Research Paper

College Student Leaders' Leadership Skills, Mastery of Theoretical Knowledge and Practical Ability in Selected Universities in Guangxi, China

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ABSTRACT: *College student leaders are the relatively excellent and active group among college students. They are the effective assistant of teachers' daily management and an indispensable and important force in colleges and universities. Cultivating and improving the leadership of college student leaders is an important way to comprehensively carry out quality education for college students, enhance the employment ability of college students and cultivate international talents. This study is designed to understand the relationship between the degree of theoretical knowledge mastery, the practical ability, and the leadership ability of college student leaders. The researcher developed a questionnaire survey of 416 college student leaders from five universities in Guangxi and collected all the data, Data were interpreted and analyzed by frequency, percentage, weighted mean, Likert scale, and analysis of variance. This study concludes that the leadership level of college student leaders, the mastery level of theoretical knowledge and the level of practical ability are relatively high, and there is a significant relationship between the mastery level of theoretical knowledge, practical ability and the leadership level of college student leaders, so the training mode of improving the leadership of college student leaders is proposed.*
Key words: *College Student Leaders' Leadership Skills; Mastery of Theoretical Knowledge ; Practical Ability*

I. Background of the Study

In late 2019, a sudden outbreak of COVID-19 expanded the global impact of the "black swan" in 2020,2021, and even 2022.In the fight against COVID-19, young college students, together with the epidemic prevention and control personnel on the front line, are fearless of life and death, demonstrating the responsibility and responsibility of college students in the new era. General Secretary Xi Jinping has also talked repeatedly in his speeches that youth is the future of the country and the world, and the hope of the country and the future.

Nowadays, China is facing great changes unseen in a century. From the perspective of international environment and domestic environment, it is very important to shoulder the great responsibility of national rejuvenation. College student leaders are a special group in colleges and universities. Their working ability, especially their leadership ability, will not only affect the normal implementation of a series of activities such as teaching and management, but also reserve for their future social leadership positions. Leadership, as an important embodiment of the comprehensive quality of college students, is also an indispensable ability in the future society. To adapt to the complex national conditions, there is no doubt that the social elite group of college students can have the leadership.

II. METHODOLOGY

2.1 Research Design

This study has used a descriptivecorrelational design to determine the relationship between college student leadership and theoretical knowledge mastery and practical ability. The study has been conducted in two stages, with the first phase primarily consisting of literature research. Based on the research of the leadership education of Chinese college students, researchers searched, read, and sorted through existing literature. The second stage involved empirical research, specifically quantitative research. For quantitative studies, data has been collected primarily through a questionnaire survey. The relationship between college student leadership and their theoretical knowledge and practical ability has been analyzed.

Research Locale and Participants

This study has been conducted in five undergraduate universities. These schools have been chosen because they all represented different subject classes and different levels. The discipline construction and distribution characteristics of different universities were different, and the historical history, teachers, cities, and geographical environment of the schools were also different, so the direction and characteristics of talent training would be different.

Table 1
Distribution of Respondents

Uuniversities	Total population	Samples (respondents)
Guangxi University for Nationalities	126	96
Guangxi University of Finance and Economics	89	73
Guangxi Normal College of Science Technology	64	55
Guangxi Normal University	78	65
	186	127
Total Respondents	**543**	**416**

This study used random sampling to determine the respondents. The total number of student union leaders from the student affairs office of these five schools has been obtained. The sample number of student leaders in each of the five selected universities has been calculated through Sloven's formula. For this survey, a margin of error of 0.05 was considered sufficiently accurate.

2.3 Research Instrument

The instrument was a self-made questionnaire for the respondents, who were leading leaders of college students. The researcher has used the questionnaire to adapt and modify it from the Social Responsibility Leadership Inventory (SRLS) to create a questionnaire suitable for that study. The questionnaire used in this study was derived from the social responsibility leadership force, with the Likert scale at 4 points: 1 = Strongly Disagree/Very Low Level; 2 = Disagree/Low Level; 3=Agree/High Level; 4 = Strongly Agree/Very High Level.

