

A Project entitled

***The student leadership on group member's work performance in the Education University
of Hong Kong***

Submitted by

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Declaration

I, *LUO XIUYU, Ophelia* declare that this research report represents my own work under the supervision of *Dr. LAW, Kim Fai Eric*, and that it has not been submitted previously for examination to any tertiary institution.

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22 April 2021

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Abstract

Leadership plays a significant role in modern society, and it may have a great impact on team members' work performance. Due to better work performance being able to take more outstanding team achievement, the leadership's impact on students was emphasized. The aim of the study is to identify the role and elements of student leadership on group members' work performance in the Education University of Hong Kong. There are three research questions which need to be studied. (1) To what extent student leadership play a significant role in students' work performance in EdUHK? (2) What are the elements of student leadership motivating members to achieve better work performance in EdUHK? (3) What are the similarities and differences in the perspectives of student leaders and student members on effective student leadership on work performance in EdUHK? The study will use the mixed method, both quantitative method and qualitative method to do the research. 96 respondents who are current undergraduate students with full time degree of EdUHK were invited by social software by using the non-probability snowball method. The study focused on the area of student leadership on members' work performance of EdUHK, which limited study has been conducted previously. The researcher expects to evaluate and identify the role and elements of student leadership on work performance in EdUHK by comparing and analyzing the perspectives of group members and group leaders, so that it is able to provide some suggestions for various stakeholders of EdUHK to promote students' teamwork more harmonious, united and efficient, meanwhile, students' personal abilities can also be improved.

1. Introduction

According to Shertzer et al. (2005) that public widely expected colleges to produce students to be global and national leaders in many spheres such as culture, business, education, politics and so on. Actually, regardless of the work or other social activities, everyone will go through a situation that leads people, and their leadership will influence work performance and social relationship. As the pressure of social competition increases, the requirements for leadership which is able to determine the work performance and group achievement are getting higher and higher. A number of people are distressed on managing members and leading a team, especially those students who are newcomers to the workplace with their dreams of success.

On the other hand, university life is also the primary opportunity for students to practice their social skills and abilities to lead an organization, motivate member's work and experience social integration. Many colleges and universities set a priority goal to promote leadership education and to develop students into leaders (Cress et al., 2001). As a student in the Education University of Hong Kong (EdUHK), except attending compulsory in-class group activities, there are many extracurricular organizations can be chosen to join. Students are eager to have a pleasant and efficient teamwork and achieve outstanding achievement. Meanwhile, EdUHK is the biggest institution that cultivates prospective teachers in Hong Kong. Both leadership abilities and management skills become extremely significant parts for those prospective teachers who need to organize a lot of activities for students.

Therefore, this research wants to study the student leadership on members' work performance in student organizations focused on the Education University of Hong Kong. The student organization in the research, means a student group that constitutes, leads and cooperates by the students, which includes the Students' Union Affiliated Societies, Departmental Associations, Hall Residents' Association, the class learning group, temporary activity group, competition team and so on. Furthermore, both the leaders and members should be the current undergraduate students with full time degree of EdUHK.

Some studies have analyzed and explained the effect of the leadership behavior of superiors on subordinates' work performance in the company by theoretical models such as the motivational model and the exchange-based model (Huang, Iun, Liu & Gong, 2010). Some other studies have focused on the growth and voice of student leadership. However, there is limited research involving the study of the student leadership on members' work performance, especially focusing on the students of EdUHK in such a context.

1.1. Structure of essay

This essay will present the conducted research, and describe the setting of research aims and objectives, research question, discussion of significance of research. The literature review which focuses on leadership concepts and studies of member's work performance, and

researches of student leadership in the university will be elaborated. The research method will also be determined and explained in the third part. And then the data results and findings will be analysis and explained. After that is the conclusion and discussion, and the implications of research will also be presented. At last, some consideration on research limitations will be claimed and the researcher will offer some suggestions for subsequent research.

