THE DEVELOPMENT OF A TRAINING PROGRAM TO IMPROVE STUDENTS' SOCIAL LEADERSHIP CAPACITY IN NORMAL UNIVERSITIES OF YUNNAN PROVINCE, CHINA

Xiaoyao Yue[1]
Yan Ye[2]

Abstract: The purpose of this study was to develop a leadership training program for students in normal universities in Yunnan province of China. The training program was developed to enhance student social leadership capacity. The quantitative and qualitative methods were used for the study. Three hundred seventy-three students participated in the study. Statistical analysis was carried out to obtain the Mean and Standard Deviation. Multiple regression analysis was utilized to find significant variables. The qualitative method was used to develop a training program. The overall level of student social leadership capacity in normal universities in Yunnan province was 3.71 (at a high level), which still had room to promote. The training program was developed based on social leadership capacity and effective leadership activities. The training program contained four significant items from the data analysis results, including Community Service Projects (ß=.497, P=.000); Student Organization Membership (ß=.134, P=.005); Discussion about Leadership and Social issues (ß=.130, P=.019); Mentoring (ß=.118, P=.021). This training program was applied to 76 students in Yuxi normal university. The results of t-test showed: t (69) = -2.37, p = .02 < .05 level of significance. This supports a significant difference between the before and after attending the training program.

Introduction
Student leadership has stimulated the attention of educational institutions since the 1990s. Higher education institutions have responsibilities to prepare

[1] Teacher, Higher Education Research Institute, Yunnan University, China.
  sandyyuexiaoyao@gmail.com
[2] Assistant Professor, Graduate School of Education, Stamford International University, Thailand. yan.ye@stamford.edu

students to succeed in their careers. Moreover, higher education institutions hold responsibilities for developing quality graduates with leadership capacity for society. Much research shows leadership is being to every stakeholder, not only the leader. Leadership is a process instead of a position. Leadership can be learned and trained (Komives, Lucas & McMahon, 2007; Velsor, Cynthia, McCauley & Ruderman, 2010). Thompson (2006) and Posner (2004) all agreed that leadership development is vital in higher education. The social leadership capacity development for students as one of the aims is often recorded in the university mission (Eich, 2008; Zimmerman-Oster & Burkhardt, 1999; Dugan, 2006). Student leadership development in higher education institutions is a new theme in china (Xiujuan, 2017).

Yunnan province has five Normal Universities: Yunnan Normal University, Yuxi Normal University, Chuxiong Normal University, Qujing Normal University, and Dianxi Technology Normal University. Through preliminary study of Yunnan Normal Universities, the author found they have done many student leadership development activities. They all have student organizations in university, such as interest groups, sports teams, student unions, and other kinds of organization membership activities. These university students join community service projects at a different level. They participate in student organizations, pick up litter in public places, and donate no-need clothing, books, and other leadership development activities. While there are not many about leadership mentoring activities in these Normal Universities in Yunnan province, such as inviting teachers, student peers, or outside experts to train student leadership. Normal universities often provide formal leadership positions for students on campus, such as leadership positions in student clubs, groups or sports, class leaders, and other positions. As for discussions about leadership and social issues for students, it depends on the universities, some have, and some need to address. They also have some student government activities in universities. All interviewers think leadership development activities for students are worked and essential and have to be improved. Indeed, the author chooses these five Normal Universities as samples to investigate student leadership development.

In order to know more details of student social leadership capacities in Yunnan Normal universities, this study would identify the effective leadership development activities and the effects of demographics and personality traits for university students. Then the researcher would access the current level of students' social leadership capacities, the current development activities, and the demographic and personality traits of students in Yunnan Normal universities. This research would provide an effective training program for

Normal university students in Yunnan, including development activities and social leadership capacities.

Literature Review

Overall Student Leadership Development Activities

There are various student leadership development activities in higher education institutions. Allen and Hartman (2009) developed 27 activities based on Conger's four approaches: personal growth, conceptual understanding, feedback, and skill-building. Posner (2009) delved students participate in co-curricular leadership activities such as student organization membership, student government, community service projects, mentoring, etc. These activities develop students learning new skills. Mentors can predict college leadership outcomes and results (Campbell, Smith, Dugan, & Komives, 2012). According to Buckner (1995), peer-mentoring was prominent, and student leaders can be mentors in a leadership program. As for activity duration, only one or two educators argue students do shortly practice. Namely, as Engbers (2006) noted, to promote student leadership capacity, student leadership training, student leadership education, and student leadership development are major leadership activities types. It is a general thought that leadership programs can help students train leadership skills.