Table 2
Interpretation of Data

Scale	Range	Verbal Description
4	3.26-4.00	Strongly Agree/Very High Level
3	2.51-3.25	Agree/High Level
2	1.76-2.50	Disagree/Low Level
1	1.00-1.75	Strongly Disagree/Very Low Level

The questionnaire was translated into Chinese and distributed to Chinese students. The first part consisted of demographic information of the interviewees, including gender, grade level, parent-related occupation, monthly family income, and family type, among others. The second part assessed the leadership skills of college student leaders, including problem solving, team building, and decision-making. The third part measured the theoretical knowledge level of college student leaders, including their participation in leadership courses and training courses for student leaders. The fourth part evaluated the practical ability of college student leaders, which included their involvement in student organizations and volunteering activities.

The first draft of the questionnaire has been reviewed by Chinese education experts. After the verification process, a questionnaire survey has been conducted among 100 Chinese college students. The reliability of the questionnaire has been found to be 0.984, which fallen within the acceptable range of 0.70 and above, indicating its reliability. Additionally, descriptive statistics, independent sample T-tests, and analysis of variance have been used to analyze and compare the differences in theoretical knowledge, practical ability, and leadership ability of college student leaders under various demographic variables. This allowed for an investigation into the disparities in leadership ability and its different dimensions among college students with different individual characteristics.

Finally, correlation analysis and regression analysis have been conducted to examine the influence of theoretical knowledge and practical ability on the leadership of college student leaders. This comprehensive analysis helped in understanding the relationship between these three variables in greater depth.

2.4 Data Gathering Procedure

To carry out the research, university administrators and teaching staff have been initially contacted. They have been told about the purpose of the study and asked to cooperate on the study. Subsequently, university students, who had agreed to participate in the study, have been contacted and informed of the study purpose and to be asked to participate. The questionnaire has been completed anonymously.

The questionnaire has been distributed online and offline at the same time. The questionnaire has been conducted online, the questionnaire link has been placed on a specific web page, the respondents' emails have been collected, and then emails have been sent to sample respondents through E-mail to inform the survey purpose, survey requirements and survey methods, attached with the questionnaire link address. After filling in the answers, the questionnaire data were automatically stored in the designed database file. To ensure the questionnaire recovery rate, the researcher contacted the teacher in charge of the class in advance who was responsible for the questionnaire recovery.

When giving out the questionnaire offline, first and foremost, it was identified and explained the purpose to the respondents. Then, asked them about their basic information to determine whether they met the conditions to complete the questionnaire. If they did, the necessary precautions for filling out the questionnaire were explained and assisted them in completing it. This ensured a higher degree of accuracy among the respondents, resulting in more convincing data obtained in the end.

III. RESULT AND INTERPETATION

3.1 Profile of Respondents

Table 3
The basic information of the respondents

Profile	N	Percentage
Sex		
Male	127	30.5 %
Female	289	69.5%
Grade Level		
Freshman	233	56.0%
Sophomore	148	35.6%
Junior	33	7.9%
Senior	2	0.5%
Major		
Literature	24	5.8%
Pedagogy	68	16.3%
Art	94	22.6%
Sports	35	8.4%
History	13	3.1%
Management	66	15.9%
Engineering	39	9.4%
Science	42	10.1%
Others	35	8.4%
Parent Related Occupation		
Farmer	238	57.2%
Cadres	15	3.6%
Individual Industry and commerce	52	12.5%
Soldiers	3	7.0%
Others	108	26.0%
Monthly Income		
1500 Yuan and below	56	13.5%
1501 -2500 Yuan	122	29.3%
2501 -3500 Yuan	85	20.4%
3501 -4500 Yuan	69	16.6%
4501 yuan and above	84	20.2%
Family Type		
Rural Area	340	81.7%
Urban Area	76	18.3%

Table 3 shows that 289 or 69.5% are females while 127 or 30.5% are males. Most of the respondents are freshmen 56.0%. The majors of the respondents are diverse with Art having the biggest share of 22.6%. The respondents' parents are mostly farmers 57.2%. The monthly income of the respondents ranges from 1500 yuan to 4501 yuan and above with the 1501-2500 income group getting the biggest share of respondents (29.3%). Finally, the family type of the respondents is mostly rural (81.7%).

