

## FEATURES OF STUDYING THE PROBLEM OF LEADERSHIP IN THE STUDENT GROUP

### ОСОБЛИВОСТІ ВИВЧЕННЯ ПРОБЛЕМИ ЛІДЕРСТВА В СТУДЕНТСЬКІЙ ГРУПІ

*In modern society, serious changes are taking place in ideological, political, economic and cultural aspects. The young generation, as the bearer of these changes and its leading force, is required to have special personality qualities. In particular, independence, initiative, determination and so on. The solution to the problem of raising young people with such qualities is very important. Today's student is of great interest as a future politician, economist, manager and a leading force in society in general, and the management of state enterprises, various social institutions and military units depends on their future activities. The realization of expectations from them largely depends on the level of leadership qualities. In this article the research of social and psychological mechanisms of leadership qualities in students of higher education institutions of Azerbaijan and the determination of ways and methods of purpose-oriented influence on the formation of their leadership qualities are discussed. The availability of leadership capabilities is determined by such personal features as logical thinking, emotional stability, courage and independence, managerial ability, and also pragmatism, practicality, and realness. The importance of forming leadership skills is determined by the development of capabilities of a reflection, rendering a positive impact on people, an active and responsible attitude to society and socially significant activities. Approaches to leadership learning differ in a combination of three key variables: leadership qualities, leader behavior, and the situations in which the leader operates. In this case, the behavior and characteristics of the subordinate play an important role. Each of the approaches offers its own solution to the problem of effective leadership. Early traditional theories suggested that effective leadership was determined either by the qualities of the leader or by examples of his behavior. In these cases, the situation was not taken into account. These notions eventually disappeared in a large number of certain qualities and patterns of behavior without creating a complete theory. New theories sought to combine the advantages and achievements of both traditional and situational approaches.*

**Key words:** leadership, leadership qualities, student, research, education.

*У сучасному суспільстві відбуваються серйозні зміни в ідеологічному, політичному, економічному та культурному аспектах. Молоде покоління як носій цих змін і їх провідна сила вимагає особливих якостей особистості, зокрема самостійності, ініціативності, рішучості тощо. Вирішення проблеми виховання молоді з такими якостями є дуже важливим. Сучасний студент становить великий інтерес як майбутній політик, економіст, менеджер і керівна сила суспільства в цілому, і від їх подальшої діяльності залежить управління державними підприємствами, різними соціальними установами та військовими частинами. Реалізація очікувань від них багато в чому залежить від рівня лідерських якостей. У статті розглядаються дослідження соціально-психологічних механізмів формування лідерських якостей у студентів вищих навчальних закладів Азербайджану та визначення шляхів і методів цілеспрямованого впливу на формування їх лідерських якостей. Наявність лідерських здібностей визначається такими особистісними якостями, як логічне мислення, емоційна стійкість, сміливість і незалежність, управлінські здібності, а також прагматизм, практичність і реалістичність. Важливість формування лідерських якостей визначається розвитком здібностей до рефлексії, позитивного впливу на людей, активного та відповідального ставлення до суспільства та суспільно значущої діяльності. Підходи до навчання лідерства відрізняються поєднанням трьох ключових змінних: лідерських якостей, поведінки лідера та ситуації, у яких лідер діє. При цьому важливу роль відіграє поведінка та особливості підлеглого. Кожен із підходів пропонує своє вирішення проблеми ефективного лідерства. Ранні традиційні теорії припускали, що ефективне лідерство визначається або якостями лідера, або прикладами його поведінки. У цих випадках ситуація не враховувалася. Ці поняття згодом зникли у великій кількості певних якостей і моделей поведінки, не створивши повної теорії. У нових теоріях вчені прагнули поєднати переваги та досягнення як традиційного, так і ситуаційного підходів.*

**Ключові слова:** лідерство, лідерські якості, студент, дослідження, навчання.

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**Introduction.** In modern society visible changes are happening in ideological, political, economic and cultural aspects. The young generation being the bearer of such changes and their driving force is required to have special qualities of personality. The solution to the problem of raising young people with qualities like independence, initiative, determination and etc, requires special urgency. The modern student is of great interest as a future politician, economist, manager and a leading force of society in general, and the management of state enterprises, various social institutions

and military units depends on their future activity [3, p. 324].

The realization of expectations from them and the level of leadership qualities are important. The development of modern information technologies, the application of active methods of teaching in the teaching process, has significantly expanded the opportunities for the development of some personality and especially leadership qualities. One of the significant directions of the state policy concerning young people at the current development stage of the society is to

perform proper educational works with young students [4].