Social Change Model of Leadership Development Theory

Since higher education institutions need to prepare future leaders, this researcher has to use an instrument to collect data providing a conceptual understanding of leadership for stakeholders. The social change model as the emergent leadership product is helpful in this situation. Theoretical grounding should be joined with the mission statement of colleges that socially responsible leadership is one of the main student outcomes. This model is designed for college students to develop their socially responsible leadership for the common good (Dugan, Komives & Segar, 2009) and is the most popular student leadership theoretical framework (Dugan, 2006; Dugan & Komives, 2007; Dugan, Bohle, Woelker & Cooney, 2014). It is also reported as the key to enabling student individual self-aware knowledge and capabilities in collaborative works. Higher education institutions have the task of developing student leadership and preparing socially responsible citizens (Dugan, Komives & Segar, 2009). The social change model is the key theory of this research. A social change model for leadership contains individual perspective, group perspective, and community perspective (Baccei, 2015; Dugan, 2006, 2008; Dugan & Komives, 2007; Dugan et al. 2014; Rubin, 2000; Campbell, 2012). These three perspectives interact with leadership in social change. According to this model, leadership is not a position but a process (Kezar, Avilez, Drivalas & Wheaton, 2017). This study questionnaire includes

the Consciousness of Self, Congruence, Commitment, Collaboration, Controversy with civility, Citizenship; these six values from the social change leadership model for student leadership capacities.

Table1. *Definition of Student Social Leadership Capacity Student Leadership Models in Higher Education*

No.	Components	Definition of Terms
1	Consciousness of self	Self-aware of the beliefs, attitudes, values, emotions to motivate a person to take action.
2	Congruence	Thoughts, feelings, and performances are consistent. Action is the same as your beliefs and values. Be Genuine, authentic, and honest to others.
3	Commitment	Psychic energy drives one to contribute to the collective efforts; one can show passion, intensity, and duration in leadership development.
4	Collaboration	To work with others in a common effort, shared commitments, authority, and accountability. Individuals serve talents and generate creative solutions and actions for group goals.
5	Citizenship	An individual or a group becomes responsible connected with the community and society through some activities. Recognize people in communities are dependent but interdependent. Recognize individuals and groups are responsible for others.
6	Controversy with civility	Recognizing the conflict cannot be avoided in social interactions, but can be dealt with by listening to others in different opinions.

Five Practices of Exemplary Leadership (Kouzes & Posner, 2003, 2006, 2010, 2013) include modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. *Model the Way*-you have to be a model of behaving what you expect from others. You have to be clear about your golden roles firstly. Before you can give voice, you must understand yourself and values. Doing by yourself to set a model and "walking the talk" is the most useful way to verify something is significant. *Inspire a*

Shared Vision-personal- Leaders must summarize past and envision the future outcome, likes draw a blueprint or build a model when starting a project. However, you do not force a mission, but you must inspire it. Leaders must help others form a common vision by advocating shared values and personal-best experience. *Challenge the Process*-The challenge might involve an innovative new event, dealing with problems in different ways, reviewing a service their teams compose, assembling an effective activity to get students to attend an environmental program, setting up a new brand student group, attaining an innovative transformation of a university policy. The best leaders are usually the best learners. Leaders often learn from their mistakes and failures in real life. *Enable Others to Act*-Leaders stimulate collaboration by establishing trust and fostering relationships. You must involve all those who have to do the project and, to some degree, engage all who must live with the outcomes. Leaders encourage that people don't try their best or insist on for a long time when they feel weak, unhelpful, or alone. When you inspire others by enhancing their resolution and increasing capacities, they like to give it their all and prior expectations. *Encourage the Heart*-Leaders to show appreciation for personal contribution. Appreciation could be provided individually or in a group. It could be body language or simple behaviors. You are required to show appreciation for everyone's excellence and make a culture to celebrate the values and rewards. Encouragement is crucial and meaningful because it unites the group's successes to celebrate.

Leadership identity development (LID) is a model to understand how every college student develops their social identity. An important factor of leadership identity development is to set oneself (Komives et al., 2005; Komives, Longerbeam, et al., 2009; Komives, Longerbeam, Owen, Mainella, & Osteen, 2006; Komives, Lucas & McMahon, 2007). By engaging leadership like a group procedure, the students could be cooperative, relative leaders dependently. Students can join groups to make friends and contribute to groups. When interacting and communicating with peers, students could develop themselves in groups.