3.2 Assessment of College Student Leaders' Leadership Skills
3.2.1 Problem Solving

Table 4

Assessment of   Problem Solving

Problem Solving	Mean	SD	Interpretation	Rank
New ways of resolving problems will bring vitality.	3.31	0.52	HL	1
When things disagree with expectations, I think about what I have learned from this experience.	3.281	0.52	HL	2
I think it's important to know what others can contribute to the solution of the problem.	3.28	0.55	HL	3
I will choose the right person to help me solve some kind of problem.	3.27	0.53	HL	4
In the organization, I actively practice it in a feasible way	3.26	0.52	HL	5
I will give priority to doing what confronts me as a problem.	3.25	0.58	HL	6
I pay attention to the impact of our events and the progress of our organization.	3.22	0.55	HL	7
I can adapt to the new ways of looking at problems.	3.21	0.48	HL	8
I will analyze the problem, consider it comprehensively, and make an overall plan.	3.19	0.55	HL	9
The new way to deal with problems has challenged me.	3.15	0.52	HL	10
Overall	3.24	0.53	HL	

Legend: Very High Level (VHL)- 3.51-4.00, High Level (HL)-2.51-3.50, Low Level (LL)- 1.51.-2.50, Very Low Level (VLL) -1.0-15.0

Table 4 shows that this indicator obtained an overall mean of 3.24 with an SD of 0.53 to their leadership skills in terms of problem solving. This means that they have a high level of problem-solving skills. The overall SD of 0.53 shows that the individual assessments of the respondents are close to the overall mean.

This is best seen in item 1, whose average of 3.31 (SD=0.52) is the highest of all indicators. New ways of resolving problems will bring vitality, it says. Often, creating a new method will bring passion and motivation, and the new method will motivate a person more to solve the problem, which is a cycle of advantages. On the other hand, the new way to deal with problems has challenged me. The mean value of this indicator (3.15, SD =0.52) is the lowest in the dataset. That said, it is possible that not everyone is highly creative.

3.2.2 Team Building

Table 5

Assessment   of Team Building

Team Building	Mean	SD	Interpretation	Rank
In the team, it is necessary to develop a common direction in order to make things go smoothly.	3.42	0.51	HL	1
I think cooperation leads to better results.	3.38	0.53	HL	2
I work well when I know what the team values.	3.35	0.51	HL	3
I work hard for the goals of the team.	3.344	0.52	HL	4
In collaboration, I share responsibility and mistakes with others.	3.339	0.52	HL	5
I cherish the opportunity to contribute to the team.	3.32	0.52	HL	6
I agree with what the team is trying to accomplish.	3.26	0.51	HL	7
My team members can recognize my contribution to the team.	3.24	0.50	HL	8
I have the ability to make my team better.	3.20	0.54	HL	9
I discussed with my members a bright vision for the future development of the organization.	3.16	0.56	HL	10
Overall	3.30	0.52	HL	

Legend: Very High Level (VHL)- 3.51-4.00, High Level (HL)-2.51-3.50, Low Level (LL)- 1.51.-2.50, Very Low Level (VLL) -1.0-15.0

Table5 shows that the respondents gave an over all mean of 3.30 with an SD of 0.52 to their leadership skills in terms of team building. This means that they have a high level of team building skills. The overall SD of 0.52 shows that the individual assessments of the respondents are close to the overall mean.

This item in Team Building, In the team, it is necessary to develop a common direction to make things go smoothly. It performed best, with an average of 3.42 (SD=0.51) the highest of all indicators. Because in team building, the common direction of development is the soul of the team, which can make the team members have a clear direction of effort and easily form an effective joint force, and the group without a common goal can only be a group of brave soldiers. On the other hand, I discussed with my members a bright vision for the future development of the organization. The mean value of this indicator (3.16, SD =0.56) is the lowest in the dataset. In other words, not every student leader is able to discuss the future with team members, and there are some bossy leaders.

3.2.3 Decision-making

Table 6
Assessment of Decision-making

Decision-making	Mean	SD	Interpretation	Rank
When making decisions, I will comprehensively consider the benefits, risks, opportunities and other factors brought by the decision.	3.26	0.48	HL	1
I try to make the members of the organization understand what we should be able to do.	3.25	0.53	HL	2
I do what I say.	3.22	0.51	HL	3
I will spend the time and effort to ensure that the organization members practice the agreed principles and standards.	3.21	0.52	HL	4
I can plan the task reasonably according to the urgency.	3.20	0.51	HL	5
I try to find ways for others to try new ideas and new ways.	3.198	0.51	HL	6
I am forward-looking and willing to talk with others about things that will affect us in the future.	3.19	0.57	HL	7
I'm very flexible at work.	3.18	0.54	HL	8
I can tell if the change is positive or negative.	3.18	0.54	HL	9
I provide opportunities for others to undertake heavy leadership responsibilities.	3.12	0.57	HL	10
Overall	3.20	0.53	HL	

