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Personal Efficacy and Students' Leadership Capabilities

Kangli Chen

Department of Graduate, Adamson University, Ermita, Manila, 1000 Metro Manila, PHILIPPINES

Abstract: This study is based on the domains of self-efficacy and student leadership, laying the foundation for improving students' self-efficacy and leadership skills. The results show that students' depth of self-efficacy and leadership skills in classroom learning is enhanced, and their development efficiency is improved. Through descriptive correlational design and SPSS analysis of data from 377 students, it was found that students performed at a high level in dimensions of self-efficacy such as Mastery Experiences, Vicarious Experiences, Verbal Persuasion, as well as dimensions of leadership skills such as Leading by Example, Collaboratively Inspiring Vision, among others. To enhance students' self-efficacy and leadership skills, teachers should take relevant measures in teaching, such as not considering gender, age, and major as the main factors for evaluating leadership ability, emphasizing students' actual performance and leadership experience, helping students build confidence, and strengthening the cultivation of leadership experience.

Keywords: Personal Performance; Student; Leadership Ability.

1. Introduction

The Outline of China's National Medium - and Long Term Education Reform and Development Plan (2010-2020) states that: The world is currently in a period of great development, transformation, and adjustment. With the deepening of multipolarity and economic globalization, rapid technological progress, and increasingly fierce competition for talents, the world's economic competition and comprehensive national strength competition are essentially the competition of science and technology and the competition of national quality. The core of world resource development has shifted from material resource development to human resource development, and talents have become the first resource and the decisive factor in economic development Qualitative factors. " [1] The primary responsibility of higher education is to cultivate talents for society. Only when it is firmly established to cultivate and deliver more knowledgeable, morally excellent, with firm beliefs and strong abilities for society, can the historical mission of higher education be completed.

The development of student leadership and personal efficacy are problems in daily life, including student leadership performance may vary by cultural background, educational level and personal experience, leading to inconsistent assessment criteria; personal efficacy feels the influence of emotion and external environment. Furthermore, the relationship between leadership and efficacy is complex, requiring multiple considerations; the choice of research methods and the reliability of data collection also affect the accuracy of the results. According to data from the Chinese Ministry of Education, as of May 2022, the total number of students in Chinese universities exceeded 44.3 million, and the gross enrollment rate of higher education increased from 30% in 2012 to 57.8% in 2021, an increase of 27.8 percentage points. Compared to the rapid growth of the number of students on campus, the growth of the teaching and management teams in universities is relatively slow. In order to better carry out teaching management work, on the basis of optimizing institutional mechanisms and innovating methods, it is more necessary to strengthen student self-management and enable student organizations such as student unions and social federations to play a greater role. This also puts higher requirements on the comprehensive ability of students to highlight leadership.

Table 1. Participants of the Study

	Total Population	Sample Size
College students	20000	377
Total	20000	377

2. The Level of Personal Efficacy of The Student-Respondents

Table 2. The Profile of Student-Respondents

Profile		frequency	percentage
Age	17- 19 years old	67	17.8
	Between 20 – 22 years old	56	14.9
	And 23-25 years old	122	32.4
	Over 25 years old	132	35.0
	Total	377	100.0
Sex	male	134	35.5
	female	243	64.5
	Total	377	100.0
Specialization	science and engineering	89	23.6
	liberal arts	113	30.0
	Medical	42	11.1
	education	105	27.9
	other	28	7.4
	Total	377	100.0
Years of experience as a student leader	Less than a year	94	24.9
	1-2 Years	144	38.2
	3-4 Years	97	25.7
	More than four years	42	11.1
	Total	377	100.0
Position	Class monitor	85	22.5
	Commissary in charge of studies	64	17.0
	Class committee member in charge of sports activities	102	27.1
	Headman	71	18.8
	Other	55	14.6
	Total	377	100.0

the overview of the respondents, such as gender, age, major, student leadership experience, level of dimensions and relationship of personal effectiveness level and leadership level.

The results showed that students were mainly concentrated in the age groups of 23-25 years old and over 25 years old, with slightly more females than males. In terms of major, there were slightly more students in the humanities and social sciences than in STEM and medical majors. Students' leadership experience was mainly concentrated in 1-2 years and 3-4 years, with positions mainly held as class committee members and class monitors. These data indicate that the respondents have some student leadership experience, mainly concentrated in the later stages of their university studies, and are more prominent in the humanities and education majors.

2.1. Journal Style

Use American English when writing your paper. The serial comma should be used (“a, b, and c” not “a, b and c”). In American English, periods and commas are within quotation marks, like “this period.” Other punctuation is “outside”! The use of technical jargon, slang, and vague or informal English should be avoided. Generic technical terms should instead be used.

Table 3. Summary of Assessed Personal Efficacy

Profile	Mean	SD	Descriptive	Rank
Mastery Experiences	3.68	0.48	Always/Highly Efficient	3
Vicarious Experiences	3.69	0.48	Always/Highly Efficient	2
Verbal Persuasion	3.66	0.50	Always/Highly Efficient	4
Affective States	3.71	0.48	Always/Highly Efficient	1
OVER-ALL	3.67	0.49	Always/Highly Efficient	

The data indicate that the assessment of individual abilities shows that the sample generally believes they have higher abilities. In all evaluations, the emotional state scored the highest, indicating that respondents generally believe they perform well emotionally and can actively cope with difficulties and challenges. Next are the scores for imitative experience and experiential experience, which indicate that respondents believe in enhancing their abilities through observing others and their own experiences. The score for verbal persuasion is the lowest, indicating that respondents feel somewhat lacking in persuading others using language. Overall, the respondents are confident in their abilities and believe they perform well in different aspects.

3. Literature References

References must be cited in the text within brackets in numerical order, starting with [1]. Do not use Word’s automated numbering features. Consecutive reference number citations should be indicated with an n-dash (–) [2–4] or a comma [5, 6] as necessary. In sentences, use the author names instead of “Reference [7]” or “as in [8]” (e.g., “Smith and Smith [9] show ...”).

The reference list must be typed in manually. Do not use Word’s References feature or numbered list. In the reference list, provide up to three authors’ names; if more than three authors, use “et al.” Place a space between an authors' initials. Papers that have not been published should be cited as “unpublished” [7]. Papers that have been submitted or accepted for publication should be cited as “submitted for publication” [8]. Please give affiliations and addresses for personal communications [9]. Use sentence case for the words in a paper title.

4. Conclusion

Based on the indicating findings, the following conclusions were drawn from the results of the study:

1. The evaluation results of student leadership show that factors such as gender, age and major have limited influence on the evaluation results, mainly in the middle and late stages of college students, and are more prominent in liberal arts and education majors.

2. Students are confident in their own abilities, and believe that they have performed well in different aspects, especially in the emotional aspects, and can actively deal with difficulties and challenges.

3. Students 'leadership experience and the type of position have a significant impact on the evaluation results. Students with long leadership experience and important positions score higher, and the evaluators pay more attention to students' actual leadership experience and positions.

4. Leadership is closely related to personal efficiency level, and personal confidence in their ability is closely related to their performance in leadership. The cultivation of leadership requires personal internal confidence and practical experience, as well as external motivation and emotional support.

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