1.2. Research objectives

The objectives of the study are to verify and evaluate the significance of student leadership in student' work performance in EdUHK, to identify the effective elements of student leadership which can promote members' work performance in EdUHK, and to compare and explain the perspectives between student leaders and members on effective student leadership.

1.3. Research questions

Therefore, the aim of the study is to identify and explain the role and elements of student leadership on group members' work performance in EdUHK. In order to achieve this aim, three research questions are derived as follows:

RQ1: To what extent student leadership play a significant role in students' work performance in EdUHK?

RQ2: What are the elements of student leadership motivating members to achieve better work performance in EdUHK?

RQ3: What are the similarities and differences in the perspectives of student leaders and student members on effective student leadership of work performance in EdUHK?

1.4. The significance of research

The study strives to allow students to enjoy good teamwork while achieving excellent results. The results will offer some suggestions for student leaders, members and also the EdUHK to improve the effectiveness of teamwork and the abilities of student leaders. It will not only improve students' achievement in the university but also can help them to have better development in the future career.

2. Literature review

2.1. Background of Hong Kong and EdUHK

Different with other western countries like America, according to the data of top universities in Hong Kong from uniRank (2021), the eight universities funded by University Grants Committee (UGC) are the top colleges in Hong Kong, and EdUHK is one of them. The figure 1 shows the student gender ratio (as at 30 September 2020) of EdUHK. The female students have a higher ratio in EdUHK and the full-time programmes ratio is 2.48:1, which means more female students are joined and analyzed while doing a research in EdUHK.

Female : Male	
Full-time programmes	2.48 : 1
Part-time programmes	6.52 : 1

Figure 1. Student Gender Ratio (as at 30 September 2020) (EdUHK Facts & Figures, 2020)

From figure 2 and figure 3, the major student category structure is concentrated on the types of undergraduate programme and full-time programme, accounting for nearly 66.53% and 67.27% of the total number of student headcount, and the percentage of full-time equivalent on undergraduate programmes is 76.34%. Therefore, for EdUHK, the research of full-time undergraduate students is more representative and practical, and it is more conducive to EdUHK to improve and develop student leadership in a more targeted and effective manner.

Programme type	Student headcount	Full-time equivalent
Research Postgraduate Programmes	123	123.00
Taught Postgraduate Programmes	654	406.00
Undergraduate Programmes	5,299	4,780.34
Higher Diploma Programmes	710	707.57
Certificate in Professional Development Programmes	1,179	244.80
Total	7,965	6261.71

Figure 2. Student Enrollment (by programme level) (as at 30 September 2020) (EdUHK Facts & Figures, 2020)

	Student headcount	Full-time equivalent
Full-time programmes	5,358	4,886.40
Part-time programmes	2,607	1,375.31
Total	7,965	6,261.71

Figure 3. Student Enrollment (by mode of studies) (as at 30 September 2020) (EdUHK Facts & Figures, 2020)

As Policy on Student Assessment (2020) point out, EdUHK not only emphasized the self-assessment but also the peer-assessment. It required that “identification in groups of appropriate criteria to use to judge a specific assignment” and “students in groups create rubrics to judge assignments”. According to students’ experience, except for some special courses (such as mathematics) that are mainly for examinations, almost all other courses have assignment requirements for group reports. Furthermore, “social interaction skills” which is explained to “initiate and maintain relationships”, “interact with others appropriately in specific contexts”, “practice negative assertions” and “manage conflicts” becomes one of the generic intended learning outcomes (GILOs) of EdUHK (Generic Intended Learning Outcomes, 2021).

