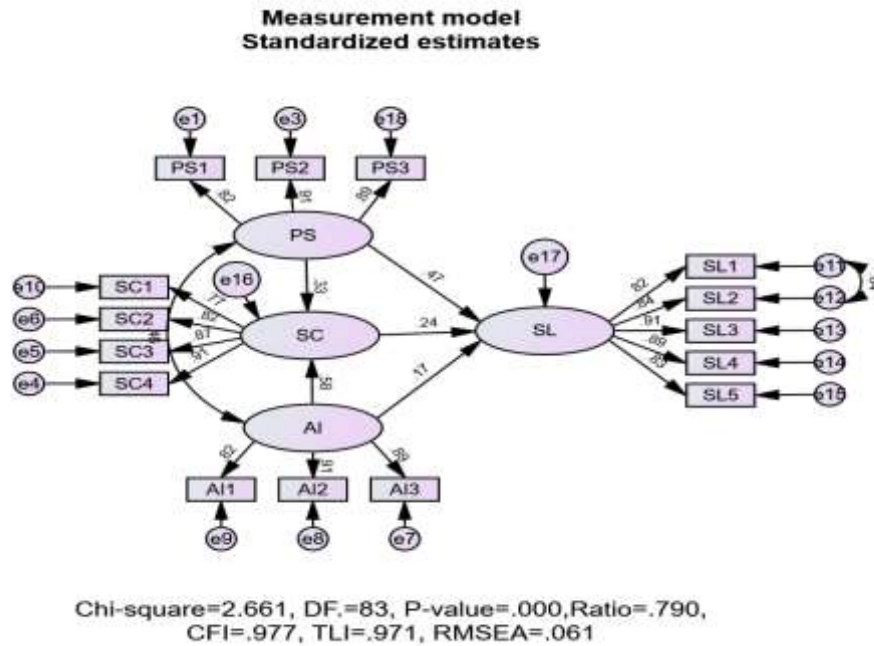


Figure 3 Structural equation model in standardized and statistics for model evaluation.

From Figure 3, 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).

Table 6 Structural equation model fit evaluation

Measure	Estimate	Threshold	Interpretation
CMIN	220.897	--	--
DF	83	--	--
CMIN/DF	2.661	1-3 Excellent, 3-5 Acceptable	Excellent
CFI	0.977	>0.95 Excellent, >0.9 Acceptable	Excellent
TLI	0.971	>0.95 Excellent, >0.9 Acceptable	Excellent
SRMR	0.037	<0.05 Excellent, <0.08 Acceptable	Excellent
RMSEA	0.061	<0.05 Excellent, <0.08 Acceptable	Acceptable
P-value	0.000	>0.05	Not Estimated

From Table 6, 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 less than 3. The comparative fit index (CFI) was 0.977 which more than 0.95, the Tucker-Lewis index (TLI) was 0.971 which was more than 0.95. The Standardized Root Mean Square Residual (SRMR) which 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, it was acceptable. As a result, the indicators were showed the structural equation model fit the empirical data at an excellent level detail.

2) Hypothesis testing

(1) Testing for direct effects hypothesis

Table 7 Hypothesis testing of direct effects.

Relationship	Unstan dardize d	Stand ardize d	S.E.	C.R.	P	Hypothesis
Student leadership <-- Parenting style	0.52	0.465	0.05 7	9.119	** *	H1
Student leadership <-- Activity involvement	0.167	0.172	0.05 6	2.986	**	H2
Student leadership <-- Self-concept	0.275	0.241	0.07 4	3.704	** *	H3
Self-concept <-- Parenting style	0.32	0.327	0.04 1	7.723	** *	H4
Self-concept <-- Activity involvement	0.495	0.583	0.03 7	13.29 9	** *	H5

** P<0.01 level. *** P<0.001 level.

Discussion

Hypothesis testing for H1: Parenting style factor has 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 ($p=0.00$), and H4: Parenting style factor has 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 been positive direct effect self-concept which pointed out that the hypothesis was right, and concluded that there was been positive direct effect student leadership, so the students could be learn and absorb behavior from the parents according social learning theory of Bandura (1989 : 21)

Hypothesis testing for H2: Activity involvement factor has 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 ($p<0.01$), and H5: Activity involvement factor has 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 been positive direct effect self-concept, which pointed out that the hypothesis was right, and concluded that there was been positive direct effect student leadership, So the students could be change behavior when they learning on activity involvement according results of the studied of Eccles, et, al (1999 : 21).

Hypothesis testing for H3: Self-concept factor has positive direct effect on student leadership. 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 been positive direct effect student leadership, which the students could be change behavior when they learning on activity involvement according results of the studied of Harter (1986 : 214).

(2) Testing for indirect effects hypothesis

Table 8 Hypothesis testing of indirect effects.

Relationships	Estimate	Lower	Upper	P	Hypothesis
Student leadership <-- Self-concept <-- Parenting style	0.088	0.028	0.171	*	H6
Student leadership <-- Self-concept <-- Activity involvement	0.136	0.043	0.242	*	H7

** P<0.01 level.

Table 9 Decomposition of effects on student leadership

Parameter	Direct effect	Indirect effect	Total effect
parenting style factors	0.520 (85.53%)	0.360 (14.47%)	0.666
activity involvement factors	0.167 (55.12%)	0.136 (44.88%)	0.303

Hypothesis testing for H6: Parenting style factor has positive indirect effect on student leadership and the self-concept factor is mediator. From Table 8-9, it was summarized that the estimated effect was 0.088, and had statistically significant ($p<.01$). From Table 10, it was summarized that the decomposing effects of parenting style on student leadership of direct effect and indirect effect of 0.52 and 0.088 respectively, and the total effect with 0.608. And direct effect and indirect effect accounted for 85.53% and 14.47% of the total effect. And had statistically significant ($p<.01$), 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.

Hypothesis testing for H7: Activity involvement factor has positive indirect effect on student leadership and the self-concept factor is mediator. From Table 8-9, it was summarized that the estimated effect was 0.136, and had statistically significant ($p<.01$). From Table 4.21, it was summarized that the decomposing effects of activity involvement on student leadership

of direct effect and indirect effect of 0.167 and 0.136 respectively, and the total effect with 0.303. And direct effect and indirect effect accounted for 55.12% and 44.88% of the total effect. And had statistically significant ($p < .05$), which indicated that there was relationship between activity involvement and student leadership and there had partial indirect effect of activity involvement on student leadership via self-concept.

Conclusion

The research finding was (1) the components of the student leadership were charisma, forward-looking, influence, control, and decision-making. And the factors affecting student leadership in Shenyang City University were parenting style, activity involvement and self-concept, (2) after modified the measurement model the model fit well to the empirical data. and (3) The parenting style, Activity involvement and Self-concept there were positive direct effects on student leadership, the parenting style and activity involvement there had partial positive indirect effect on student leadership via self-concept or mediator.

Recommendations

1) Students' leadership into the classroom not only needs the change of educational consciousness, but also needs professional teachers, and needs a sound system guarantee.

2) 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 the cultivation of their values, personality, and communication skills for their leadership.

3) School 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) Students themselves should have the awareness of improving their own leadership. Students should actively cooperate with the school leadership quality education. While studying the basic courses of this major, should also strengthen the study of the major courses of leadership. To take an active part in activities, to increase their interpersonal skills and their ability.

5) There are some limitations and deficiencies, which are reflected in the compilation and development of the questionnaire in this study. There is no existing Chinese scale to apply, and the questionnaire is self-compiled according to the literature extraction. So should be study on multi-group and comparative on model.

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