

# The Influence of Team Atmosphere on College Students' Leadership

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**Abstract:** This study will focus on the relation of "team atmosphere" and "college student leadership" as an important research object in this study, "team" only refers to college student teams, including college student entrepreneurial team, scientific research team, sports team, interest team, volunteer team, student association and other various college student teams. This study will select a total of 399 team college students from 5 universities as the research object. Based on the main findings and conclusions of this study, the following recommendations are made: (1) Strengthen the training of college students' leadership. The basic ways of college students' leadership training include course teaching, team activities, student organization participation, social participation, etc. The leadership education course for college students can take two forms: theoretical teaching and practical teaching. In the theoretical teaching, a general leadership course for college students is set up, including the methods of building vision and setting goals, the cultivation of decision-making power, executive power and interpersonal communication ability, so that college students can understand leadership. Practical teaching can take many forms such as team tutorial system and professional practice. At the same time, student organization is an important field of leadership training for college students. Universities should guide college students to actively organize and participate in activities organized by students, to improve their leadership. College students should actively participate in student organizations and social practice activities, and cultivate their leadership in team activities. (2) Create a good team atmosphere. Through the research, it is found that college students' leadership is significantly related to the team atmosphere, and college students' leadership positively affects the team atmosphere. At the same time, creating a good team atmosphere is conducive to improving college students' leadership. To build a good team atmosphere, the leader needs to clarify the team goal, coordinate the interpersonal relationship within the team, and enhance the communication and coordination of team members.

**Keywords:** College Students' Leadership; Team Atmosphere; Positive Influence.

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## 1. Introduction

The classroom atmosphere that influences students' motivation and attitude toward learning is purposeful, hardworking, relaxed, warm, stimulating and well-organized. The teacher's relationship with the students, the teaching methods and strategies, and the physical environment of the classroom are some of the factors that affect the classroom atmosphere. A positive classroom atmosphere can enhance student academic achievement, self-esteem, and engagement

1. College students are the most precious human resources of the country and the nation, the reserve force supporting the prosperity and development of the country, and the main force promoting national development and social reform. Therefore, the country places more expectations on young college students, and puts forward higher requirements. College students should not only master professional knowledge, but must also have the following leadership traits such as: building vision, strategic decision, work practice, Personality influence, and Interpersonal communication, and these abilities are the concrete embodiment of college students' leadership. It can be said that college students' leadership is the internal demand for their personal growth and a powerful driving force for their all-round development. Especially with the in-depth development of education globalization, any organization or individual is faced with the challenge of survival and development in a diversified world. Undoubtedly, leadership is an essential quality for college students to survive and seek development in a complex and changeable

competitive environment. At the 41st session of the General Conference of UNESCO, "Reimagining Our Future Together: A New Social Contract for Education" was issued to the world, emphasizing the behaviors of courage, leadership, resistance, creativity and care to promote the reimagining into reality. Therefore, in the critical period when China is moving from a big education country to a strong education country, it is an important mission of higher education to carry out leadership education for college students, train high-quality youth reserve resources for the country, and provide more high-quality and compound talents for the society. As the cradle of cultivating valuable talents of the country, the goal of university is to cultivate talents needed by the society for all-round development, and college students' team is a common form of college students' organization activities.

In the context of enhancing college students' expertise, nurturing their interests and facilitating their individual growth, student can further broaden their horizons by engaging in diverse team activities. Through these experiences they can achieve self-education, effective self-management and personal growth. Additionally fostering leadership skills among college students is also a crucial aspect. College students' leadership abilities are not only evident in formal settings but also shine through team practice activities. By actively participating in student teams, individuals can cultivate and enhance their skills. Student teams play a crucial role in realizing their ultimate objective of fostering well-rounded college graduates. These teams offer a valuable platform for cultivating a wide range of qualities and abilities in students. Furthermore, a supportive

team atmosphere contributes to effective student leadership by fostering a sense of belonging and encouraging positive behaviors and providing opportunities for growth. In summary team atmosphere within universities play a crucial role in shaping future leaders of tomorrow

There are few literatures on the study of college students' leadership based on the variable of "college students' team atmosphere" in academic circles. Moreover, due to the differences in history, culture and social system, the connotation and structure of college students' leadership in China are different from those in western countries, Chinese scholars' research results on college students' leadership with Chinese characteristics based on the local environment are also few. In view of this, the researcher would like to build a relationship model between team atmosphere and college students' leadership, and finally propose college students' leadership education that conforms to the characteristics of young people's groups and the law of growth, in order to fill the theoretical gap and provide theoretical reference for college students' leadership research.

All kinds of team activities carried out in the university campus not only help to enrich the professional knowledge of college students, broaden their horizons, promote the development of college students' personality, but also help to improve the comprehensive quality and ability of college students. As an important component of the comprehensive quality and ability of college students, leadership, its development situation is bound to be affected by the team that college students participate in. Among them, A positive team atmosphere plays a vital role in shaping, perfecting and improving the leadership of college students since it fosters collaboration, communication and mutual support. Team atmosphere and leadership development within the college can significantly contribute to the development of leadership skills among students that is conducive to the cultivation of college students' leadership in terms of openness and trust, clear communication, accountability and diversity. A positive team atmosphere provides a fertile ground for college students to hone their leadership skills. By working together, communicating effectively, and solving problems collaboratively, students can emerge as capable and emphatic leaders

In view of this, this study attempts to explore the relationship between team atmosphere and college students' leadership through the mechanism analysis of how team atmosphere affects college students' leadership, aiming to provide reference and ideas for college communities to improve college students' leadership by creating a good team atmosphere.

On the basis of literature review, this study tries to explore the evaluation index system of college students' leadership and team atmosphere through systematic research on the concept and structural elements of college students' leadership and team atmosphere

## 2. Statement of the Problem

The main purpose of this paper is to explore the relationship between team atmosphere and college students' leadership and the influence of team atmosphere to the college student's leadership

1. What is the assessment of the respondents on the key traits of college student leaders:

1.1 Build Vision

1.2 Strategic Decision

1.3 Work Practice

1.4 Personality influence

1.5 Interpersonal Communication

2. What is the assessment of the respondents on the team atmosphere that is conducive to the cultivation of college students' leadership in terms of:

2.1 Openness and Trust

2.2 Clear Communication

2.3 Accountability

2.4 Diversity

3. What is the level of influence of team atmosphere to the leadership traits of students in terms of:

3.1 Openness and Trust

3.2 Clear Communication

3.3 Accountability

3.4 Diversity

4. Based from the results of the study what training program can be formulated

## 3. Scope and Delimitation of the Study

This study will focus on the relation of "team atmosphere" and "college student leadership" as an important research object in this study, "team" only refers to college student teams, including college student entrepreneurial team, scientific research team, sports team, interest team, volunteer team, student association and other various college student teams. This study will select a total of 399 team college students from 5 universities as the research object.

