A Model for Developing Leadership Skills for Music Students at Public Universities in Zhuzhou, China

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Liu Sha[1], Nathara Mhunpiew[2], Monthol Prathumarach[3]

[1]Corresponding Author, Lecturer, Hunan University of Technology, China.
Email: 154959577@qq.com
[2]Lecturer, Educational Administration and Leadership Program,
Graduate School of Human Sciences, Assumption University, Thailand.
Email: wipaMhn@au.edu
[3]Vice President for Student Affairs, Assumption University, Thailand.
Email: MontholPrt@au.edu

Abstract

More and more higher education institutions are emphasizing developing student leadership skills. This study aimed to create a model to improve the leadership skills of music students at public universities in Zhuzhou, China. This study utilized a mixed-method research design. The qualitative aspect used a systematic approach to find variables to develop the questionnaire from secondary literature and interview data-the quantitative element involves the use of numerical analysis of findings from the questionnaires. The total sample size for the study was 546 music students. The research instruments were questionnaires and model validation forms. Data were analyzed using descriptive statistics. According to the results of the study, 1) the leadership skills needed for music students in universities were communication, delegation, flexibility, positivity, motivation, commitment, trustworthiness, and responsibility. 2) Two leadership skills, delegation and responsibility, needed to be prioritized in developing music students at Zhuzhou Public Universities in China. 3) The researcher finally proposed a model based on these two leadership skills and related research theories evaluated and revised by experts. 4) The final conceptual model was designed as a triangle focusing on three primary levels: personal, university, and social. Finally, the experts approved the model for developing leadership skills for music students at Zhuzhou Public Universities in China and can be generalized to Zhuzhou Public Universities in China.

Keywords: leadership theories, student leadership skills, music students, public university

Introduction

Education is essential to improve students' leadership skills as a preparation for their future professional practice (Daniëls et al. 2019). One skill set that the education systems should enable students to develop as a response to the needs of modern society is Leadership (Sessa et al., 2018). Achieving leadership skills requires an instructional model that guides the

teaching and learning processes toward advancing leadership outcomes (Lorensius et al., 2021). More so, many leadership theories provide the bases for developing leadership skills because they increase knowledge and understanding of human behaviour (Chi et al., 2017). Past studies in the West focused on the specific leadership skills employers seek when hiring people (Prinsley & Baranyai, 2013).

Enabling employees to develop effective leadership skills is essential to performance improvement in modern organizations. Karagianni and Montgomery (2018) noted that Leadership is characterized by complexity and multidimensionality in terms of competency rather than a fixed personality trait. Leadership behaviours continue to develop during a person's lifetime, provided that the necessary conditions are availed. The efforts to develop leadership skills are motivated by the observation that Leadership occurs as a dynamic process that can be subjected to development using appropriate interventions (Barker, 1997; Karagianni & Montgomery, 2018).

Improving students' personal development requires leadership training to achieve the outcome (Qian et al., 2017). However, leadership education in the Chinese context is still not advanced to meet the personal development needs of students (Qian et al., 2017). Countries like Europe and the United States seem to have highly valued leadership development, contrary to China (Fragouli, 2017). Leadership skills that students develop while still in universities can positively impact their performance and outcomes of their leadership positions (Villarreal et al., 2018). The study intended to increase the understanding of how public universities in Zhuzhou could explore music students' leadership skills by creating a model to enhance students' leadership development programs.

Research Objectives

1. To explore the leadership skills needed for music students in universities.

2. To identify music students' desired and current leadership skills in public universities in Zhuzhou, China.

3. To develop a model for developing leadership skills for music students in public universities in Zhuzhou, China.

4. To validate the effectiveness of a model for developing leadership skills for music students in public universities in Zhuzhou, China.

Literature Review

D'Amario et al. (2018) noted that graduates may need help with teamwork processes, communicating effectively with co-workers and supervisors, independently resolving issues affecting their performance, and maintaining flexibility to cope with the dynamics and complexity of the workplace. Developing effective practical leadership skills during their university studies will positively impact graduates' ability to face workplace challenges. The theory of this study is divided into two parts: the transformational leadership theory and Social Change Theory.