Thus, as a task set before the national higher education system and requiring an innovative approach great attention is paid to the development of students' leadership qualities and also the preparation of highly qualified, responsible and active citizens able to quickly and adequately assess events happening in the country and society. Plenty of studies carried out on the formation of students' leadership qualities obviously show that the involvement of students in social activities has a serious impact on the development of leadership skills [6].

The problem of leadership has always aroused great interest both in our country and in foreign socio-psychological science. At different times, scholars have studied the problem of leadership both in terms of its personal determinants and situational components, as well as in terms of identifying types of leadership, defining leadership styles and their social role. We consider it expedient to group the researches devoted to the solution of this problem as follows:

1. XIX–XX centuries – theories and researches arising from the provisions of German psychology and focusing on the personal qualities of the leader. These theories and researches are reflected in the works of R. Stogdill, K. Bird, E. Bogardus, Y. Jennings, G. Tard, G. Lebon and others [8, p. 40].

2. Mid-20th Century – Research on key behavioral models of leadership has been extensively analyzed in the works of R. Likert, K. Levin, D. McGregor, R. Blake and D. Mouton, E. Fleischman and E. Harris, and a number of methodological issues have been identified [11, p. 172].

3. In the early twentieth century – modern leadership theories and research are reflected in the research of D. Goleman, R. Boyachis, K. Keshman, R. Fischer and A. Sharp, N. Tichi and others [14, p. 92].

By studying the problem of leadership from the political as well as the socio-psychological aspect, Azerbaijani scientists R. A. Mehdiyev, B. H. Aliyev, A. S. Bayramov, A. A. Alizade, S. I. Seyidov, N. A. Mamayeva, E. M. Kazimzade and others were engaged.

#### **Organization and conduct of research**

The aim of our research is to learn social and psychological mechanisms of students' leadership qualities in higher education institutions in Azerbaijan and, on the basis of this to determine ways and methods of purpose-oriented influence on the formation of their leadership qualities.

The research was conducted in 4 stages. The first stage included the establishment of the structure of the research, how and where it is carried out and what tests will be used. It was decided to use the tests "Diagnosis of

leadership skills" (E. Jarikov, E. Krushelniskiy) and "Determination of management style through self-assessment" (Fetiskin N. P., Kozlov V. V., Manuylov G. M., 2002. P. 323–326), as well as clinical observation and demographic indicators during the research. The next third stage is the stage of research conduct. In the last stage after the completion of the research its statistical results were analyzed.

The research was carried out by students of different courses and specialties of Baku State University. A total of 500 students were involved in the research. 274 of them were women and 226 were men. During the processing of results of the research carried out by students the numbers, percentages, averages, standard deviations, minimum, maximum values and range of variations were shown for the analysis of social and demographic characteristics. Firstly, the dependent and independent groups of the researched were identified. Then it was examined whether there was a normal distribution in these groups.

To determine whether the given had a normal distribution or not the Kolmogorov-Smirnov test was used. After it was determined, the groups that did not have a normal distribution during the comparison of the two independent groups of the research were analyzed by the Mann-Whitney U test. Also, the results were determined through the Kruskala-Wallis H test for groups that did not have a normal distribution during the comparison of more than two independent groups. The contact between the two variables was analyzed by the Pearson and Spearman correlation. When  $p < 0.05$ , the result was considered statistically significant. The given information in this research was analyzed through the IBM SPSS (Statistical Package for the Social Science) version 22 package program. In the end the information gained during the fourth stage were collected and the result was determined.

#### **Psychological analysis and explanation of the results of the research**

The "Diagnosis of leadership skills" (E. Jarikov, E. Krushelniskiy), "Determination of managerial management style through self-assessment" tests were used during the research. The social and demographic fetures of the researched are shown in the following table. As can be seen from the table, 54.8 % of researched are women, 45.2 % are men, 9.2 % are first-year students, 26.6 % are second-year students, and 44.4 % are fourth-year students according to their educational stage. 54.8 % of the researched are the students of the Faculty of Social Sciences and Psychology, 7.4 % are the students of the Faculty of International Relations and Economics, 24.8 % – of the Faculty of Applied Mathematics and Cybernetics, 5.8 % – of the Faculty of Biology, and 7.2 % are the students of the Faculty of

Philology. As for the specialties they study for the results are as follows. Psychology (12 %), Social Psychological Service in Education (13.2 %), Social Work (22.4 %), Philosophy (7.2 %), Economics (7.4 %), Computer Science (24.8 %), Molecular Biology (5.8 %), Philology (7.2 %).