Legend: Very High Level (VHL)- 3.51-4.00, High Level (HL)-2.51-3.50, Low Level (LL)- 1.51.-2.50, Very Low Level (VLL) -1.0-15.0

Table6 shows that the respondents gave the overall mean of 3.20 with an SD of 0.53 to their leadership skills in terms of decision making. This means that they have a high level of decision-making skills. The overall SD of 0.53 shows that the individual assessments of the respondents are close to the overall mean. The most obvious is to consider the benefits, risks, opportunities and other factors brought by the decision when making decisions (item 1). Its highest average is 3.26 (SD=0.48), which is considered very high. This is only natural because a leader's first consideration is risk and benefit. On the other hand, providing someone else with the opportunity to lead with great responsibility (No. 10) had the lowest average of 3.12 (SD=0.57), possibly because of the difficulty of great responsibility, which not all leaders are able to provide.

3.2.4 Summary of College Student Leaders' Leadership Skills Assessment

Table 7
Overall Teacher Leadership Assessment

Domains	Mean	SD	Interpretation	Rank
Team Building	3.30	0.52	HL	1
Problem Solving	3.24	0.53	HL	2
Decision Making	3.20	0.53	HL	3
Overall	3.23	0.53	HL	

Legend: Very High Level (VHL)- 3.51-4.00, High Level (HL)-2.51-3.50, Low Level (LL)- 1.51.-2.50, Very Low Level (VLL) -1.0-15.0

Table 7 shows that the overall leadership skills of the respondents is at high level as evidenced by the mean of 3.23. Team Building is the most obvious, with an average value of 3.30 (SD=0.52). The ability of team building is becoming more and more important and valued by student leaders. On the other hand, the average value of Decision Making is the lowest, 3.20 (SD=0.53), which indicates that student leaders also need to have firm decision-making power and fully understand the advantages and disadvantages of each choice before deciding.

3.3 Assessment of College Student Leaders' Mastery of Theoretical Knowledge
3.3.1 Leadership Course Learning

Table 8
Assessment of leadership course learning

Leadership Course Learning	Mean	SD	Interpretation	Rank
I am happy to accept the new ideas.	3.29	0.49	HL	1
I think the leadership course is an important course at the university level.	3.28	0.51	HL	2
New ways of learning things will enlighten leadership insights.	3.26	0.47	HL	3
Learning leadership courses can find the best answers from different perspectives.	3.26	0.48	HL	4
I look for new ways to do things.	3.23	0.49	HL	5
For me, introspection is very challenging.	3.17	0.58	HL	6
I am good at applying what I have learned and solving problems	3.15	0.54	HL	7
I often attend reports or lectures on leadership	2.97	0.69	HL	8
I study efficiently	2.95	0.64	HL	9
I often take leadership courses	2.90	0.73	HL	10
Overall	3.15	0.56	HL	

Legend: Very High Level (VHL)- 3.51-4.00, High Level (HL)-2.51-3.50, Low Level (LL)- 1.51.-2.50, Very Low Level (VLL) -1.0-15.0

Table 8 shows that the respondents gave an overall mean rating of 3.15 with an SD of 0.56 to their theoretical knowledge in terms of leadership course learning. This means that they have a high level of leadership course learning. The overall SD of 0.56 shows that the individual assessments of the respondents are close to the overall mean. I am happy to accept the new ideas (item 1). The most obvious is that the average is 3.29 (SD=0.49), which shows that student leaders are willing to accept new ideas. On the other hand, I often take leadership courses with the lowest average value of 2.9 (SD=0.7), which indicates that some student leaders do not take leadership courses frequently, which is closely related to whether the school offers leadership courses.