Transformational Leadership Theory (Burns, 1978)

The primary focus of transformational leadership theory is to encourage the team to achieve overall success. Transformational leaders are interested in the success of each participant in the process and in creating positive change in their leadership. The theory is based on the observation that there is an abundance of energy, passion, and drive in transformational leaders (Mango, 2018). There is no doubt that these traits can build or destroy an organization. These traits are also important for music students in an orchestra, a collective organization that requires a combination of student's professional and leadership skills. Transformational leadership is anchored in four main areas: personal considerations, intellectual stimulation, idealized influence, and inspirational motivation, which determine the leadership skills an individual possesses. Influential leaders implement the leadership process in a way that enables the organization to meet the expectations of each dimension. Burns (1978) identified ethical awareness as one of the necessary conditions to define transformational leadership theory. Thus, transformational leadership theory requires leaders to develop skills that motivate followers to exceed standard expectations and work toward higher-level goals. Good leadership skills will also enable music students to better cope with some problems in orchestra organizations in their future careers.

Social Change Theory (Komives, 2009)

The core concept of social change theory is that change is an ongoing process that occurs over time and requires individual and organizational adaptability and flexibility. According to Komives (2009), social change theory provides a framework for understanding and managing the dynamics of change in various settings, including personal, professional, and social. The theory includes several models focusing on different aspects of change, such as individual, organizational, and systemic change, each contributing to a holistic understanding of the change process. Music students have to improve their abilities, especially their leadership skills, at the individual, organizational, and societal levels, and music students have to cooperate with the collective interests of the orchestra in their performances, not as a solo instrument, but as a group, with each device, to reflect the collective abilities and to play the repertoire better. The individual change aspect of the theory emphasizes the importance of personal growth and development as individuals navigate various transitions and challenges throughout their lives (Karkouti, 2014). Developing leadership skills in the context of change necessitates fostering resilience, adaptability, and emotional intelligence in students, enabling them to cope with uncertainty and adversity. Additionally, individual change is critical to broader discussions on diversity, inclusion, and social justice.

Organizational change, another facet of Social Change Theory, examines how organizations evolve and adapt to internal and external pressures and opportunities. The focus is on understanding the factors that drive or hinder change and the strategies and interventions to facilitate successful change processes. In the context of leadership development, this theory aspect highlights the importance of cultivating change agents who can guide and support organizations through periods of transformation.

Systems change, the third component of Social Change Theory, explores the interdependencies and interactions between various elements within a system, such as individuals, organizations, and communities. This perspective emphasizes the need for holistic,

integrated approaches to change that consider the broader context and the multiple factors influencing the change process. In terms of leadership development, understanding systems change can help students develop a more nuanced and comprehensive understanding of the complex dynamics at play within their organizations and communities.

The Social Change Theory, as proposed by Komives (2009), offers valuable insights and guidance for individuals and organizations seeking to navigate and manage change effectively. By understanding and applying the principles and strategies outlined in the various models comprising Change Theory, aspiring leaders can develop the skills and competencies needed to lead change initiatives and foster positive growth and development within their organizations and communities.

Related Research

The necessity of having skilled leaders has been identified by past research pioneered by Clarke (2021) and Correia-Harker and Dugan (2020). Leadership skills make notable contributions to the success of organizations (Sousa & Rocha, 2019). The importance of leadership skills to organizational performance has motivated institutions to increase attention to skill development as part of preparing students for their future careers.

Leadership skills are also essential for the success of music ensembles in academic and community settings because they strengthen the visions and long-term focus for collective success (Sutherland & Cartwright, 2022). Conductors must develop practical leadership skills to inspire lifelong ensemble engagement in creating music.

Developing leadership skills is achieved in several ways. Based on the assertion by Uslu (2019), students can develop leadership skills through formal training. Formal training involves taking a leadership-related program/course in a learning institution.

Leadership Skills

Abilities or expertise enable individuals to set compelling visions and guide others to maximize their efforts to achieve a common goal. The term indicates the abilities the participants will demonstrate after undertaking the program. The leadership skills relevant to this study include communication, delegation, flexibility, positivity, motivation, commitment, trustworthiness, and responsibility. The research variables are explained below:

Communication: The process of exchanging information or ideas between individuals or groups through speaking, writing, or other means.

Delegation: The act of assigning responsibility or authority to another person to carry out a specific task or project.

Flexibility: The ability to adapt and adjust to new or changing circumstances or situations.

Positivity: The state of having an optimistic or hopeful outlook on life or a particular situation and focusing on the good rather than the negative.

Motivation: The driving force that inspires and energizes a person to take action and pursue a goal or objective.