On the other hand, there are many extracurricular organizations and activities can be chosen and joined by students during their spare time, such as Students’ Union (SU), Students’ Union Affiliated Societies (SUASs), Departmental Associations (DAs), Student Residents’

Associations (SRAs) and so on. And the Student Affairs Office (SAO) also offered many activities and trainings such as “Service Infinity” and “Effective Leader Course” to foster students’ personal qualities and develop students’ leadership competence (Leadership Development, 2021). It can be seen that the EdUHK attached great importance to and emphasized the cultivation of student leadership and teamwork in both academic and non-academic scopes. Improving leadership ability is necessary for students if they want to have a better achievement in EdUHK.

2.2. The types of leadership styles

Surji (2015) defined that leadership is a method to affect others’ thought, attitude and behavior. Gharehbaghi and McManus (2003) stated that successful project management would be greatly influenced by leadership behavior, and an important variable that can be essential for every construction project is effective leadership (as cited in Limsila & Ogunlana, 2008). People's disputes and conflicts are often due to different ideas and different ways of looking at things. Therefore, a leader's good planning and organization will alleviate this contradiction (U.S. Army, 1983). There are many different types of leadership styles such as democratic leadership, autocratic leadership, bureaucratic leadership, coach-style leadership and so on. Some typical representative styles will be introduced, and when it comes to comparing different types of leadership, transactional and transformational leadership should be mostly mentioned and studied in this research.

Democratic leadership

Wijayanti (2019) and Asbari (2019) defined democratic leadership as “leadership in which decision making is decentralized and shared by all subordinates” (as cited in Fatoni et al., 2020). The goal of democratic leadership is to give full play to democratic rationality and refuse to reduce the boundaries of participation. It is committed to the equal distribution of external authority, dignity, voice and internal authority, and it opposes the dominance of instrumental rationality embedded in exchange and rational authority (Woods, 2004). In a democratic leadership style, efficient and powerful execution and strong decision-making will be more difficult to achieve (Fatoni et al., 2020). Some voices from students always announce for democratic which can guarantee more personal rights and freedom, however, the low efficiency and the unsatisfied achievement will still be a problem if leaders use this style in student organizations.

Bureaucratic leadership

Bureaucrats rely on and follow the guidelines, and advocate that their affiliates absolutely follow the requirements in the process. The failure rate of this style is higher in groups and organizations that rely on imagination, adaptability, and progress (Kaleem, Asad & Khan, 2016). Therefore, this style may not work effectively in the student organization.

Transactional leadership

Transactional leadership is a leadership style that emphasizes to “transactions between leaders and subordinates” (Sundi, 2013), and is typically represented as “setting objectives” and “monitoring” and “controlling outcomes” (Antonakis, Avolio & Sivasubramaniam, 2003). This includes things like “promotions”, “raises”, “performance reviews”, “new responsibilities” (Fatoni et al., 2020). Therefore, Ojokuku, et al. (2012) described that transactional leadership can be defined as an exchange of targets and rewards between management and subordinates (as cited in Fatoni et al., 2020). Theoretically, transactional leadership includes the following two first-order factors (Antonakis, Avolio & Sivasubramaniam, 2003; Hater & Bass, 1988; Bycio, Hackett & Allen, 1995):

(a) ***Contingent reward***: Leaders will reward followers after they have made corresponding efforts or fulfilled their job duties as agreed.;

(b) ***Management-by-Exception***: Leaders will try their best to maintain the feasibility of the original method, avoid making new voices when it is still operational, and hope that followers can continue to work and achieve performance goals at the same time. The leader will only give different instructions when failures and problems occur.

Transformational leadership

Transforming leadership is another leadership that “facilitates the redefinition of a people's mission and vision, a renewal of their commitment, and the restructuring of their systems for

goal accomplishment” (Roberts, 1985). According to Purwanto (2020), Asbari (2020), Wijayanti (2020) a transformational leadership style pay attention to developing members and considering their feelings and needs (Fatoni et al., 2020), and it always happens when leaders be broader and protect the interests of the members, once they have developed an understanding and acceptance of the team’s goals and mission. They integrate members so that their interest exceeds their own interests (Nanjundeswaraswamy & Swamy, 2014). In theory, the following five first-order factors are included in the transformational leadership (Antonakis, Avolio & Sivasubramaniam, 2003; Hater & Bass, 1988):