Leadership usually depends on context but is based on people's relationships. Building trust relationships among people to achieve the shared goal is a modern leadership approach. According to Komives, Owen, Longerbeam, Mainella, and Osteen (2005), these relationship characteristics included collaboration, ethical and moral, credibility, authenticity. This leadership can be called relational leadership. As leadership is a kind of relationship, people should build own philosophy is essential. The relational leadership model contains five basic factors. It is a purposeful leadership approach that constructs outcomes toward excellent objectives that include people and

different points of view, inclusive empowers, ethical, and identifies that all four of these components are achieved by being process-oriented (Komives, Lucas & McMahon, 2007). This model mentions leadership is a moral and relational procedure of people collaboration for a positive transformation. Since the organization is a community, leaders and team members are not constant, showing a shared leadership (Komives & Dugan, 2010).

Leadership Development Activities for Students in High Education Institutions
The researcher used the identified keywords to search documents such as "student leadership," "student leadership development," "student leadership activities" 56 Books and articles were finally selected as samples for student social leadership activities. Table 2 shows the effective development activities for university student leadership, including student organization membership, community service, mentoring, formal leadership position in college, discussion leadership and social issues, and student government.

Table 2. *Results of literature review for activities for student leadership in universities*

Categories	Sum	Percentage
Student organization membership	27	28.13%
Community service projects	24	25.00%
Mentoring	16	16.67%
Formal leadership position in college	11	11.46%
Discussions about leadership and social issues	10	10.41%
Student government	8	8.33%
Total	96	100%

Research Objectives
1. To assess the current level of students' social leadership capacity in Normal Universities in Yunnan province.
2. To determine the degree to which the development activities impact social leadership capacity in Normal universities in Yunnan province.
3. To propose a training program for improving students' social leadership capacity in Normal universities in Yunnan province.

Research Methodology
This study used questionnaires, structured interviews, and advanced statistics as the research instruments. The author adopted quantitative and qualitative methods to achieve the research objectives.

Research Instrument
As for objectives one and two, the questionnaire had been used to achieve them. The instrument included two parts; the first part was social leadership capacities (the researcher got the permission of Dr. Craig Slack, who is the owner of this scale). The second part was leadership activities that came from the literature review. The overall results of the pilot study revealed an excellent rating with an alpha coefficient of .89. The questionnaire and interview had been used to determine the current development activities.

Population and Sample
This study selected the junior students in English teaching major who had the experience of internship and leadership activities in five Normal universities of Yunnan province. The total sample of this survey was 391 third-year Normal University students. Three hundred seventy-three questionnaires had been collected and valid.

Data Analysis
The data analysis methods in objective one included frequency, percentage, mean and standard deviation using the current social leadership capacities of students of Yunnan Normal Universities. Multiple Regression Analysis could be used to determine the degree that the development activities were impacting the social leadership capacities of students in Yunnan Normal universities of China.

Results and Discussion
For objective one
In Table 3, students reported high scores on the value of *Commitment* (m = 4.02) and low scores on the value of *Consciousness of self* (m = 3.52). An omnibus measure of socially responsible leadership (*Omnibus SRLS*) that accounts for all six values of the SCM revealed a mean score of 3.71 (SD = .35). These general descriptive statistics painted an interesting picture of students' current state of leadership development in Yunnan Normal universities. Participants reported neutrality approaching agreement (i.e., hovered around a score of four which is the equivalent of agreement) across the majority of the SCM values. This seemed to suggest that there was significant room to work with students to develop critical leadership competencies. It was consistent with the assertion of Dugan and Susan (2008) that institutions had a responsibility to position leadership development as a central component of student learning. Collectively, participants scored highest across individual values instead of group or societal values, with the highest score on the individual value of Commitment (M = 4.24) and lowest on Consciousness of self (M = 4.02). They were also low on the group value

of Controversy with Civility (M = 3.52). These findings were consistent with previous literature, suggesting that students' self-perception of their internal attributions of commitment would be higher than the external. And complex behaviors of dealing comfortably with differences with others (e.g., Controversy with Civility) and engaging in or being responsible for the welfare of communities (e.g., Citizenship) (Dugan & Susan, 2008).