## 4. METHODOLOGY

### 4.1. Research Design

This study will employ the descriptive correlational research design According to the research theme and research objectives, the main content of this study will be designed around the relationship between team atmosphere and college students' leadership by using appropriate research methods and tools for specific research objects.

students' leadership questionnaire widely used in empirical research and the college students' leadership questionnaire compiled by Chinese scholars and carry out a survey.

### 4.2. Research Local

Anshun University is in Anshun City, Guizhou Province, and has a history of more than 80 years. There are 47 undergraduate majors (directions) in 10 disciplines including economics, law, education, literature, history, science, engineering, agronomy, management, and art, with 11,489 full-time students.

Founded in 1902, Guizhou University has a history of more than 120 years. It has successively become a national "Project 211" university and a national world-class university in discipline construction. The university has a complete range of disciplines, including literature, history, philosophy, science, engineering, agriculture, medicine, economics, management, law, education and art. Jointly run Chinese-foreign cooperative educational institutions and programs with universities in the United States, the United Kingdom, Canada and Thailand. In addition, the school plays an active role in international organizations such as SEAMEO (Organization of Southeast Asian Ministers of Education), AUN (Association of ASEAN Universities), and EPU (Eurasian Pacific Academic Association). Since 2008, the school has hosted, undertaken and co-organized the "China-

Asean Education Exchange Week" series of activities for 16 consecutive years.

Southwest University for Nationalities, located in Chengdu, is a comprehensive university directly under the direct control of the State Ethnic Affairs Commission. Founded in July 1950, the State Ethnic Affairs Commission, the Ministry of Education, Sichuan Province and Chengdu are jointly affiliated with Southwest University for Nationalities. It offers 75 undergraduate majors in 12 disciplines.

Chengdu University of Information Technology (CIT) is a provincial general undergraduate university jointly developed by Sichuan Province and China Meteorological Administration. Founded in 1951, the university now has 19 colleges (departments and centers), 61 undergraduate majors (including 52 enrollment majors), and more than 25,000 full-time students.

Sichuan University is A national key university directly under the direct control of the Ministry of Education, a high-level, research-oriented comprehensive university in western China, and a national "double first-class" university (Class A). Located in Chengdu, Sichuan University has a complete range of disciplines, covering 12 fields such as arts, science, engineering, medicine, economics, management, law, history, philosophy, agriculture, education and arts. There are 37 academic schools (departments) and overseas education schools.

### 4.3. Sampling Methods and Research Locale

Using Slovinc's Formula with a 95% confidence interval and a margin of error of .05, three hundred ninety-nine samples were computed from the total population of 110,700 gathered from the selected five schools. The proportionate number of student samples distributed per strata is reflected in the matrix below

**Table 1.** Research Locale

Name of School	Population	Sample
Anshun College	11500	41
Guizhou University	34000	123
Sichuan University	37000	133
Southwest University for Nationalities	15200	55
Chengdu University of Information Technology	13000	47
Total	110,700	399

### 4.4. Research Instruments

Survey Questionnaire will be utilized to investigate the current situation of the team atmosphere and team leadership in universities This study only focuses on how the team atmosphere affects the leadership of college students who participate in team activities. In order to study, it is necessary to choose a combination of scale and questionnaire. with good reliability and validity, to ensure that the constructed questionnaire is reliable, the Cronbach alpha will be computed

#### College Students Leadership Traits

The four indicators to measure the college student leadership traits includes: Building Vision, Strategic Decision, Work Practice, Personality Influence, Interpersonal Communication. The likert scale scoring are as follows: 4 – Very Competent, 3- Competent, 2- Less Competent, 1-Not Competent

#### Team atmosphere scale

The scale includes four dimensions: Openness and Trust, Clear Communication, Accountability, and Diversity. The

Likert 4 -point scoring method is adopted, from 1 to 4, in order of "1-Not Evident, "2-Less Evident "3- Evident and 4 - Very Evident ". The higher the score, the better the team atmosphere.

#### Influence of Team Atmosphere on the leadership traits

The 4-point likert scale adopted is 4- Very Influential ,3- Moderately Influential, 2- Less Influential, 1- Not Influential The constructs to be measured will be the same as the above-mentioned dimensions of the Team atmosphere

## 4.5. Statistical Treatment

To find out the relationship between Team Atmosphere an College student leadership traits Pearson r will be utilized. For the descriptive statistics. Mean, and Standard deviation will be applied

## 5. Results and Analysis

The data that was gathered, analyzed, and interpreted are all presented in tabular form in this chapter. This section's conclusions are supported by a statistical analysis done using jamovi 2.3.19 software.

### Preliminary Analysis Reliability

**Table 1(A).** Reliability Measurement for Key Traits (Cronbach's Alpha)

Construct	Cronbach's Alpha	No. of Item/s Deleted	No. of Items
Build Vision	0.94	0	5
Strategic Decision	0.95	0	5
Work Practice	0.93	0	5
Personality influence	0.94	0	5
Interpersonal Communication	0.94	0	5
<b>Team Atmosphere that is Conducive to the Cultivation of Students' Leadership (Cronbach's Alpha)</b>			
Construct	Cronbach's Alpha	No. of Item/s Deleted	No. of Items
Openness and Trust	0.93	0	5
Clear Communication	0.92	0	5
Accountability	0.94	0	5
Diversity	0.93	0	5

To determine whether the parametric test will be used to address the research objectives, a normality test—the Shapiro-Wilk test—will be performed. Parametric testing is used when the p-values are greater than.05. If the data is not normally distributed and the p-values are less than.05, nonparametric tests will be employed.