(a) ***Idealized influence (attributed)***: refers to the leader’s social appeal, whether the leader is seen as confident and powerful, and whether the leader is seen as focusing on higher-level ideals and moral concepts;

(b) ***Idealized influence (behavior)***: refers to charismatic behavior of the leader centered on beliefs, values and mission;

(c) ***Inspirational motivation***: Leaders who are optimistic about the future put forward ideal and ambitious visions and goals, and convince followers of the achievability of the goals, so as to inspire followers;

(d) ***Intellectual stimulation***: Followers are motivated by leaders to think in new ways and try to use reasoning to try to solve problems before taking action;

(e) ***Individualized consideration***: Every follower is treated and emphasized as an individual, while the projects delegated by leaders are stimulating the learning experiences and offering

teaching and training.

Transactional leadership vs. Transformational leadership

Propelled by James McGregor Burns's (1978) thinking on transformational leadership, the paradigm shift in leadership supports empowering followers rather than controlling or merely managing (Komives, 1994). Hater & Bass (1988) emphasized that the relationship between transformational leadership and transactional leadership should not be explained to be uncorrelated, even though there is comparison. Transformational leadership can be seen as a special case of transactional leadership, because both methods are related to achieving a certain goal (Hartog, Muijen & Koopman, 1997). Therefore, some elements may be applied to student organizations in EdUHK, which are not only from transformational but also transactional leadership. However, it can be predicted reasonably that the transformational leadership will be more suitable for student organizations in EdUHK.

2.3. The elements affecting work performance

“Differences in personality, leadership style, attitudes and so forth can immensely affect leadership effectiveness and work performance” (Ghani, Yunus & Bahry, 2016). Many leadership forces have an obvious influence on members’ performance such as relationship with seniors, the skill of followers and the informal leaders within the organization (Burns, 2012).

In practice, there are many projects facing problems, and the causes of the problems can often

be traced to the insufficient competencies of leaders or inappropriate leadership styles in dealing with subordinates (Limsila & Ogunlana, 2008). Likhitwonnawut (1996) mentioned that people normally responded well only to appropriate types of leadership. The best style would lead them to work effectively (as cited in Limsila & Ogunlana, 2008). The creative vision in the leadership element, the understanding of organizational culture, and the ability to focus on performance improvement and promote innovation are also effective factors that affect members' performance (Surji, 2014). Although the link between leadership and performance is often identified as positive in the literature, long-term vision seems to be an exception, not a norm (Bass, 1990; Yukl, 1989).

Contingent reward

Much research has offered general supporting for the hypothesis and important relationship between transformational leadership, transactional leadership, and job performance (Avolio, 1999; Bass, 1998; Koh, Steers & Terborg, 1995). For example, there was a positive correlation between the level of transformational leadership and the supervisory evaluation of management performance (Hater & Bass, 1988; Waldman, Bass & Einstein, 1987). We can reasonably assume that this theory has the same conclusion in the field of student leadership. Different theorists had put forward competing propositions about the interaction of transformational and transactional leadership and their impact on performance (Yammarino, Spangler & Bass, 1993).

Bass and Riggio (2006) mentioned that contingent reward (CR) as a constructive Trading had

been considered to be fairly effectiveness in motivating others to have a higher degree achievement on development and performance, despite less components than transformational style. When the reward is a material reward (such as a bonus), the contingent reward can be defined as transactional, but when the reward is psychological (such as praise), the contingent reward can also be viewed as transformational (Antonakis, Avolio & Sivasubramaniam, 2003).