Table 3: *Mean Score and Standard Deviation of Six Social Leadership Capabilities of Students (n=373)*

Values	Mean	SD	Interpretation
Controversy with Civility	3.56	.32	High
Consciousness of self	3.52	.39	High
Congruence	3.74	.44	High
Collaboration	3.83	.44	High
Citizenship	3.75	.44	High
Commitment	4.02	.48	High
Total	3.71	.35	High

For objective two
In the first part of Multiple Regression, the researcher aimed to test to what degree the development activities contributed to the students' social leadership capacities in universities. Table 3 below indicates the results of the data analysis. The R-value was .692, which stated the correlation between student social leadership capabilities and development activities was 0.692. The R Square was .479; there were able to predict 47.9% of the variance of this model, which meant the percentage that development activities indicated students' social leadership capacities was 47.9%.

According to the data analysis result, development activities significantly impacted the students' social leadership capacities. As the P-value was less than .05, the degree that development activities significant to the students' social leadership capacities of teachers from high to low were shown in the Coefficients(a) table. The significant development activities were Community Service Projects (ß=.497, P=.000); Student Organization Membership (ß=.134, P=.005); Discussion about Leadership and Social issues (ß=.130, P=.019); Mentoring (ß=.118, P=.021). However, two activities are not significant; they are Formal Leadership Positions in College and Student Government. Kezar, Avilez, Drivalas, and Wheaton (2017) compared students' leadership abilities with new and traditional leadership development methods. When cultivating students' leadership skills, researchers had found that being a member of a student organization or participating in community service activities is more effective than holding a

formal position. In other words, taking leadership positions was not a necessary collective form of leadership development, which was more in line with our leadership's social change model (SCM) skills.

The interview questions were based on effective leadership activities. For example, "Have any student organizations in your university, such as interest groups, sports teams, student's union? What kinds of student organizations in your university?". The research synergized findings were from interviewees. Universities had student organizations, such as the league committees, the student unions, the student social associations, the youth volunteer associations, the student unions of various secondary colleges, various associations, and some sports teams.

Table 4: *Multiple Regression Results of the Survey Data Related to the Development Activities Impact on Students' Social Leadership Capacities (n=373)*

Model	R	R Square	Adjusted R Square
1	.692	.479	.470

a. Predictors: (Constant), Formal Leadership Position in College, Student Organization Membership, Mentoring, Student Government, Community Service Projects, Discussion about Leadership and Social issues

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	21.424	6	3.571	55.863	.000
Residual	23.330	365	.064		
Total	44.754	371			

a. Dependent Variable: Student Social Leadership Capabilities
b. Predictors: (Constant), Development Activities

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.064	.093		22.305	.000*
Community Service Projects	.296	.031	.497	9.424	.000*
Student Organization Membership	.063	.022	.134	2.822	.005*

Discussion about Leadership and Social issues	.058	.025	.130	2.355	.019*
Mentoring	.056	.024	.118	2.321	.021*
Student Government	-.012	.023	-.029	-.539	.590
Formal Leadership Position in College	-.020	.021	-.046	-.975	.330

a. Dependent Variable: Student Social Leadership Capabilities

For objective three
This objective aimed to propose a training program for developing students' social leadership capacity in Yunnan Normal Universities of China. The training program was developed according to the data obtained from the study Yunnan Normal Universities of China. It aimed to help the students in this area improve their social leadership capabilities. The findings of objective three were derived from objective one to objective two, including several procedures.

The left part represented the development activities, and the right part was student social leadership capacity. The elements in the left part were the significant elements that contributed to the development of student social leadership capabilities in Yunnan Normal Universities of China. The training program contained two parts of elements, the first being development activities, and the second was the student social leadership capabilities. Development activities included community service projects, student organization membership, discussion about leadership and social issues, and mentoring. Student social leadership capacities contain consciousness, congruence, commitment, collaboration, controversy with civility, and citizenship.