Commitment: The state or quality of being dedicated, loyal, and willing to sacrifice to achieve a particular goal or objective.

Trustworthiness: The quality of being reliable, honest, and ethical in one's actions and behaviour and deserving of trust and confidence.

Responsibility: The state or quality of being accountable for one's actions and decisions and taking ownership of a task or project.

Leadership skills are expected to begin early in a person's development, especially when still in school (Winther, 2018). Leadership models featuring heterogeneous leadership styles have been favored in the past literature compared to those supporting homogeneous leadership styles. Thus, effective leadership models require ensemble leaders to guide, motivate, and manage team members to achieve collective goals and objectives (Ginsborg, 2017). To improve students' leadership skills, a pedagogical model that guides the teaching and learning process is needed to advance leadership outcomes (Lorensius et al., 2021). Jacobs (2017) argued that organizations are becoming increasingly globalized; the resulting work environment requires employees to adapt immediately to change and technological advances.

Consequently, employees are absorbed and thrust into environments that require immediate leadership roles to help the employer company achieve desired goals. The resulting leadership skills gap calls for developing leadership skills in music students to prepare them to fulfill their work assignments. Although imminent, the need for empirical literature detailing how to fill the skills gap before music majors graduate from college limits the extent to which music majors can develop leadership skills. It is important to note that there are various leadership styles, including democratic, laissez-faire, authoritarian, transactional, charismatic, transformational, and participatory leadership (Fries et al. 2021). Students must go through a series of developmental steps over time to achieve the desired learning outcomes. According to Evans et al. (2010) assertion, a student development theory provides teachers a framework for facilitating student progress. Essentially, a set of models involving the dimensions of psychosocial, cognitive structure, person and environment, humanistic existentialism, and student development process come together to form the tenets of student development theory.
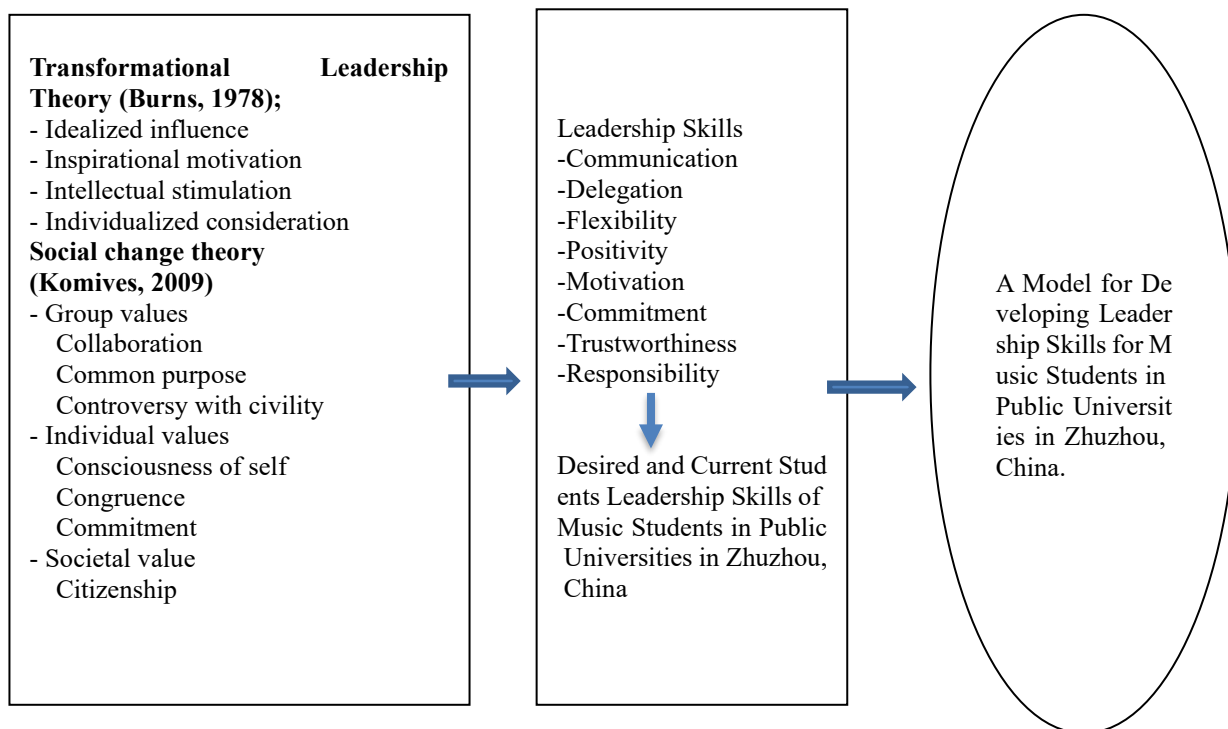
Research Methodology

Conceptual Framework

This study aims to develop a model for developing leadership skills for music students in public universities in Zhuzhou, China. Figure 1 mainly draws on the conceptual framework of the research, which details the two theories underpinning the study.