3.3.2 Training Course for Student Leaders

Table 9
Assessment of training course for student leaders

Training Course for Student Leaders	Mean	SD	Interpretation	Rank
For me, undergoing training contributes to one's maturity.	3.27	0.51	HL	1
Training can be flexible under changing circumstances.	3.26	0.51	HL	2
Even if the training is not smooth, I am not discouraged and can persevere.	3.24	0.53	HL	3
Training course opens a new door for improvement.	3.24	0.51	HL	4
Training despite its difficulties challenges my patience.	3.21	0.54	HL	5
I am very satisfied with the results of the training	3.16	0.54	HL	6
I pay close attention to every training of student leaders .	3.12	0.58	HL	7
I often attend the leadership leader training.	3.10	0.61	HL	8
Student leader training is very heavy.	2.95	0.66	HL	9
I hope the school will hold more than one student leaders training once a week	2.95	0.69	HL	10
Overall	3.15	0.57	HL	

Legend: Very High Level (VHL)- 3.51-4.00, High Level (HL)-2.51-3.50, Low Level (LL)- 1.51.-2.50, Very Low Level (VLL) -1.0-15.

Table 9 shows that the respondents gave a mean of 3.15 with an SD of 0.57 to their theoretical knowledge in terms of training course for student leaders. This means that they have a high level of training course for student leaders. The overall SD of 0.57 shows that the individual assessments of the respondents are close to the overall mean. The first item is the most obvious, with a mean of 3.27 (SD=0.51), which shows that student leaders are very much recognized that training can make them grow. The last item had the lowest average of

2.95 (SD=0.69). Some schools already have student-led training in their curriculum, which can meet the needs of student leadership training.

3.3.3 Summary of College Student Leaders' Theoretical KnowledgeAssessment

Table 10
Overall Theoretical Knowledge Assessment

Domains	Mean	SD	Interpretation	Rank
Training Course for Student Leaders	3.150	0.566	HL	1
Leadership Course Learning	3.146	0.561	HL	2
Overall	3.15	0.56	HL	

Legend: Very High Level (VHL)- 3.51-4.00, High Level (HL)-2.51-3.50, Low Level (LL)- 1.51.-2.50, Very Low Level (VLL) -1.0-15.

The overall theoretical knowledge of the respondents is at high level as evidenced by the obtained meanof 3.15.

3.4 Assessment of College Student Leaders' Practical Ability
3.4.1 Participation in Student Organizations

Table 11
Assessment of Participation in Student Organizations

Participation in Student Organizations	Mean	SD	Interpretation	Rank
I am very happy to work with others for the common goals.	3.32	0.51	HL	1
I will participate in activities that serve the common good.	3.31	0.50	HL	2
Participating in student organization activities helps me experience new experiences.	3.31	0.50	HL	3
Participating in student organization activities helps me develop my ability to solve problems.	3.30	0.50	HL	4
Participating in student activities helps me to improve myself.	3.30	0.48	HL	5
Participating in student organization activities helps me realize my potential.	3.29	0.50	HL	6
Participating in student organization activities can help me participate in leadership.	3.28	0.51	HL	7
Participating in student organization activities helps me to value cooperation with people from different backgrounds.	3.28	0.52	HL	8
I am willing to participate in various school competitions and publicity activities.	3.27	0.54	HL	9
I will actively seek opportunities to participate in organizing activities.	3.26	0.53	HL	10
Overall	3.29	0.51	HL	

Legend: Very High Level (VHL)- 3.51-4.00, High Level (HL)-2.51-3.50, Low Level (LL)- 1.51.-2.50, Very Low Level (VLL) -1.0-15.

Table 11 shows that the respondents gave a mean of 3.29 with an SD of 0.51 to their practical ability in terms of participation in student organizations. This means that they have a high level of participation in student organizations. The overall SD of 0.51 shows that the individual assessments of the respondents are close to the overall mean. Item 1 is the best description, with the highest mean of 3.32 (SD =0.51). It says I'm excited to work with others to achieve a common goal. This is what a leader needs to be able to work as a team. However, relatively speaking, I will actively seek opportunities to participate in organizing activities. (Item 10). The average of the item was 3.26 (SD =0.53), and although it was the lowest in the dataset, it was still considered a desirable quality for student leadership. It is just that of all the metrics, it is the one respondent who is least likely to take.