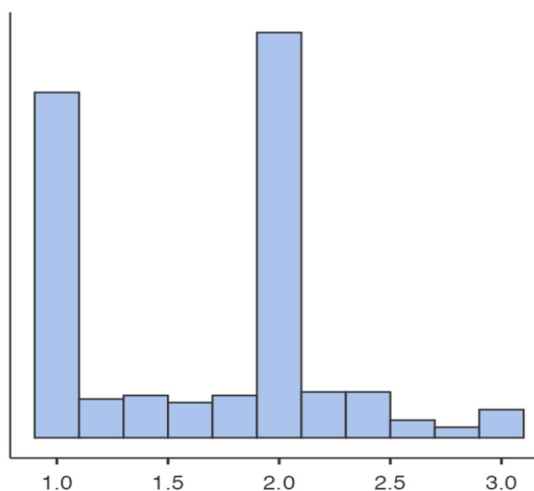
The research questions posted in this study are once again recalled. Consequently, the findings are presented along with its interpretation and analysis.

**Table 1(B).** Normality Test

	N	Shapiro-Wilk	
		W	p
Building Vision	300	0.85	< .001
Strategic Decision	300	0.86	< .001
Work Practice	300	0.86	< .001
Personality Influence	300	0.84	< .001
Interpersonal Communication	300	0.86	< .001
Openness and Trust	300	0.84	< .001
Clear Communication	300	0.84	< .001
Accountability	300	0.84	< .001
Diversity	300	0.84	< .001

Table 1(A) presents the reliability measurement, particularly the Cronbach’s alpha of the scales, and the assessment of key traits that are composed of building vision, strategic decision, work practice, personality influence, and interpersonal communication, as well as a team atmosphere that is conducive to the cultivation of college students' leadership based on openness and trust, clear communication, accountability, and diversity. Cronbach's alpha, abbreviated as CA, is a statistic used to assess construct reliability or internal consistency, according to Roldan and Sanchez-Franco (2012) and Kock (2015). For Cronbach's alpha to be able to determine whether a measurement is reliable, the value

of the measurement being analyzed must be equal to or greater than 0.70 (Fornell & Larcker, 1981; Nunnally, 1978). Based on CA values ranging from 0.92 to 0.95, the data analysis revealed that all the two (2) variables' domains met the reliability criteria and were regarded as good items with good internal consistency.



**Fig 1.** The histogram

Since all the generated p-values from the Shapiro-Wilk test are lower than 0.05, indicating that the scores are normally distributed. Moreover, based on the histogram, the scores are somehow skewed. Hence, to determine if there is a significant relationship between the variables, a non-parametric test such as the Spearman’s rho correlation will be utilized.

Research Question 1: What is the assessment of the respondents on the key traits of college student leaders:

### 5.1. Build Vision

**Table 2.** Assessment of the Key Traits of College Student Leaders in terms of Build Vision

Indicators	Mean	SD	Verbal Interpretation	Rank
1. The leader identify problems that needs to be addressed by talking to students, teachers and administrators	1.67	0.61	Less Competent	3.5
2. Set goals that are specific measurable ,achievable and time bound	1.67	0.60	Less Competent	3.5
3. Develop plan of action that outlines how to achieve his/ her goals which includes specific steps that need to be taken	1.65	0.62	Less Competent	5
4. Communicate vision to other students, teachers and administrators that will help build support to my ideas and get others to be involved in the process.	1.68	0.64	Less Competent	1.5
5. Take action by implementing plans, organizing events, or working with others to make changes in the school environment	1.68	0.62	Less Competent	1.5
<b>COMPOSITE MEAN</b>	<b>1.67</b>	<b>0.56</b>	<b>Less Competent</b>	

Legend: 1.00-1.50: Not Competent (Very Low); 1.51-2.50: Less Competent (Low); 2.51-3.50; Competent (Average); 3.51-4.00: Very Competent (High)

Table 2 shows how college students rated their key characteristics as student leaders in terms of building a vision. The descriptive statistics revealed a composite mean score of 1.67 with a standard deviation of 0.56, indicating a low rating. This also means that they believe they are less competent to communicate their vision to other students, teachers, and administrators in order to gain support for their ideas and get others involved in the process (M = 1.68), to take action by

implementing plans, organizing events, or collaborating with others to make changes in the school environment (M = 1.68), and to set specific, measurable, achievable, and time-bound goals (M = 1.67).

In the realm of college student leadership, the ability to create vision is a critical characteristic that distinguishes exceptional leaders. A strong vision serves as a motivator for leaders to inspire and motivate their peers to work toward a

common goal or purpose (Kouzes & Posner, 2023). As stated by Alayoubi et al. (2020), college student leaders with the ability to create vision show a strong understanding of their organization's goals and objectives. They can articulate a compelling vision that connects with their peers, resulting in support and enthusiasm for their initiatives. These leaders excel at instilling a sense of purpose and direction in their teams, effectively aligning everyone around a common goal. They also have strong communication skills, which allow them to effectively convey their vision and inspire others to help bring it to life.

However, based on the results, evaluations of college student leaders reveal a lack of vision-building skills. According to Alderwick et al. (2021) This could be due to a number of factors, such as a narrow focus on short-term goals,

a failure to foster a sense of shared purpose, or a lack of effective communication. Without a strong vision, leaders may struggle to inspire and mobilize their peers, resulting in poor performance and failure to meet collective goals.

To address this issue, colleges and universities must prioritize the development of vision-building skills in student leaders. Institutions can help students develop a strong sense of vision and purpose within their organizations by providing opportunities for leadership training, mentorship, and experiential learning (Ismail et al., 2023). Promoting a collaborative and idea-sharing culture can also help students develop visionary leadership traits.