Leaders' personality traits

Personalities are influenced by different backgrounds, cultural heritages, values and norms, and then determine people's actions and behaviors and affect the leader-follower interaction (Ghani, Yunus & Bahry, 2016). The strength of some leaders' personalities will affect the performance of other followers and determine the measure of organization performance (Alkahtani et al., 2011). It has been proved that there is positively correlation between employee's job performance and four variables of leaders' personality traits, which are "extroversion", "openness to experience", "conscientiousness" and "agreeableness", among which the highest important relationship with work performance is "agreeableness" (Ghani, Yunus & Bahry, 2016).

Conscientiousness

Hurtz and Donovan (2000) thought that conscientiousness personality trait can be the most accurate index to predict the employee's work performance. Schmidt and Ryan (1993) indicated

that there was more research's evidence provided to acknowledge the relationship between the employee engagement and leader's personality traits, especially support that conscientiousness is the most effective predictor of job performance (as cited in Ghani, Yunus & Bahry, 2016). Conscientious people tend to be organized, comprehensive and planned. Daft (et al., 2005) defined a person with the following characteristics, "responsible", "dependable", "persistent", and "achievement-oriented", to be conscientiousness (as cited in Alkahtani et al., 2011). Compared with the people with less conscientiousness, a conscientious leader pay more attention to a few purposive aims, on the contrary, irresponsible person are easilier to be distracted and impulsive (Alkahtani et al., 2011).

Cooperation and collaboration skills

Chemers (2001) and Hogan et al. (1994) mentioned that one of the core functions of leadership was to motivate individuals to cooperate towards collective goals (as cited in Cremer & Knippenberg, 2005). Actually, Cremer and Knippenberg (2005) stated effective cooperation was never easy. In settings where followers are tempted to freeride on the contributions of others, a good example of dedication helps to promote the broad interests of the organization. In order to prevent followers from pursuing narrowly defined personal interests and ignoring the broad interests of the team, leaders can become role models. Arbak and Villeval (2007) reported that leader's example was responded enthusiastically by members, which had been shown in recent experimental studies (Gächter et al., 2012).

Communication and social skill

Interpersonal skills are also significant for effective leadership in the workplace. The abilities are helpful to establish good relationships with subordinates and peers (Riggio et al., 2003). The fact has proved that the significance of a successful leader-subordinate relationship is not only related to subordinates' satisfaction with the leader, but also related to traditional indicators of leader effectiveness (such as workgroup productivity) (Kahn & Katz, 1952). According to Price (2012), positive and optimistic phrases are usually used in the communication between excellent leaders and team members, such as: “I want to thank you for...”, “You are a vital part of the team because...”, “as a team we can accomplish...” (as cited in Surji, 2015).

Division of labor / planning

In this present effort, we will announce that leader planning is, in fact, central to the success of team efforts (Mumford, Giorgini, & Steele, 2015). The impact of planning on performance has been discounted, especially for performing complex tasks, a growing body of evidence indicates that planning is, in fact, a critical influence on the success of most organizational initiatives (Mumford et al., 2017).

Motivation and encourage

Smith et al. (1995) said that motivating individuals to exceed their own interests and to cooperate to achieve collective goals and interests is essential to the internal operation of groups

and organizations (as cited in Cremer & Knippenberg, 2005). Providing members with opportunities to develop their talents and strengths and providing them with appropriate support at every stage is a successful leader's way of leadership. They encourage the public, and not only consider their personal interests, but make the whole team better (Surji, 2014).

Trust

Kramer and Goldman (1995) pointed out that research had always shown that people's willingness to exceed their own interests would increase with their trust in others. According to Bass (1985) and De Cremer (2002), a trustworthy leader enhances people's sense of trust and makes followers feel safe about interaction or compliance, and at the same time allows followers to understand that the leader's future intentions may be honest and fair, which motivates them to use their inner motivation to surpass self-interest (as cited in Cremer & Knippenberg, 2005).

Leader's Honesty

Ete et al. (2020) expressed that more and more literary works had proved the impact of leader's character advantage on the achievement of leaders and subordinates such as professionalism, life satisfaction, job performance, executive and middle manager performance, voice behavior and organizational citizenship behavior. Honesty is an attractive quality for leaders and subordinates to own because it increases people's credibility and accessibility.