3.4.2 Volunteering Activities

Table 12
Assessment of volunteering activities

Volunteering Activities	Mean	SD	Interpretation	Rank
I really hope to have more opportunities to contribute to the development of society.	3.37	0.50	HL	1
I will participate in activities that benefit the common good.	3.36	0.50	HL	2
I am very happy to work with others for a common goal.	3.34	0.51	HL	3
I am willing to participate in the volunteer activities arranged by the school.	3.32	0.52	HL	4

I am very happy to find the time and energy to do those things that are very helpful to others.	3.30	0.49	HL	5
I will be open to share my ideas with others.	3.28	0.53	HL	6
When I do things for others, I feel satisfied.	3.27	0.52	HL	7
I believe that serving others is the best way to realize one's own value.	3.26	0.52	HL	8
I often help my classmates who are in trouble around me.	3.25	0.53	HL	9
I like to spend my time doing important things for others.	3.22	0.55	HL	10
Overall	3.29	0.52	HL	

Legend: Very High Level (VHL)- 3.51-4.00, High Level (HL)-2.51-3.50, Low Level (LL)- 1.51.-2.50, Very Low Level (VLL) -1.0-15.

Table 12 shows that the respondents gave a mean of 3.29 with an SD of 0.52 to their practical ability in terms of volunteering activities. This means that they have a high level of volunteering activities. The overall SD of 0.52 shows that the individual assessments of the respondents are close to the overall mean. Item 1 is the best description, with the highest mean of 3.37 (SD =0.510). It says, I really hope to have more opportunities to contribute to the development of society. This is the ability to give as a student leader. However, relatively speaking, I like to spend my time doing important things for others. (Item 10). The average of the item was 3.22 (SD =0.55), and although it was the lowest in the dataset, it was still considered a desirable quality for student leadership. Because this is for the individual effort, project 1 is for the community, the team effort.

3.4.3 Summary of College Student Leaders' Practical Ability Assessment

Table 13
Overall Practical Ability Assessment

Domains	Mean	SD	Interpretation	Rank
Training Course for Student Leaders	3.30	0.52	HL	1
Participation in Student Organizations	3.29	0.51	HL	2
Overall	3.29	0.51	HL	

Legend: Very High Level (VHL)- 3.51-4.00, High Level (HL)-2.51-3.50, Low Level (LL)- 1.51.-2.50, Very Low Level (VLL) -1.0-15.

The overall practical ability of the respondents is at high level as evidenced by the mean of 3.29.

Huang Shenghua (2019) proposed that the overall development of leadership practice behavior of Chinese college students is at a medium level. The survey shows that contemporary college students have been fully aware of the role of social practice in improving their own ability, and actively improve the ability to adapt to the society through various ways. He believes that participating in social practice and community service helps to cultivate students' sense of responsibility to serve the society, the ability to cooperate with people, communication and coordination ability and other leadership.

3.5 Significant difference in the assessment of the respondents on their leadership skills when their profiles are taken as test factors.

Table 14
ANOVA Results on the Assessment of Leadership Skills for College Student Leaders

Profile	df	t	F	p-value	H₀ Decision	Interpretation
Sex	415	0.70		0.40	Accept	Not Significant
Grade Level	415		2.56	0.06	Accept	Not Significant
Major	415		0.95	0.47	Accept	Not Significant
Parent Related Occupation	415		0.93	0.47	Accept	Not Significant
Monthly Income	415		0.60	0.66	Accept	Not Significant
Family Type	415		6.88	0.01	Reject	Significant

There is no significant difference in leadership skills of the respondents based on sex (p=.40), grade level (p=.055), major (p=.47), parent related occupation (p=.47), and monthly income (p=.66). So receiving the null hypothesis.

There is a significant difference in the leadership skills based on family type (p=.009). Those who belongs to families in the urban area have significantly higher leadership skills (mean= 3.35) compared to those in the rural areas (mean =3.22).Therefore, the null hypothesis is rejected.

3.6Significant difference in the assessment of the respondents on their mastery of theoretical knowledge when their profiles are taken as test factors.

Table 15
ANOVA Results on the Aassessment of Mastery of Theoretical Knowledge for College Student Leaders

Profile	df	t	F	p-value	H_o Decision	Interpretation
Sex	415	0.608		.436	Accept	Not Significant
Grade Level	415		2.581	.053	Accept	Not Significant
Major	415		1.148	.330	Accept	Not Significant
Parent Related Occupation	415		0.969	.424	Accept	Not Significant
Monthly Income	415		0.148	.964	Accept	Not Significant
Family Type	415		0.650	.421	Accept	Not Significant

There is no significant difference in the theoretical knowledge of the respondents based on sex (p=.436), grade level (p=.053), major (p=.330), parent related occupation (p=.424), monthly income (p=.694), and family type (p=.421). Therefore, the null hypothesis was not rejected.