## 5.2. Strategic Decision

**Table 3.** Assessment of the Key Traits of College Student Leaders in terms of Strategic Decision

Indicators	Mean	SD	Verbal Interpretation	Rank
1. The leader can identify problems that needs to be solved and define it clearly	1.66	0.62	Less Competent	2.5
2. The leader gathers information from various sources to understand the problem and its context	1.65	0.62	Less Competent	4.5
3. In decision making the leader analyze the information gathered to identify pattern, trends, and insights	1.65	0.61	Less Competent	4.5
4. Evaluate each alternative and solutions to solve the problem based on its feasibility, effectiveness, and impact	1.66	0.61	Less Competent	2.5
5. Make a decision and implement it by creating an action plan	1.70	0.63	Less Competent	1
<b>COMPOSITE MEAN</b>	<b>1.66</b>	<b>0.56</b>	<b>Less Competent</b>	

*Legend: 1.00-1.50: Not Competent (Very Low); 1.51-2.50: Less Competent (Low); 2.51-3.50; Competent (Average); 3.51-4.00: Very Competent (High)*

Table 3 shows the assessment of key traits of college students in terms of strategic decision-making, which resulted in a composite mean score of 1.66 and one standard deviation. This suggests that they rated this domain low and believed they were less competent in making a decision and implementing it by developing an action plan (M = 1.70), identifying problems that needed to be solved and clearly defining them (M = 1.66), and evaluating each alternative and solution to the problem based on its feasibility, effectiveness, and impact (M = 1.66).

Assessing the key characteristics of college student leaders in terms of strategic decision-making is critical for the growth and success of student organizations (Tarker, 2021). Critical thinking skills, problem-solving abilities, the ability to take initiative, and effective communication skills are among the key characteristics that should be evaluated in student leaders.

D'Alessio et al. (2019) asserted that critical thinking is required for a student leader to analyze situations, assess potential outcomes, and make sound decisions. Student leaders' problem-solving abilities enable them to effectively address organizational challenges and obstacles. The ability to take initiative demonstrates a student leader's willingness to actively seek out opportunities and accept responsibility for the direction of their organization. A student leader's ability to communicate effectively is essential for conveying their vision, delegating tasks, and inspiring and motivating peers.

Assessing these key characteristics will allow colleges to identify and develop student leaders with the skills required to strategically lead their organizations. Colleges can use

targeted assessments to provide the training and resources needed to help student leaders develop these traits, resulting in more successful and sustainable student organizations. By emphasizing these key characteristics, colleges can ensure the continued growth and success of their student leaders and organizations.

## 5.3. Work Practice

Table 4 summarizes the assessment of key characteristics of college students in terms of work experience. The data analysis revealed a composite mean score of 1.69 with a standard deviation of 0.55, indicating that it was rated low. This implies that they believe they are less capable of inspiring others by creating a compelling vision of the future (M = 1.72), challenging the status quo, and encouraging innovation and creativity (M = 1.70), and fostering collaboration and trust by empowering others to take action (M = 1.69).

Assessing the key characteristics of college student leaders in terms of work practice is critical for identifying individuals with the ability to influence and motivate their peers to achieve common goals (Reed et al., 2019). Effective student leaders demonstrate strong communication skills, the ability to delegate tasks, and a strong work ethic.

**Table 4.** Assessment of the Key Traits of College Student Leaders in terms of Work Practice

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Set an example by aligning his/ her actions with shared values	1.69	0.61	Less Competent	3.5
2. Inspire others by creating a compelling vision of the future	1.72	0.67	Less Competent	1
3. Challenge the status quo and encourage innovation and creativity	1.70	0.62	Less Competent	2
4. Foster collaboration and celebrate accomplishments to build moral commitment	1.66	0.61	Less Competent	5
5. Foster collaboration and build trust by empowering others to take action	1.69	0.60	Less Competent	3.5
<b>COMPOSITE MEAN</b>	<b>1.69</b>	<b>0.55</b>	<b>Low</b>	

Legend: 1.00-1.50: Not Competent (Very Low); 1.51-2.50: Less Competent (Low); 2.51-3.50; Competent (Average); 3.51-4.00: Very Competent (High)

First and foremost, based on this study of Mathebula and Barnard (2020), student leaders must communicate effectively in order to convey their ideas and vision to their peers, as well as actively listen to and understand their team's needs. Furthermore, the ability to delegate tasks and empower others to assume responsibilities is critical for effective teamwork and project success. Finally, student leaders must have a strong work ethic in order to set a good example for their peers and inspire motivation and dedication to their tasks.

These key traits can be assessed using a variety of methods, including observing the student leader in group settings, gathering feedback from peers and faculty, and evaluating their performance in previous leadership roles. By identifying students who exhibit these key characteristics, colleges can nurture and develop the potential of student leaders, resulting in a more dynamic and effective student body.

#### 5.4. Personality Influence

**Table 5.** Assessment of the Key Traits of College Student Leaders in terms of Personality Influence

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Set an example for their team members by demonstrating the behavior they expect from them	1.70	0.59	Less Competent	1
2. Team leaders use their influence to communicate respectfully with their team members which can help build stronger relationships and improve ovto their team members which can help overall team performance	1.64	0.57	Less Competent	5
3. Team leaders use their personality influence to provide constructive feedback to their team members and identify areas for improvement	1.67	0.63	Less Competent	2.5
4. To encourage creativity and innovation with their team. they can help team members feel engaged and motivated which can lead to better outcomes.	1.65	0.59	Less Competent	4
5. They use their personality influence to celebrate the success of their team members, this can help build moral and create a positive work environment	1.67	0.61	Less Competent	2.5
<b>COMPOSITE MEAN</b>	<b>1.67</b>	<b>0.54</b>	<b>Less Competent</b>	

Legend: 1.00-1.50: Not Competent (Very Low); 1.51-2.50: Less Competent (Low); 2.51-3.50; Competent (Average); 3.51-4.00: Very Competent (High)

The evaluation of the major personality-influencing traits of college students is summarized in Table 5. It produced a composite mean score of 1.67 and a standard deviation of 0.54 based on the tabulated data. This indicates that they believe they are less competent to use their personality influence to provide their team members constructive feedback and identify areas for improvement ( $M = 1.67$ ), to celebrate their team members' successes, which can boost morale and foster a positive work environment ( $M = 1.67$ ), and to set an example for their team members by modeling the behavior they expect from them ( $M = 1.70$ ).

When determining the key traits of college student leaders in terms of personality influence, it is critical to consider a wide range of characteristics that contribute to effective leadership. While personality can have an impact on some

aspects of leadership, it is not the only factor that determines a student leader's ability to effectively lead a group or organization. Personality influence, while less important in determining effective leadership, can still affect a student leader's ability to connect with and influence others (Han et al., 2019). Charisma, confidence, and the ability to establish rapport with peers can all help a student leader positively influence and motivate others.