Figure 1

Conceptual Framework

The researcher used a mixed research method; firstly, the qualitative part of the study was the systematic literature reviews of theories and studies for the leadership skills of the music students and the expert interviews before developing the model. Secondly, the quantitative part was the needs analysis or PNI$_{modified}$ analysis used to find the leadership skills that need to be prioritized or improved among the music students. Based on the findings, expert validation was the last stage of model activities.

Population and Samples

After validating the validity and reliability of the questionnaire, it was distributed to the target population to obtain data. Since the target population was undergraduate music students, only one university in Zhuzhou met the criteria that offered a bachelor's degree in this field: The Hunan University of Technology. The researcher administered a questionnaire to the Hunan University of Technology music students to collect relevant data. The sample size was calculated based on the Krecje & Morgan table (Leavy, 2017), which recommended a sample size of 265. The researcher, however, included a final sample of 546 participants. The questionnaires were sent to all music students at each grade level, and student participation was high, resulting in the return of far more questionnaires than the expected set number.

Research Instrument

Structurally, the survey consisted of two main sections: the demographics and the eight constructs items. Part A is demographic data, and Part B is eight structured items on communication, delegation, flexibility, positivity, motivation, commitment, trustworthiness, and responsibility. To evaluate the questionnaire items, Likert scales were used. These scales measure participants' attitudes toward specific topics (Leavy, 2017). In part B, the five-point Likert scale was placed on the left and right sides of the questionnaire, and students filled in the desired level on the left side and the current status on the right side.

Five experts were consulted after summarizing eight characteristics from the literature review. All five experts currently work in higher education and have over 15 years of university teaching experience. These five experts verified agreement on the eight variables. The researcher provided the executive summary of the study, a comprehensive form of research that defines and explains the selection of variables that improve the music leadership skills of students in Zhuzhou, China. All documents were emailed to the experts, and the feedback was collected within one week. The results of the IOC showed that the five experts rated each item not below 0.5 and, thus, did not require deletion or modification, and the experts agreed on all questionnaire items. The results proved that the questionnaire had satisfactory validity.

Each section of the survey instrument contained Likert scale rating items. The survey instrument explicitly prepared for this study shows relevance to the objectives to be achieved by this study by adhering to the construct validity of each item. The questionnaire design was based on the variables described in the conceptual framework. Prior to using the questionnaire, the researchers conducted a pilot study by selecting a class of students who did not participate in the test sample (students) to assess its reliability. Cronbach's alpha value was calculated for each variable item. In the pilot test of internal reliability, a total sample size of 38 participants yielded a Cronbach's Alpha of 0.96, indicating good reliability.

Results and Discussion

There were four research objectives conducted in this study. According to each objective, the findings and conclusions are as follows.

Research Objective One: To explore the leadership skills needed for university music students.

The researcher thematically analyzed major theories and concepts related to leadership and music education through a table summary of the thematic review. This thematic analysis described the eight components of student leadership skills: Communication, Delegation, Flexibility, Positivity, Motivation, Commitment, Trustworthiness, and Responsibility. Table 1 shows the leadership skills needed for music students in universities.