The community service projects recommend students should contribute to society and the community. For example, students pick up litter in public places, donate no-need clothing and book, volunteer in some service projects, and try to make happiness for others. Students organization membership suggests students have to engage at least a student organization and encourage them to be members of the student union. As for the discussion about leadership and social issues, this activity advised students to talk about social issues, act on community or social issues, define an issue or challenge and identify possible solutions. Mentoring was also a salient development activity; it required the university attempted to provide a leadership program for students. And students could develop their leadership skills by consulting outside help.
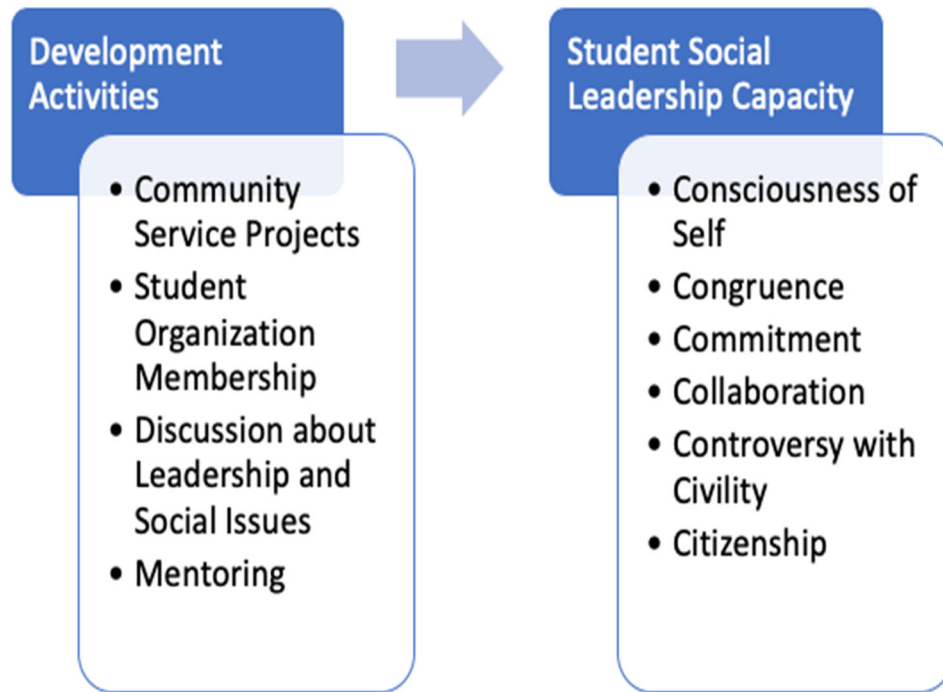
Figure 1: *A Training Program for Developing Students' Social Leadership Capacity in Yunnan Normal Universities of China*

Conclusion
This research aimed to propose a training program for developing students' social leadership capacity in Yunnan Normal Universities of China. The training program was developed based on qualitative and quantitative data. Although the social leadership capacities of the students in this study were not bad, there was still room for improvement. Especially in Consciousness of self, it should help students understand and recognize themselves correctly. Universities could carry out certain extracurricular activities and leadership training programs to guarantee students develop their social leadership skills further. An effective training program can include community service projects, student organization membership, discussion about leadership and social issues, and mentoring.

Recommendations for Future Research
Recommendations for University
Universities have more or less development leadership activities for students, but most of them lack systematic and complete training programs. Especially, they do not often have mentoring, discussions about social issues, and

384

leadership activities. In the universities, student organization membership is not accessed by most of the students. Universities have combined social leadership theories with development activities, not only the activities. Even if they have done some development activities, they lack effective tests. This study recommends universities could use the instrument, which includes social leadership capacity and development activities, as the evaluation tool.

Recommendations to Teachers
A leadership training program can be defined as "a collection of activities or experiences deliberately designed to develop or enhance college students' leadership skills, knowledge, and abilities. This training program is based on effective leadership development activities, which could improve students' social leadership capacity. This training program could improve students' social leadership capacity. When teachers use this training program, they should know the content knowledge includes what leadership is, several classical leadership styles, modern perspectives on leadership and social leadership, and social leadership capacity for college students. Teachers should arrange a time for the activities, including mentoring, discussion about leadership and social issues, community service projects, and student organization membership.

Recommendations to Students
When discussing leadership and social issues, students should actively participate, cooperate with group members, listen to the opinions of others, and brainstorm. In attending student organizations, students can consider the theoretical knowledge they have learned, actively complete tasks, and combine theory with practice. In community service projects, students should experience how to exert social leadership while doing service. Various activities are intertwined with time, first learn theories and then do activities, and learn theories while doing activities to improve one's social leadership truly.

Recommendations for Future Research
Yunnan is one of the provinces in the southwest area of China; researchers could study other regions, such as the east. The development activities impact leadership capacity at 47.9%, there are still other influencing factors that should be found in the future. This study training time might be short; one academic year or even four college years will be better. The training implementation had some flaws, such as some students being quiet, some students are not engaged. There are some suggestions for it: 1. Future researchers could spend some time getting along with students before the

training. 2. Researcher should give awards in mentoring part. 3. The researcher could make specific rules in every activity that ask students to follow.

Acknowledgments

REFERENCES

Allen, S., & Hartman, N. S., (2009). Sources of learning in student leadership development programming. Journal of leadership studies. 3(3). DOI:10.1002/jls.20119.