In conclusion, while personality influences the effectiveness of college student leaders, it is not the only factor to consider. According to Grigoropoulos (2020), to determine a student leader's ability to effectively lead and inspire their peers, key characteristics such as communication skills, empathy, organization, and adaptability must be assessed.

## 5.5. Interpersonal Communication

**Table 6.** Assessment of the Key Traits of College Student Leaders in terms of Interpersonal Communication

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Practice active listening by paying attention to their team members concerns and ideas	1.66	0.58	Less Competent	4.5
2. Create an environment where team members feel comfortable by sharing their thoughts and ideas	1.69	0.62	Less Competent	1
3. Provide constructive feedback to their team members which helps them improve their skills and performance	1.67	0.60	Less Competent	2.5
4. Help resolve conflicts by encouraging open communication, active listening and finding common ground.	1.66	0.61	Less Competent	4.5
5. Provides team building activities that helps improve interpersonal communication by building trust and collaboration among team members	1.67	0.58	Less Competent	2.5
<b>COMPOSITE MEAN</b>	<b>1.67</b>	<b>0.54</b>	<b>Less Competent</b>	

*Legend: 1.00-1.50: Not Competent (Very Low); 1.51-2.50: Less Competent (Low); 2.51-3.50; Competent (Average); 3.51-4.00: Very Competent (High)*

Table 6 displays the assessment of the essential characteristics of college students with regard to their ability to interact with others. Based on the tabulated data, a composite mean score of 1.67 and a standard deviation of 0.54 were produced. This means that they believe they are less competent in fostering an environment where team members feel free to share their ideas and opinions ( $M = 1.69$ ), in giving them constructive criticism that helps them advance their abilities ( $M = 1.67$ ), and in organizing team-building exercises that enhance interpersonal communication by fostering cooperation and trust ( $M = 1.67$ ).

Assessing the key characteristics of college student leaders in terms of interpersonal communication is critical for identifying individuals with the skills required to effectively lead and inspire their peers. As stated by Chatman et al. (2020), interpersonal communication is an important aspect of leadership because it requires the ability to listen, empathize, and effectively communicate with others.

One key characteristic to look for in college student leaders is their ability to actively listen to their peers' concerns and ideas. Effective leaders recognize the importance of valuing and acknowledging others' points of view, and actively listening is an essential skill in this regard (Jones et al., 2019).

Furthermore, evaluating their ability to empathize with others and understand their feelings and emotions is critical for cultivating a supportive and inclusive leadership approach.

In terms of communication, it is critical to assess a student leader's ability to articulate their ideas clearly and persuasively, as well as their skill in conflict resolution and consensus building. Furthermore, according to Ibrahim et al. (2022), their nonverbal communication skills, such as body language and facial expressions, should be considered because they play an important role in the effectiveness of interpersonal communication.

Overall, evaluating the key characteristics of college student leaders in terms of interpersonal communication is critical for identifying individuals capable of leading with integrity, empathy, and effectiveness. Colleges can develop a generation of leaders capable of inspiring and motivating their peers through effective interpersonal communication by recognizing and nurturing these characteristics.

**Research Question 2: What is the assessment of the respondents on the team atmosphere that is conducive to the cultivation of college students' leadership in terms of:**

## 5.6. Openness and Trust

**Table 7.** Assessment of the Team Atmosphere that is Conducive to the Cultivation of Students' Leadership in terms of Openness and Trust

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Can Positively influence a student leaders' traits by improving the quality of interpersonal relationships within the organization	1.63	0.57	Less Influential	3.5
2. Student leaders have an increased sense of responsibility to help others and to model leadership principles and values.	1.66	0.59	Less Influential	1
3. Build strong relationships with peers which will help them become more effective student leaders and make a positive impact in the school community	1.65	0.58	Less Influential	2
4. Student leaders will encourage their co-student to share their thoughts and ideas and make sure that everyone feels valued and heard.	1.63	0.60	Less Influential	3.5
5. When there is openness and trust student leaders will look for opportunities to work together with others and reopen to new ideas and approaches.	1.57	0.56	Less Influential	5
<b>COMPOSITE MEAN</b>	<b>1.63</b>	<b>0.52</b>	<b>Less Influential</b>	

*Legend: 1.00-1.50: Not Influential (Very Low); 1.51-2.50: Less Influential (Low); 2.51-3.50; Influential (Average); 3.51-4.00: Very Influential (High)*

The evaluation of the openness and trust within a team that supports the development of student leadership is shown in Table 7. The composite means of 1.63 and the standard deviation of 0.52 that it produced suggest that the students' assessment on this specific domain is low. Similarly, they disagree that student leaders have a greater obligation to serve others and serve as role models for leadership principles and values ( $M = 1.66$ ), that they are less influential and that they should cultivate strong peer relationships in order to become more effective student leaders and have a positive impact on the school community ( $M = 1.65$ ), and that they can positively influence a student leader's traits by enhancing the quality of interpersonal relationships within the organization ( $M = 1.63$ ).

Assessing the team atmosphere is critical to the development of college student leaders. A conducive environment for the development of student leaders is one that fosters openness and trust among team members. According to Lateef (2020), openness fosters an environment in which ideas and opinions are freely exchanged, and people

feel comfortable expressing themselves without fear of being judged. Trust, on the other hand, serves as the foundation for effective teamwork and collaboration by allowing team members to respect and rely on one another.

Openness and trust are critical components for creating a supportive and motivating team environment (Maximo et al., 2019). Without these elements, college student leaders may struggle to express their ideas, concerns, or assume leadership roles. This can result in a lack of collaboration, creativity, and effective decision-making among team members.

To address this issue, leaders may prioritize creating an open and trusting culture within their teams. This may be accomplished through open communication, active listening, and setting clear expectations and boundaries. Furthermore, allowing team members to share feedback, concerns, and ideas can foster a sense of trust and collaboration.