Table 1

**Social and demographic features of the researched**

		Number	%
<b>Gender</b>	Women	274	54.8
	Men	226	45.2
<b>Year</b>	I year	46	9.2
	II year	133	26.6
	III year	222	44.4
	IV year	99	19.8
<b>Faculty</b>	Social Sciences and Psychology	274	54.8
	International Relations and Economics	37	7.4
	Applied Mathematics and Cybernetics	124	24.8
	Biology	29	5.8
	Philology	36	7.2
<b>Speciality</b>	Psychology	60	12
	Social Psychological Service in Education	66	13.2
	Social Work	112	22.4
	Philosophy	36	7.2
	Economy	37	7.4
	Computer Science	124	24.8
	Molecular Biology	29	5.8
	Philology	36	7.2
<b>Total</b>		500	100

The classification of students of the research by specialty and gender is shown in the chart below. 8 % of women study at the faculty of Social Psychological Services in Education, 13 % – at the faculty of Social Work, 9 % – Psychology, 2.6 % – Philosophy, 4 % – at the faculty of Economics, 8.2 % – Computer Science, 4.2 % – at the faculty of Molecular Biology and 5.8 % at the faculty of Philology. 5.2 % of men study at the faculty of Social Psychological Services in Education, 9.4 % at the faculty of Social Work, 3 % at the faculty of Psychology, 4.6 % at the faculty of Philosophy, 3.4 % – Economics, 16.6 % – Computer Science, 1.6 % at the faculty of Molecular Biology and 1.4 % at the faculty of Philology. The majority of female students involved in the research study social work, while men study computer engineering.

Graph 2 shows the results of the “Diagnosis of Leadership Skills” (E. Jarikov, E. Krushelnisky) methodology. According to the results of our research, 22.30 % of the researched showed moderate leadership qualities, 50.68 % showed high leadership qualities, and 27.03 % of them were found to be tend to dictatorship as leaders.

The following table summarizes the results of the “Determining the manager’s management style through self-assessment” methodology of the researched. According to the results of our research, the participants were evaluated according to the categories of authoritarian, liberal and democratic style of management. From the point of view of authoritarian management style, it was found that the majority of the research participants had a more moderate propensity for this style. Thus, according to the students’ answers, the propensity for authoritarian management style was 45.4 % minimum, 46.7 % medium and 7.9 % high. The propensity for liberal management was 42.8 % minimum, 50.7 % medium, and 6.6 % high. Democratic management style was 7.9 % minimum, 44.7 % medium, and 47.4 % high.

Table 2

**Results of the “Determining the manager’s management style through self-assessment” methodology of the research participants**

	Minimum	Medium	High	
Authoritarian	45.4 %	46.7 %	7.9 %	100 %
Liberal	42.8 %	50.7 %	6.6 %	100 %
Democratic	7.9 %	44.7 %	47.4 %	100 %