3.7 Significant difference in the assessment of the respondents on their practical ability when their profiles are taken as test factors.

Table 16
ANOVA Results on the Assessment of Practical Ability for College Student Leaders

Profile	df	t	F	p-value	H_o Decision	Interpretation
Sex	415	0.001		.969	Accept	Not Significant
Grade Level	415		4.565	.004	Reject	Significant
Major	415		0.943	.481	Accept	Not Significant
Parent Related Occupation	415		1.941	.103	Accept	Not Significant
Monthly Income	415		1.253	.288	Accept	Not Significant
Family Type	415		4.564	.033	Reject	Significant

There is no significant difference in the practical ability of the respondents based on sex (p=.969), major (p=.481), parent related occupation (p=.103), and monthly income (p=.288). Thus, the null hypothesis is accepted.

There is also a significant difference in the practical ability of the respondents when their family type is taken as a factor (p=.033). The respondents from families in urban areas have significantly higher practical ability (mean=3.39) compared those from the rural families (mean = 3.27). Therefore, the null hypothesis is rejected.

Table 17
Shows that there is significant difference between freshmen and sophomore with sig =.038.

(I) VAR00L078	(J) VAR00078	Mean Difference (I-J)	Sig.
Freshman	2.00	.12*	.038
	3.00	-.15	.229
	4.00	.024	1.00
Sophomore	1.00	-.12*	.038
	3.00	-.27*	.006
	4.00	-.09	.989
Junior	1.00	.15	.229
	2.00	.27*	.006
	4.00	.17	.943
Senior	1.00	-.02	1.00

2.00	.096	.989
3.00	-.17 junior	.943

There is a significant difference in the respondents' practical ability based on grade level (p=.004). The post hoc analysis shows that the significant differences exist among freshmen, sophomore, and junior groups.

Luo Ailin (2020) found that gender, major, parents 'occupation and their monthly family income do not affect college students' participation in student organizations. College students from rural families have less participation in organizations than those from urban families, which may be because rural children lack the opportunity to exercise themselves, and their personal expression is less than that of children from urban families. Students of different grades differ in expressing their opinions and participating in the organization, And with the increase of grade, She believes these may be due to junior students, More stable thinking and a strong desire for self-development, Self-expression consciousness is more prominent, They are willing to participate in some associations and organizations, Let their own ability in all aspects to improve; And the senior students, The sense of self and independence are further enhanced, Focus on self-development, Personality highlights, With the strengthening of the individual goals, The collective consciousness, With the pressure of employment, They focus their energy on obtaining employment information, And reduces the participation of various activities.

3.8 Assessment of the respondents on the leadership skills, mastery of theoretical knowledge and practical ability

Table 18
The correlation analysis of theoretical knowledge mastery degree and leadership ability

Variables	r	p	Ho Decision	Interpretation
Leadership Skills Theoretical Knowledge	0.826	.000	Reject	Significant, high and positive correlation

There is a significant relationship between leadership skills and theoretical knowledge. The relationship is positive and high (r = 0.826) and significant (p=.000).

Xu Defang (2021) proposed in the analysis of the current situation, problems, and strategies of college students 'leadership training that the improvement of college students' leadership should not only be practical ability, but also from the theoretical level and based on sufficient theoretical knowledge reserve.

Table 19
The correlation analysis between practical ability and the leadership of college student leaders

Variables	r	p	Ho Decision	Interpretation
Leadership Skills Practical Ability	0.791	.000	Reject	Significant, high and positive

There is a significant relationship between leadership skills and practical ability. The relationship is positive and high (r = 0.791) and significant (p=.000).

Zhang Xuemei (2020) found that social practice and its impact on college students' leadership, Correlation between college students' participation in social practice and leadership, And the difference is significant, College students who participate in social practice have a higher level of leadership than those who did not. Different influence of social practice motivation on college student leadership, college students with good motivation have a higher leadership level than those with poor motivation. From the perspective of the leadership education practice of college students, College students 'social practice is an important platform and carrier for college students' leadership training, In order to advocate and encourage college students to participate in social practice, and to provide more support for college students' social practice, and promote the development of college student leadership.