### 5.7. Clear Communication

**Table 8.** Assessment of the Team Atmosphere that is Conducive to the Cultivation of Students' Leadership in terms of Clear Communication

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Good communication skills can lead to high morals and enable the leaders to achieve high performance goals	1.61	0.59	Less Influential	4.5
2. They can articulate their objective in a way that is easily understood by every member in their organization	1.61	0.59	Less Influential	4.5
3. They can empower those around them to work toward common objectives	1.64	0.60	Less Influential	1.5
4. Good communication skills enable leaders to rally their team around a shared vision.	1.64	0.59	Less Influential	1.5
5. With good communication skills they can empower and build trust.	1.62	0.57	Less Influential	3
<b>COMPOSITE MEAN</b>	<b>1.62</b>	<b>0.51</b>	<b>Less Influential</b>	

*Legend: 1.00-1.50: Not Influential (Very Low); 1.51-2.50: Less Influential (Low); 2.51-3.50; Influential (Average); 3.51-4.00: Very Influential (High)*

Table 8 shows the composite mean score of 1.62 with a standard deviation of 0.51 for the evaluation of the team environment that supports the development of students' leadership in terms of clear communication. This indicates that students believe they have less influence over others around them when it comes to motivating them to work toward shared goals ( $M = 1.64$ ), that leaders can mobilize their team around a common vision ( $M = 1.64$ ), and that students with strong communication skills can empower others and foster trust ( $M = 1.62$ ).

The team atmosphere is critical in the development of college student leaders. Clear communication is a key factor in creating a conducive environment (Men & Yue, 2019). However, the current assessment revealed that the team's communication received a low rating.

As stated by Xie et al. (2019), clear communication is essential in any team environment because it promotes collaboration, understanding, and cohesion. College student leaders must be able to effectively communicate their ideas, plans, and goals to their peers in order to inspire and motivate them toward a common goal. Furthermore, clear communication aids in conflict resolution and problem solving within the team.

A low rating in this area suggests that there may be barriers to effective communication within the team. This may be due

to a lack of transparency, ineffective communication channels, or misinterpretations, which can cause misunderstandings and confusion among team members. To improve team dynamics and develop college student leaders, it is critical to address the issue of poor communication. This could include holding regular team meetings, encouraging open and honest dialogue, and training in effective communication techniques. By prioritizing clear communication, the team can foster the growth and development of college student leaders.

### 5.8. Accountability

With a composite mean score of 1.64 and a standard deviation of 0.54, Table 8 illustrates students' assessment of a team atmosphere that is conducive to the cultivation of their leadership in relation to accountability. This implies that students have a low rating, believe they are less influential, and disagree that accountability encourages student leaders to seek mentorship from experienced leaders who can guide them in developing their leadership skills and holding themselves accountable. ( $M = 1.65$ ), encourages student leaders to set specific measurable, attainable, relevant, and time-bound goals for themselves and their teams, which will help them stay focused and accountable for their actions and decisions ( $M = 1.65$ ), as well as become more responsible, trustworthy, and effective in their roles as student leaders ( $M$

= 1.64).

**Table 9.** Assessment of the Team Atmosphere that is Conducive to the Cultivation of Students' Leadership in terms of Accountability

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Helps them become more responsible, trustworthy and effective in their roles as student leaders	1.64	0.61	Less Influential	4
2. Student leaders are encouraged to reflect on their actions and decisions regularly, this will help them identify areas where they need to take corrective action	1.64	0.60	Less Influential	1.5
3. Encourage them to seek feedback from their peers on their leadership styles and accountability. this will help them identify areas where they need to improve.	1.64	0.62	Less Influential	4
4. Accountability encourage student leaders to seek mentorship from experienced leaders who can guide them in developing their leadership skills and holding themselves accountable.	1.65	0.60	Less Influential	4
5. Encourage student leaders to set specific measurable, achievable, relevant and time bound goals for themselves and their teams. this will help them stay focused and accountable for their actions and decisions.	1.65	0.62	Less Influential	1.5
<b>COMPOSITE MEAN</b>	<b>1.64</b>	<b>0.54</b>	<b>Less Influential</b>	<b>1.5</b>

*Legend: 1.00-1.50: Not Influential (Very Low); 1.51-2.50: Less Influential (Low); 2.51-3.50; Influential (Average); 3.51-4.00: Very Influential (High)*

Assessing the team atmosphere that promotes the development of college student leaders is critical in creating an environment in which individuals can grow and thrive. One critical aspect of this evaluation is the level of accountability within the team (Appel, 2020). A lack of accountability in the team environment can stifle the growth and development of college student leaders. It can result in a lack of trust among team members, decreased motivation, and an increased risk of mistakes and missed opportunities. Furthermore, it can limit leaders' ability to hold their team members accountable, perpetuating a cycle of low accountability.

Addressing this issue is critical to creating a more welcoming environment for the development of college student leaders. This could include implementing accountability measures, providing education and training on the importance of accountability, and cultivating a culture of responsibility and integrity within the team. According to McNair et al. (2022), college student leaders can be better prepared to succeed and make a positive impact in their communities by improving accountability assessments within the team environment.

## 5.9. Diversity

**Table 10.** Assessment of the Team Atmosphere that is Conducive to the Cultivation of Students' Leadership in terms of Diversity

Indicators	Mean	SD	Verbal Interpretation	Rank
1. Can bring together different perspectives and ideas that can lead to more creative solutions to problems	1.63	0.57	Less Influential	3
2. Can help student leaders develop better communication skills by learning how to communicate effectively with people from different backgrounds	1.60	0.57	Less Influential	5
3. Can help student leaders develop empathy by learning about different cultures and backgrounds.	1.64	0.59	Less Influential	2
4. Can help student leaders develop better leadership skills by learning how to lead people from different backgrounds.	1.62	0.59	Less Influential	4
5. Can help student leaders develop better problem-solving skills by learning how to approach problems from different perspectives.	1.65	0.61	Less Influential	1
<b>COMPOSITE MEAN</b>	<b>1.63</b>	<b>0.52</b>	<b>Less Influential</b>	

*Legend: 1.00-1.50: Not Influential (Very Low); 1.51-2.50: Less Influential (Low); 2.51-3.50; Influential (Average); 3.51-4.00: Very Influential (High)*

Table 10 depicts an assessment of students' team environments that are conducive to the development of diversity-based leadership skills. It generated a composite mean score of 1.63 and a standard deviation of 0.52, implying that they disagree that it can help student leaders develop

better problem-solving skills by learning how to approach problems from different perspectives (M = 1.65), can help student leaders develop empathy by learning about different cultures and backgrounds (M = 1.64), and can bring together different perspectives and ideas that can lead to more creative

solutions to problems ( $M = 1.63$ ).