Table 1

Summary of Leadership Skills

Leadership Skills	Sub Keywords	Definition
Communication	Message transmission, clarity, oral and written communication, feedback, and channels	The process of exchanging information or ideas between individuals or groups through speaking, writing, or other means
Delegation	Action progress, subordinates, guidance, responsibility	The act of assigning responsibility or authority to another person to carry out a specific task or project.
Flexibility	Planning, changes, involvement	The ability to adapt and adjust to new or changing circumstances or situations.
Positivity	Optimism, new ways, pride, future-oriented	The state of having an optimistic or hopeful outlook on life or a particular situation and focusing on the good rather than the negative
Motivation	Rewards, drive, effort increase, productivity, satisfaction	The driving force that inspires and energizes a person to take action and pursue a goal or objective.
Commitment	Goal achievement, sacrifices, personal and professional growth, extra effort, moral obligation	The state or quality of being dedicated, loyal, and willing to make sacrifices to achieve a particular goal or objective
Trustworthiness	Fulfill promises, honesty, transparency, respect, and consistency with actions and behavior.	The quality of being reliable, honest, and ethical in one's actions and behavior, and deserving of trust and confidence
Responsibility	Willingness to make things right, readiness to take on important tasks, sense of obligation, accountability.	The state or quality of being accountable for one's actions and decisions and taking ownership of a task or project.

Research Objective Two: To identify the desired and current leadership skills of music students in public universities in Zhuzhou, China.

There were 546 students who participated in answering the questionnaire, they were 84 males (15.4%) and 462 females (84.6%). In the age data of the students who participated in the survey, the highest participation rate was found in the age group of 19-22 years, of which 345 (63.2%) were 19-20 years old, 124 (22.7%) were 21-22 years old, 69 (12.6%) were 17-18 years old, and the lowest participation was found in the age group of 23-24 years old, with only 8 participants (1.5%). The number of participants was higher for first, second, and third-year students, with 218 (39.9%) in the first year, 153 (28%) in the second, and 122 (22.3%) in the third year, while the number of participants in the senior and other grades was lower with 30 (5.5%) and 23 (4.2%).

Descriptive statistics analyzed the mean ($\bar{x}$), standard deviation (SD), and PNI$_{modified}$ of each student's leadership skills. Table 2 – 4 shows the findings of this objective.

Table 2

Summary of Desired Student Leadership Skills (n=546)

Leadership Skills	Mean ($\bar{x}$)	Standard Deviation (SD)	Interpretation
1. Communication	3.95	0.40	High
2. Delegation	4.68	0.18	Highest
3. Flexibility	4.08	0.21	High
4. Positivity	4.17	0.20	High
5. Motivation	4.07	0.20	High
6. Commitment	4.16	0.21	High
7. Trustworthiness	4.25	0.22	High
8. Responsibility	4.81	0.14	Highest

Table 2 showed that music students in public universities in Zhuzhou identified the desired leadership skills with the highest score as Responsibility ($\bar{x}$=4.81, S.D.=0.14) and Delegation ($\bar{x}$=4.68, S.D.=0.18) interpreted as highest. The lowest score of desired leadership skills was Communication ($\bar{x}$= 3.95, S.D.=0.40) interpreted as high.

Table 3

Summary of Current Student Leadership Skills (n=546)

Leadership Skills	Mean ($\bar{x}$)	Standard Deviation (SD)	Interpretation
1. Communication	3.71	0.14	High
2. Delegation	3.81	0.12	High
3. Flexibility	3.79	0.05	High
4. Positivity	3.83	0.09	High
5. Motivation	3.77	0.07	High
6. Commitment	3.84	0.16	High
7. Trustworthiness	3.89	0.08	High
8. Responsibility	3.92	0.08	High

Table 3 shows the current leadership skills of students in public universities in Zhuzhou. The highest score as responsibility ($\bar{x}$=3.92, S.D.=0.08) and Delegation ($\bar{x}$=3.81, S.D.=0.12) interpreted as high. The lowest score of current leadership skills was communication ($\bar{x}$= 3.71, S.D.=0.14) interpreted as high.

Table 4

The Priority Needs Index of Desired and Current Leadership Skills for Music Students in Public Universities in Zhuzhou, China

Student Leadership Skill	$\bar{x}$ Desired (I)	$\bar{x}$ Current (D)	PNImodified (I-D) /D	Rank	Strengths (<mean)	Weaknesses (>Mean)
1. Communication	3.95	3.71	0.065	8	1	
2. Delegation	4.68	3.81	0.228	1		1
3. Flexibility	4.08	3.79	0.077	7	2	
4. Positivity	4.17	3.83	0.089	4	5	
5. Commitment	4.07	3.77	0.080	6	3	
6. Motivation	4.16	3.84	0.083	5	4	
7. Trustworthiness	4.25	3.89	0.093	3	6	

Student Leadership Skill	$\bar{x}$ Desired (I)	$\bar{x}$ Current (D)	PNImodified (I-D) /D	Rank	Strengths (<mean)	Weaknesses (>Mean)
8. Responsibility	4.81	3.92	0.227	2		2