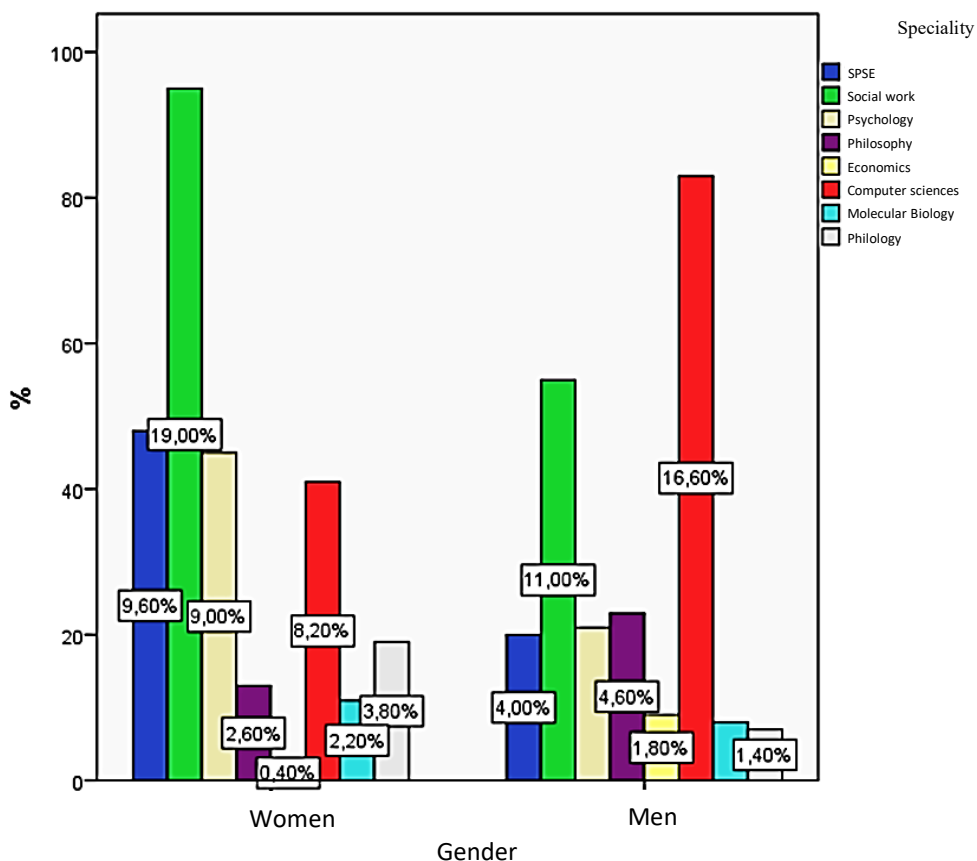
Table 3 compares management styles by gender according to this methodology. In the authoritarian style, women’s response was minimal (22.4 %) and men’s response was moderate (25 %). In the liberal management style, both women (23.7 %) and men (27 %) gave a more moderate response. The choice of democratic style was high in women (23 %) and moderate in men (25 %).

Table 3

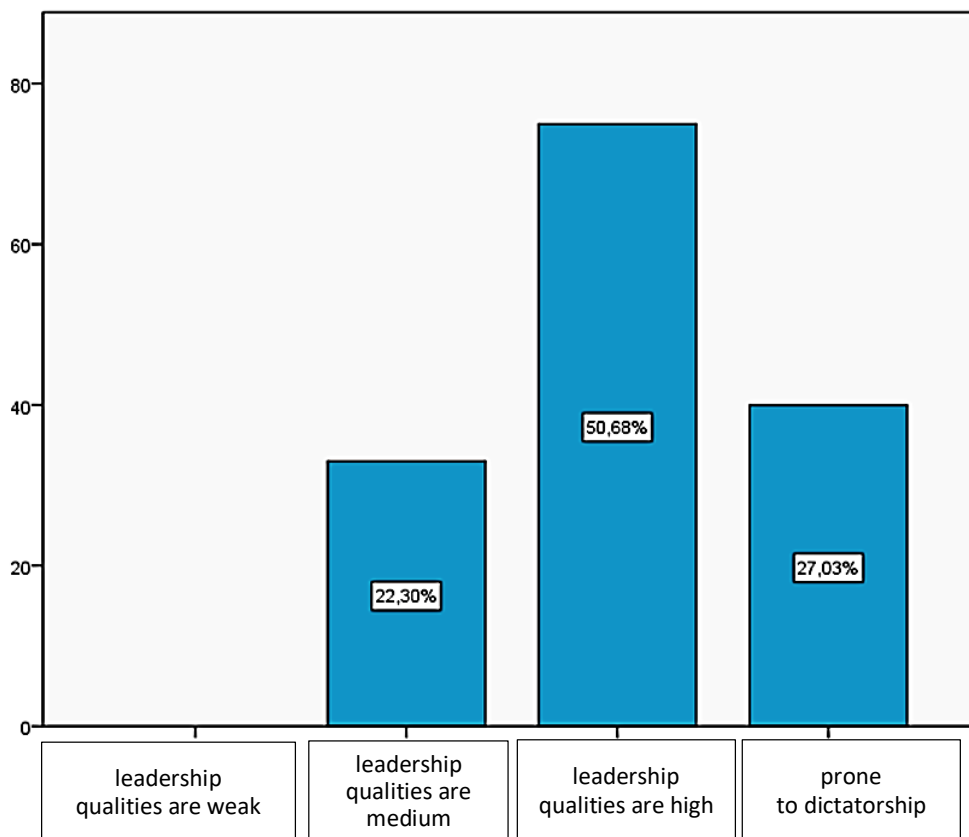
**Gender comparison of the research participants with the results of the “Determining the management style of the leader through self-assessment” methodology**