The assessment of a team environment conducive to the development of college student leaders in terms of diversity is low. This low rating indicates a lack of an inclusive and diverse environment, which is critical for the development of college student leaders from various backgrounds. Based on the study of Ajayi et al. (2021), a supportive team environment for the development of college student leaders should make all students, regardless of race, ethnicity, gender, sexual orientation, or any other personal characteristic, feel included and valued. It should create an environment in which diverse perspectives and experiences are respected and valued,

and everyone believes they have an equal opportunity to contribute and lead.

A low rating in this category indicates that there may be barriers to inclusion and equity within the team environment, limiting the growth and development of college student leaders, as stated by Cooper et al. (2020). It is critical that educational institutions address these issues and work toward creating a more diverse and inclusive team environment that fosters the development of leaders from all backgrounds.

**Relationship between students’ key traits and team atmosphere that is conducive in the cultivation of students’ leadership?**

**Table 11.** Correlation Matrix Between Students’ Key Traits and Team Atmosphere

		Openness and Trust	Clear Communication	Accountability	Diversity	Overall (Team Atmosphere)
Building Vision	Coefficients	0.78	0.77	0.80	0.78	<b>0.82</b>
	p-value	< .001	< .001	< .001	< .001	<b>&lt; .001</b>
Strategic Decision	Coefficients	0.81	0.82	0.82	0.82	<b>0.85</b>
	p-value	< .001	< .001	< .001	< .001	<b>&lt; .001</b>
Work Practice	Coefficients	0.85	0.82	0.82	0.81	<b>0.85</b>
	p-value	< .001	< .001	< .001	< .001	<b>&lt; .001</b>
Personality Influence	Coefficients	0.86	0.83	0.85	0.84	<b>0.87</b>
	p-value	< .001	< .001	< .001	< .001	<b>&lt; .001</b>
Interpersonal Communication	Coefficients	0.89	0.86	0.86	0.85	<b>0.90</b>
	p-value	< .001	< .001	< .001	< .001	<b>&lt; .001</b>
Overall (Key Traits)	Coefficients	<b>0.88</b>	<b>0.86</b>	<b>0.87</b>	<b>0.86</b>	<b>0.90</b>
	p-value	<b>&lt; .001</b>	<b>&lt; .001</b>	<b>&lt; .001</b>	<b>&lt; .001</b>	<b>&lt; .001</b>

Legend: .00-0.19: Very Weak; 0.20-0.39: Weak; 0.40-0.59: Moderate; 0.60-0.79: Strong; 0.80-1.00: Very Strong

Table 11 summarizes the correlation matrix of the relationship of the students’ key traits and team atmosphere that is conducive for the cultivation of their leadership. Analysis of Spearman’s rho correlation revealed p-values of lower than the 0.05 level of significance for all the domains, suggesting that the null hypothesis will be rejected. Hence, it can be concluded that there is a significant relationship between students’ key traits and team atmosphere that is conducive for the cultivation of their leadership ( $r = 0.90$ ;  $p < .001$ ; very strong positive). The correlation coefficients are positive, implying that as the level of key traits increases, the level of team atmosphere that is conducive for the cultivation of their leadership will also increase, and vice versa.

A positive team environment is critical in developing students’ leadership skills. The collaborative nature of team environments, in which individuals work together to achieve common goals, promotes the development of leadership skills significantly. According to Giudici and Filimonau (2019), effective communication is an important trait that contributes to a positive team environment. Students with strong communication skills can effectively express their ideas, listen to others, and resolve conflicts peacefully. Such characteristics allow them to inspire and motivate their peers,

resulting in a supportive team dynamic.

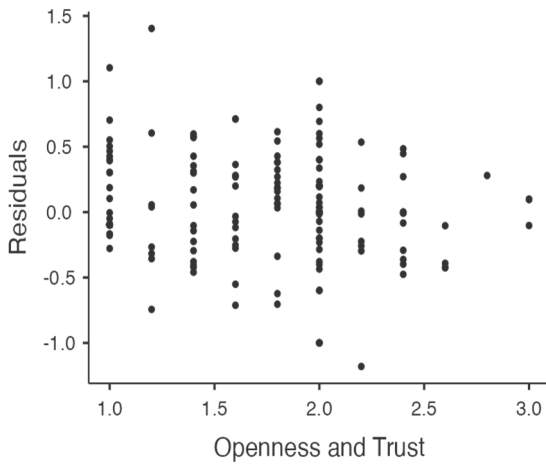
Furthermore, students who show adaptability and resilience are more likely to succeed in team settings (Fullerton et al., 2021). These students are open to change and challenges, and they excel at problem solving. Their ability to remain calm under pressure and adapt to new situations fosters a positive, can-do attitude among the team members. Additionally, students with empathy and emotional intelligence foster a harmonious team environment (Estrada et al., 2021). They can collaborate and support their peers more effectively if they recognize and understand their emotions. Their ability to form strong bonds and foster a sense of belonging within the team promotes a positive work environment.

Finally, the positive relationship between students’ key characteristics and a conducive team environment has a significant impact on the development of their leadership skills. Students who have strong communication skills, adaptability, resilience, empathy, and emotional intelligence are better prepared to participate in collaborative settings and grow into effective leaders (Wang, 2019).

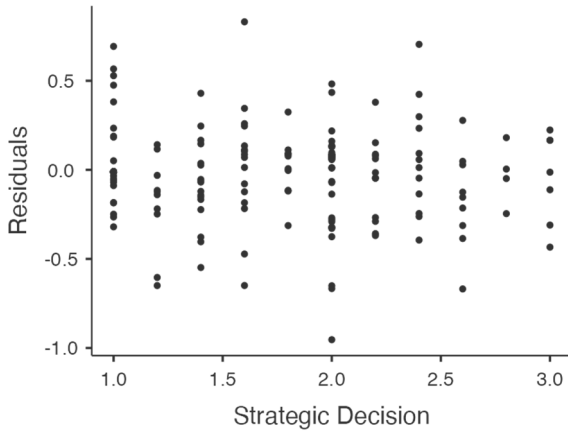
**Research Question 4: How the team atmosphere influences the key traits of selected student leaders?**