Note: Mean of $PNI_{modified}$ = 0.118

Table 4 shows the findings of the Priority Needs Index and the Mean of $PNI_{modified}$ value at 0.118 of student leadership skills. Based on the rankings, the need for improvement is prioritized by the values of $PNI_{modified}$ from high to low. Two student leadership skills, Delegation ($PNI_{modified}$=0.228) and Responsibility ($PNI_{modified}$=0.227), showed greater value than the Mean of $PNI_{modified,}$ which can be identified as weaknesses and needed improvement. While the six student leadership skills, Communication ($PNI_{modified}$=0.065), Flexibility ($PNI_{modified}$=0.077), Commitment ($PNI_{modified}$=0.080), Motivation ($PNI_{modified}$=0.083), Positivity ($PNI_{modified}$=0.089), and Trustworthiness ($PNI_{modified}$=0.093) showed lower value than the Mean of $PNI_{modified}$ which can be identified as strengths of student leadership skills.

Research Objective Three: To develop a model for developing leadership skills for music students in public universities in Zhuzhou, China.

The results of Objective Two indicated differences between desired music student leadership skills and the current level of music student leadership skills at Zhuzhou Public Universities in China. To remedy these discrepancies, the researcher designed and developed a model of student leadership skills. According to the model development process, the findings from objective 2 identified the variables needed for the model development. Based on the findings, two skills, responsibility and delegation, were weaknesses among the eight leadership skills. In this regard, these two leadership skills need to be improved, while the other six could be retained as good practice. Hence, the model presents only two leadership skills that need to be enhanced for music students in public universities in Zhuzhou, China. The model was developed using the knowledge from transformational leadership theory, social change theory, and the interview results from the seven music education experts to construct the model.

With objective two and interview data findings, a circular conceptual model was developed with the activities or practices to promote the leadership skills of responsibility and delegation. The activities were based on transformational leadership theory, which focused on individual development and motivation. Through the practices mentioned, students should enhance their responsibility and delegation skills. After these skills are developed, students could apply them in society and gain more experience.

Research Objective Four: To validate the model for developing leadership skills for music students in public universities in Zhuzhou, China.

The purpose of objective four was to propose a model for developing the leadership skills of music students in public universities in Zhuzhou, China. Therefore, the researcher conducted an expert validation of the model, i.e., assessing, analyzing, and considering the model context, data sources, model process, and model concepts. The model was reviewed and validated by 21 experts in student development, who provided recommendations and comments. The experts agreed on the research context, data sources, and results of the model, expressed positive views on the model components and model concepts, and identified parts

that must be modified. The researcher revised the draft model according to the specification and presented the final model for this study.

In the study, the researchers found that communication, delegation, flexibility, motivation, motivation, commitment, trustworthiness, and responsibility can improve the leadership skills of music students in public universities in Zhuzhou. These six student leadership skills are communication, flexibility, positivity, motivation, commitment, and trustworthiness. Zhuzhou Public universities music major students maintain good leadership practices. However, the delegation and responsibility of these two student leadership skills found a large gap between desired and current leadership skills. These two skills are the most critical skills that the students of Zhuzhou Public Universities need to improve, so responsibility and delegation are placed in the model to design. The final conceptual model of the study was designed in a triangular shape with the center of leadership skills that the music students need to develop, including responsibility and delegation skills. All the changes occur within the triangle space of the model. The triangle shape model focused on three primary levels: individual, University, and society. Students need to focus on improving their responsibility and delegation skills at the individual level through the suggested practices mentioned in the model.

Moreover, the second angle is the practices that focus on the university level, which instructors and university management level need to consider. The last angle involves the integration of society after students develop the skills with the support of the University. Moreover, the researcher developed three activities or programs that enable students to develop responsibility and delegation skills. The model is presented in Figure 2.