Baccei, M. A. (2015). Understanding college student leadership development: a longitudinal examination of the impact of campus-based leadership trainings (doctoral dissertation). Retrieved from https://ir.uiowa.edu/etd/1538.

Buckner, J. K., & Wouldiams, M. L. (1995). Applying the competing values model of leadership: reconceptualizing a university student leadership development program. The Journal of Leadership Studies. Vol. 2. (4).

Campbell, C. M., Smith, M., Dugan, J. P., & Komives S. R. (2012). Mentors and College Student Leadership Outcomes: The Importance of Position and Process. The Review of Higher Education,35(4), pp. 595–625.

Dugan, J. (2006a). Explorations Using the Social Change Model: Leadership Development among College Men and Women. Journal of College Student Development, 47 (2).

Dugan, J. P. (2006b). Involvement and leadership: A descriptive analysis of socially responsible leadership. Journal of College Student Development, 47.335–343.

Dugan, J. P., & Komives, S. R. (2007). Developing leadership capacity in college students: Findings from a national study. A Report from the Multi-Institutional Study of Leadership. College Park, MD: National Clearinghouse for Leadership Programs.

Dugan, J. P., Komives, S. R., & Segar, T. C. (2009). College student capacity for socially responsible leadership: Understanding norms and influences of race, gender, and sexual orientation. NASPA Journal. Vol.45. PP. 475–50.

Dugan, J. P. (2008). Exploring Relationships Between Fraternity and Sorority Membership and Socially Responsible Leadership. The Research Journal of the Association of Fraternity Advisors, 3 (2).

Dugan, J. P., Bohle, C. W., Woelker, L. R., & Cooney, M. A. (2014). The role of social perspective-taking in developing students' leadership capacities. Journal of Student Affairs Research and Practice. Vol.51(1). PP.1-15.

Eich, D. (2008). A grounded theory of high-quality leadership programs: perspectives from student leadership development programs in higher education. Journal of Leadership & Organizational Studies. Vol.15(2). PP.176-187.

Engbers, T., A. (2006). Student Leadership Programming Model Revisited. Journal of Leadership Education. Vol.5(3). PP.1-14.

Kezar, A., Avilez, A. A., Drivalas, Y., & Wheaton, M. M. (2017). Building Social Change Oriented Leadership Capacity Among Student Organizations: Developing Students and Campuses Simultaneously. New Directions for Student Leadership. No. 155.

Komives, S. R., Lucas, N., & McMahon, T. R. (2007). Exploring Leadership for College Students Who Want to Make a Difference: Second Edition. San Francisco: Jossey-Bass.

Komives, S. R., Owen, J. E., Longerbeam, S. D., Mainella, F. C., & Osteen, L. (2005). Developing a leadership identity: A grounded theory. Journal of College Student Development, 46, 593–611.

Komives, S. R., Longerbeam, S., Owen, J. O., Mainella, F. C., & Osteen, L. (2006). A leadership identity development model: Applications from a grounded theory. Journal of College Student Development, 47, 401–418.

Komives, S. R., Longerbeam, S., Owen, J. O., Mainella, F. C., & Osteen, L. (2009). Leadership Identity Development: Challenges in Applying a Developmental Model. Journal of Leadership Education. Vol.8(1).

Komives, S. R., & Dugan, J. P. (2010). Contemporary leadership theories. In A. Couto (Ed.), Political and civic leadership: A reference handbook (Vol1, pp. 111–120). Thousand Oaks, CA: Sage.

Kouzes, J. M., & Posner, B. Z. (2006). Student leadership practices inventory. San Francisco, CA: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2003). The leadership challenges. San Francisco, CA: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2010). The Truth about Leadership: The No-Fads, Heart-of-the-Matter Facts You Need to Know. San Francisco: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2013). LPI: Leadership Practices Inventory Workbook 4th Edition. San Francisco: Wouldy.

Posner, B. Z. (2009). A longitudinal study examining changes in student's leadership behavior. Journal of College Student Development, 50, pp. 551–563.

Rubin, H. J. (2000). What Conferences Accomplish for Social Change
    Organizations. Journal of Community Practice. Vol. 7(4). PP. 35-55

Xiujuan, L. (2017). Study on the Leadership Cultivation of College Students
    under the Perspective of Ideological and Political Education.
    Huadong Normal University press. Zimmerman-Oster, K. &
    Burkhardt, J. C. (1999). Leadership in the Making: Comprehensive
    Examination of the Impact of Leadership Development Programs on
    Students. The Journal of Leadership Studies, 6 (3).