**Table 12.** Normality Test (Shapiro-Wilk)

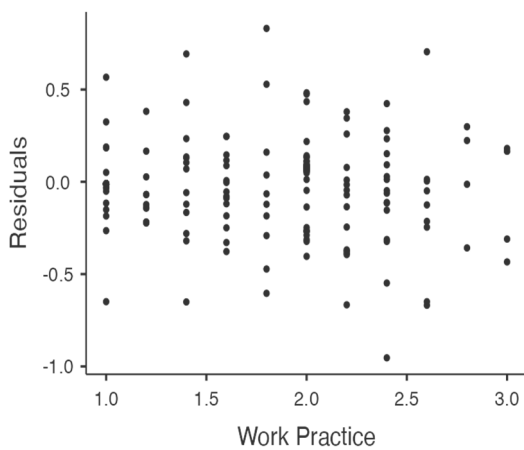
Statistic	p
0.88	< .001



**Fig 2.** Openness and trust



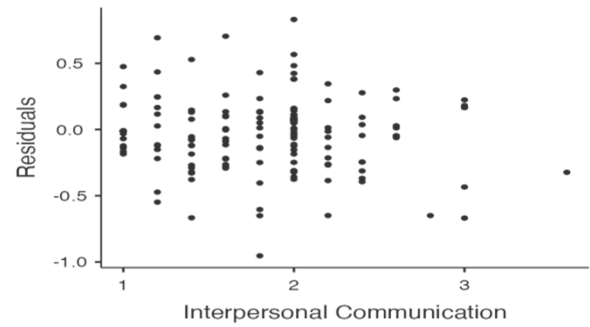
**Fig 3.** Strategic decision



**Fig 4.** Work practice



**Fig 5.** Personality influence



**Fig 6.** Interpersonal communication

Though the p-value of Shapiro-Wilk test is less than 0.05 indicating that the data is not normal, the residual plots show that the points are randomly dispersed around the horizontal axis, hence, a linear regression model is appropriate for the data.

**Table 13.** Durbin–Watson Test for Autocorrelation

Autocorrelation	DW Statistic	p
0.04	1.93	0.520

Since the Durbin-Watson test result is not significant (p-value = 0.520 > 0.05), it means that there is no autocorrelation among the predictors in the model. Also, the Durbin-Watson  $d = 1.93$ , which is between the two critical values of  $1.5 < d < 2.5$  and therefore we can assume that there is no first order linear auto-correlation in our multiple linear regression data.

**Table 14.** Collinearity Statistics

	VIF	Tolerance
Openness and Trust	7.52	0.13
Clear Communication	8.73	0.11
Accountability	9.03	0.11
Diversity	8.19	0.12

Since correlation values of all the constructs are less than .80 and values of Variance Inflation Factor (VIF) are less than 10, thus no violation of multicollinearity were found.

Table 15. Model Fit Measures

				Overall Model Test			
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	F	df1	df2	p
1	0.83	0.69	0.68	162.70	4	295	<.001
2	0.86	0.74	0.73	205.97	4	295	<.001
3	0.88	0.78	0.77	255.51	4	295	<.001
4	0.89	0.79	0.79	277.31	4	295	<.001
4	0.90	0.81	0.81	316.42	4	295	<.001

The table shows the multiple linear regression models summary and overall fit statistics. Since all the p-values of <.001 are less than the 0.05 level of significance, these suggest that there are predictors in the model. Moreover, the adjusted R<sup>2</sup> of the models between 0.69 to 0.81 that mean that the linear regression explains 69 to 81%of the variance in the data.

## 6. Conclusion

Based on the investigation results, the following conclusions are drawn:

1. The level of key traits such as corporate vision, strategic decision-making, work practice, personality influence, and interpersonal communication is low. This may mean that a lack of these key traits in student leaders may lead to challenges in team dynamics, collaboration, and cohesion among student leaders and their teams. Effective leadership traits are critical to creating a positive and productive team environment. Low levels of these characteristics can lead to low team morale, reduced motivation, and difficulty achieving common goals.

2. Respondents have a low evaluation of the team atmosphere of open trust, clear communication, accountability and diversity that is conducive to cultivating college student leadership. Low evaluation of team climate may hinder the development of leadership among college students. Without an environment of openness and trust, clear communication, and accountability, it can be difficult for students to develop basic leadership skills and the ability to work effectively in teams.

3. The key characteristics of college student leaders are positively related to the team atmosphere that cultivates leadership. The positive relationship between leadership traits and team climate means that student leaders and their teams are likely to experience greater teamwork, collaboration, and cohesion. This helps create a more supportive and productive environment that develops leadership skills and fosters a sense of unity among the student body.

4. Team atmosphere has a positive impact on key traits. Because leadership traits are positively related to a favorable team climate, student leaders are more likely to have a positive impact on the organization or group they lead. This can lead to better decision-making, more effective communication, and a greater focus on diversity and inclusion within student organizations

## 7. Recommendations

1.Addressing the implications of low levels of key traits may involve targeted leadership development programs, mentorship, training, and support to help student leaders enhance these vital skills and attributes. Additionally, the school may provide opportunities for leaders to gain practical experience, feedback, and resources can help them develop and strengthen the essential traits necessary for effective leadership.

2.The school may involve initiatives such as implementing diversity and inclusion programs, leadership training workshops, fostering open dialogue, promoting transparent communication, and establishing systems of accountability within the student body and organizations. Creating an environment that supports and encourages openness, trust, clear communication, accountability, and diversity is essential for cultivating effective student leaders and fostering a positive and inclusive collegiate community.

3.The school may emphasize the importance of fostering an environment that supports the development of leadership traits and provides student leaders with the necessary tools and resources to thrive within a conducive team atmosphere. By acknowledging and nurturing this relationship, educational institutions may work towards creating an environment that cultivates the most effective and capable student leaders.

4.The school may highlight the importance of fostering an environment that supports the development of leadership traits and provides student leaders with the necessary tools and resources to thrive within a conducive team atmosphere. By acknowledging and nurturing this relationship, educational institutions can work towards creating an environment that cultivates the most effective and capable student leaders.

5.The school organization may use tools and frameworks to assess team dynamics, cohesion, trust, and communication patterns within student organizations.

6.Future researchers may situate the research within the broader context of leadership education and development. They may identify how the findings can inform curriculum design, co-curricular programs, and institutional practices aimed at nurturing the leadership potential of college students.

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