Figure 2

A Model for Developing Leadership Skills for Music Students at Public Universities in Zhuzhou, China
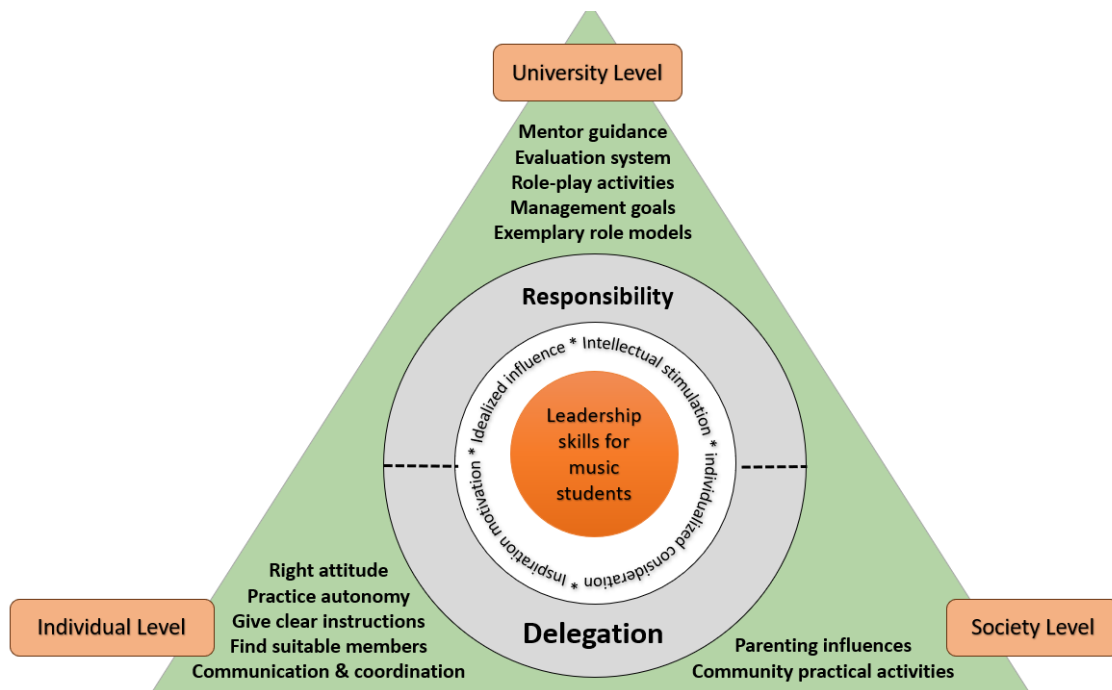
The results of this study suggest that music students' leadership skills could positively affect the development of music students in public universities in Zhuzhou, China. The model attempted to show how student leadership skills could be enhanced through student activities, explain student leadership skills at three levels, and summarize the leadership skills approaches that music student leaders must develop in public universities in Zhuzhou, China.

Education is essential to improve students' leadership skills as a preparation for their future professional practice (Daniëls et al. 2019). Although the University does not have the interests of the nation as its primary goal, it is based on the student's perspective. It aims to integrate college students' values into the progress of society and the nation regarding the relationship between the individual and the group, between the individual and the community, and between the individual and the government. It aims to integrate the college students' unique values into social and national progress.

Leadership skills training has been the focus of many higher educational institutions because it improves the overall quality of education (Clarke, 2021; Correia-Harker & Dugan, 2020; Sutherland & Cartwright, 2022). The activities created for developing delegation and responsibility could serve as guidelines for formal training of music students. Uslu (2019) mentioned the effectiveness of formal training in leadership skills among students in the university. With the university environment, students can improve and practice these skills before entering the workforce.

Higher education institutions have begun emphasizing developing leadership skills to prepare students for their future careers (Qian et al., 2017). College student leadership is about leading by example and influencing more people with excellent leadership qualities and outstanding leadership behaviors. College student leadership is the leadership of every college student, not the exclusive leadership of college officials. The role of leadership is two-way and mutual; without the leadership of individual college students, there is no leadership and influence in the college group. Without the leadership of each college student, there is no basis for the leadership of college party organizations. By focusing on exerting the leadership of each college student and cultivating college students with strong ideals and beliefs, high moral cultivation, the courage to innovate and change, a scientific way of thinking, and good at situational interaction and team building, the leadership of college students can be fundamentally improved.

Based on the findings of a study conducted by Sutherland and Cartwright (2022) on a sample of 73 music ensembles, they emphasized the need for a more egalitarian ecosystem to help leaders maintain the keen interest of music participants in ensemble music-making. Therefore, learning institutions should engage music students in learning through active participation in order to enhance the development of desirable leadership skills. Based on the research finding that delegation and responsibility are weak leadership skills, the activities developed in the model to enhance students' leadership skills involved active participation because the students need to be involved in delegating project tasks such as organizing music concert events.