		Women	Men	
Authoritarian	Minimum	22.4 %	23 %	100 %
	Medium	21.7 %	25 %	
	High	1.3 %	6.6 %	
Liberal	Minimum	19.1 %	23.7 %	100 %
	Medium	23.7 %	27 %	
	High	2.6 %	3.9 %	
Democratic	Minimum	2.6 %	5 %	100 %
	Medium	19.7 %	25 %	
	High	23 %	24.3 %	

The connection between the demographic characteristics of the research participants and the “Diagnosis of Leadership Skills” test was considered. In our research, the analysis of the results obtained from the usage of the Mann-



**Graph 1. Distribution of the researched by gender and speciality**



**Graph 2. Analysis of the results of the “Leadership Skills Diagnosis” methodology of the research participants**



Whitney U test did not reveal a statistically significant connection between the ability of the research participants to be leaders from gender point of view ( $p > 0.05$ ). There is a statistically significant connection between leadership skills in individual courses according to the Kruskal-Wallis H criterion ( $p < 0.05$ ). The analysis of the results revealed that the leadership skills of the research participants began to increase as they moved to higher class year. As can be seen from the table below, the main difference was observed between the first and fourth year students. Leadership skills are more developed in fourth-year students in comparison with first-year students. Thus, the active participation of students in workshops, as well as in the presentation of independent work in discussions is an important factor in the formation of self-regulatory mechanisms of thinking. We think that among other factors, the changes in the increase of the level of education, improvement of the level of thinking, as well as the formation of personality in senior courses play quite an important role. On the other hand, first-year students are 18 years old, and a fourth-year students are about 22 years old. So, age characteristics also to some extent influence the formation of leadership qualities. Thus, it can be explained by an increase in outlook and self-confidence. Indirectly or directly, this difference is evident in the diagnosis of leadership skills. From class year to class year, the knowledge gained

during the teaching of various subjects makes certain adjustments in the worldview, system of views on life, future life prospects, which ultimately affects the formation and development of certain qualities related to leadership.

According to the results of the Kruskal-Wallis H criterion, there was no statistically significant connection between the specializations and faculties of the students participating in the research and their leadership skills ( $p > 0.05$ ). As the reason for this may be the different volumes of samples selected for research by specialties and faculties. It is no exclusion that different statistical results may be obtained in a research conducted for appropriate volumes.

During the analysis of the results of the "Determining the management style of the leader through self-assessment" test the Pearson correlation parametric method was used to look at the connection. According to the answers of the research participants, as authoritarian management increased democratic style of management began to decline. There is a statistically strong direct correlation between the categories of authoritarian and liberal management styles ( $p < 0.05$ ). That is, as the liberal style of management grows, the authoritarian style grows as well, or vice versa. There was not determined any statistically significant connection between democratic and liberal style of management in our research.

Table 4

**Statistical connection between the methodology for assessing the leadership skills of the research participants and their demographic characteristics**

Diagnosis of leadership skills		Min	Max	Change interval	Average	Standard distribution	Statistical result
Gender	Women	1.67	2.71	2.06	10.07	4.46	P=0.311
	Men	1.60	2.39	1.98	10.91	4.24	
Class year	I year	1.62	2.73	2.11	12.00	3.30	P=0.001
	II year	1.78	2.11	1.93	11.93	4.49	
	III year	1.77	2.73	1.96	8.32	4.17	
	IV year	1.51	2.39	1.78	7.02	3.71	
Faculty	Social Sciences and psychology	1.42	2.73	2.01	10.10	4.32	P=0.06
	International Relations and Economics	1.38	2.21	1.98	12.68	3.86	
	Applied Mathematics and Cybernetics	1.22	2.06	1.88	6.64	3.64	
	Biology	1.56	3.78	2.56	9.89	4.40	
	Philology	1.43	2.31	1.98	10.41	4.65	
Speciality	Psychology	1.78	3.43	2.70	11.09	3.82	P=0.211
	Social Psychological Service in Education	1.67	2.76	2.05	9.70	4.49	
	Social Work	1.34	2.87	2.07	11.93	3.64	
	Philosophy	1.32	3.11	2.67	9.78	4.53	
	Economy	1.47	2.39	2.09	10.56	4.83	
	Computer Science	1.74	3.06	2.99	10.82	4.17	
	Molecular Biology	1.39	2.78	2.02	9.62	4.72	
Philology	1.26	3.12	2.75	9.75	4.49		

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