Table 20
The correlation analysis of the theoretical knowledge and the practical ability of the college students' leading leaders

Variables	r	p	Ho Decision	Interpretation
Theoretical Knowledge Practical Ability	0.80	.000	Reject	Significant, high and positive

There is a significant relationship between theoretical knowledge and practical ability. The relationship is positive and high (r = 0.800) and significant (p=.000).

Xu Defang (2021) indicates that in the process of leadership training for college students, we should integrate various resources, build a leadership training platform, and combine theoretical knowledge with practical training. From an all-round and multi-angle perspective, we will integrate multiple resources, build a multi-field platform, and build a leadership training system combined with the specific needs of college students to promote their all-round development.

IV. CONCLUSIONSANDRECOMMENDATIONS

4.1 conclusions

In the light of the foregoing findings, the following conclusions were drawn.

Firstly,Most respondents were rural families with moderate incomes, primarily consisting of freshmen and sophomores, with the majority being girls at 22.6%. The respondents exhibited high levels of leadership skills, theoretical knowledge, and practical ability.

Secondly,When analyzing respondents' files as a test factor, urban family members demonstrated notably superior leadership skills compared to rural family members, while no notable differences were found in leadership skills related to gender, grade, major, parental occupation, or family income.

Thirdly,There was no significant difference between the degree of theoretical knowledge and gender, grade, major, parents' occupation, family income, and family type. There were significant differences in the practical ability of students across different grade levels. Specifically, students in different grade levels (freshman, sophomore, junior, and senior) had varying practical abilities. Additionally, respondents from urban households had higher practical abilities compared to those from rural households, resulting in the rejection of the null hypothesis.

Fourthly,There are important relationships between leadership and theoretical knowledge, between leadership and practical ability, and between theoretical knowledge and practical ability. The relationship is both positive and high and significant.

4.2 Recommendations

The following recommendations were drawn in consonance with the findings and conclusion of the study.

From the results of the research, the respondent's leadership skills, theoretical knowledge, practice ability is at a higher level, the respondents have realized the importance of leadership, need to constantly improve leadership, according to the promotion of leadership and theoretical knowledge and practical ability have positive correlation, so this paper puts forward the following suggestions:

1.From the dimension of leadership skills

College students' leadership belongs to the concept of multidimensional, contains the problem-solving ability, emotional intelligence, leadership consciousness, organization and management, team cooperation, communication and coordination, decision-making ability, execution ability, innovation ability, etc., so as the respondents, not only need to improve the ability to solve q, team cooperation, decision-making ability, also need to improve other aspects of leadership. So first you need to strengthen leadership awareness and improve leadership skills. Secondly, improve the content of college students 'leadership training. According to the Council for the Promotion of Higher Education Standards, the evaluation guidelines of college students' leadership programs have been formulated, including three dimensions of values, knowledge, and ability. Therefore, college students' leadership training can be divided into values, knowledge, and ability dimensions, to improve the leadership skills of college student leaders.

2.From the dimension of theoretical knowledge

Leadership is a kind of ability, which requires theoretical knowledge. The more leadership knowledge is mastered, the greater the leadership ability is played. Leadership knowledge can be acquired through various ways, one of the most effective is the curriculum.

Set up leadership theory courses.The knowledge system of leadership is complex and contains many disciplines, but first, we must ensure the setting of professional theory courses of leadership, such as Leadership, Principles of Leadership, The Nature of Leadership, College Student Leadership, Leadership Psychology and so on. For "practical ability", we can offer courses on behavior decision-making, organizational execution, organizational behavior, organization and management; for "innovation ability", creative thinking, training and practice; and for "leadership consciousness", courses on leadership awareness, leadership quality improvement and student leadership.

Open leadership theme conferences and lectures.Colleges and universities should attach importance to leadership conferences. Whether they are held on their own schools or jointly with other universities, they

should play their influence and role and strive to hold national leadership conferences. Theme lectures are also a common form of communication in colleges and universities. Well-known leadership experts and outstanding leaders in various industries can be invited to teach leadership knowledge to students face to face, give full play to their professional advantages to conduct vivid heuristic teaching, bring students different learning experience from the classroom, and stimulate students' leadership awareness and ambition.

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