Leadership skills contribute significantly to organizational success (Sousa & Rocha, 2019). The Zhuzhou Public Universities music student leadership model proposed in this study is a brand-new leadership structure model. University music student education's objective reality and the formation and development of college students' thoughts, thinking, concepts,

and abilities. The theoretical application of the Zhuzhou Public Universities Music Skills Leadership Model is geared toward the comprehensive cultivation and enhancement of university students' firm ideals and beliefs, broad theoretical horizons, solid professional foundations, and strengthened innovation and change.

Leadership skills can still be acquired through informal training or engaging in activities that elevate students' ability to lead others (Uslu, 2019). It can provide practical references for universities to integrate family and social education resources in educating people and then realize the enhancement of college students' Leadership in promoting the mutual supplementation and promotion of education in universities, families, and society.

The results of this study are mainly related to the research on the cultivation of college students' quality and the theory of college students' leadership enhancement. The organic integration of research and theory, through in-depth analysis of the objective context of the formation and development of college students' leadership and the establishment of a shared theoretical mechanism between the leadership education of music students in Zhuzhou Public Universities and college education, can promote the academic development of both. The research on music students' leadership enhancement can help the researchers and staff of college education to understand how college students' leadership enhancement and college education can promote each other to realize the overall development of college students.

Conclusion and Recommendations

This study aimed to develop a leadership model to improve the leadership skills model of music students at Zhuzhou Public Universities, China. The leadership model is based on qualitative and quantitative data. The conclusion includes the research objectives, the research process, and the study results, followed by a discussion of the findings in the context of the relevant literature and recommendations for researchers in related fields at Zhuzhou Public Universities. The researcher found that music students' delegation and responsibility for student leadership skills were the most needed improvements in the study at Zhuzhou Public Universities and designed these two student skills in the middle of the model. Then, prioritize the development of the two student leadership skills of delegation and responsibility using the three levels of individual, school, and community.

Based on the results of this study, a model of leadership skills of music students at public universities in Zhuzhou, China, was developed. Some recommendations were made. Considering the components of the model and the process of creating the model, the researcher suggested some recommendations for future researchers in Zhuzhou Public Universities and related fields.

Recommendations to the Public Universities in Zhuzhou, China

Student leadership development in colleges and universities is a need for the development of higher education in the new era, an inevitable choice to meet the competition for talents, social competition, competition in colleges and universities, and scientific management of colleges and universities. It is only by cultivating a large number of student backbones with reliable, professional skills and excellent organizational and Leadership abilities that the overall quality of the reserve force of leadership talents in China can be improved, and only by tha

t can a solid foundation be laid for the competition for mastery in the diversified international society. It is necessary to vigorously carry out student leadership development in schools and pay high attention to it. It should face up to the status quo to solve problems, learn from experience to provide support, and strongly support the theory and practice of improving student leadership. (Li, 2019)

Recommendation to Teachers

Educators need to emphasize improving the leadership skills of music students. By incorporating instruction in music student leadership, students can apply what they have learned to real-life situations and enhance their ability to compete in their future careers. Teachers should consider organizational participation as one of the essential ways of training or continuous professional development. College students should be encouraged to participate in student organizations and encourage them to seek certain leadership positions in student organizations. At the same time, college teachers should provide more organizational resources for college students to participate in student organizations, and create conditions for college students to learn Leadership and improve Leadership in student organizations, offer more possibilities for college students to take up leadership positions in student organizations so that college students can learn Leadership, practice leadership, and improve administration in taking up leadership positions. (Luo, 2021)

Recommendation to Students

Music students should focus on developing their leadership skills, which will be very helpful for their future careers, and take advantage of the rich and varied opportunities and platforms for learning and practicing leadership skills during their four or more years in college. Joining one or more student organizations and taking on a formal or informal leadership role is a meaningful way to learn, observe, plan, and practice leadership skills. At the same time, students should pay attention to participating in more social practice activities, keep abreast of the times, learn professional skills, and develop leadership skills to prepare for future careers.

Recommendation to Researchers

First, more studies on leadership skills education for music students should be conducted, as most research studies focus on general student leadership studies. Second, further research can be completed in different colleges, schools, and other regions to compare with the findings of this study. Third, the model is still theoretical, and its validity has yet to be verified. Future researchers may adapt the data and model components by combining them with real-world situations.

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