2.4. Student leadership and student leader

2.4.1. Student leadership and involvement in the colleges and universities

Dempster and Lizzio (2007) stated the social diversification and cultural change grow to be a high level in a modern social context, so that the emerging concepts of leadership from young people are able to be regarded as responding to the characteristics appropriately. Involvement, according to Astin (1984), involvement is a key determinant of success, perseverance and satisfaction for college students. Bialek and Lloyd (1998) indicated that involvement was still able to provide chance for students to develop their management skills and enhance self-confidence by interacting with a wide range of people (as cited in Shertzer et al., 2005). Alexander Astin's (1999) theory of student involvement details involvement as an equation that "places emphasis on the input of a student (time with a student organization, demographics, etc.)" multiplied by "the environment (people, programs, organization, etc.)" that equals "the outcome (skills, values, beliefs after college)" (as cited in Wagoner, 2017). Actually, as a student leader, he or she assigns a specific role or "work" to each group member to provide students with specific behaviors to meaningfully contribute to the success of the group, thereby constructing and building their collaborative activities (Oliveira, Boz, Broadwell & Sadler, 2014). Among the students, especially adolescents, the notion of "peer leadership" is not acknowledged or used in daily work (Carter, Bennetts, & Carter, 2003). Sometimes, the force of friendship or relationship is regarded as more important than leadership. Traditional thoughts

believed that the student leader should be “good” or “the best” students so that it may support them to use better leadership skills to lead the team. However, it is not such a simplex connection between daily performance in the class and individual influence in a group (Dempster and Lizzio, 2007).

2.4.2. College women student leaders

“Participation in and respect for student government were predicted significantly by four leadership perceptions (hierarchical, situational, democratic, and anarchistic), gender, previous leadership role” (Shertzer et al., 2005). Previous studies have shown that demographic differences affect students’ attitudes towards leadership, and the effect of gender is often obvious. Based on the specific demographic structure in EdUHK, female leadership should have more discussion and concentration. In a study of women student leaders, Romano (1996) noted that women use words such as “nonhierarchical, interactive, accessible, one-to-one, equality, and team member” to perceive leadership (as cited in Shertzer et al., 2005). Eagly (1991) also had a conclusion that there was one "major sex difference in leadership style in organizational settings: Women evidently proceed with more collaboration and sharing of decision-making" than do men (as cited in Komives, 1994). However, Eagly and Carli (2007) found that culturally masculine leadership stereotypes block women’s progress towards leadership by fueling people’s doubts about women’s leadership abilities and by making women personally anxious about confirming these doubts (as cited in Wagoner, 2017). We have reason

to assume that the female leaders of EdUHK are in the same predicament.

3. Research methodology

3.1. Data collection

The research used the mixed-method research, which means both quantitative research and qualitative research will be considered. The statistical data was collected by a questionnaire to measure the variables, and the questionnaire includes both close-ended questions and open-ended questions. The questions involved the students' perception on their organization leaders and leadership, and members' work performance was also evaluated.

After considering that the researcher cannot have all the students' information of EdUHK, it is not able to support the researcher to use random sampling for collecting the accurate information of appropriate participants. The non-probability snowball sampling will be determined to use. Biernacki and Waldorf (1981) defined that the method yields a study sample through referrals made among people who share or know others who possess some characteristics that are of research interest. The method is particularly applicable when the focus of study is on a sensitive issue or a relatively private matter. According to Naderifar, Goli and Ghaljaie (2017) stated that the snowball method, which was also named as "chain method", was able to find unattainable populations and to access participants who would be quite difficult to find with cost-effective, much less time and highly efficient.

The questionnaire was made by google form and the link of questionnaire was sent to the participants. Students were invited to fill in the questionnaire by social software which are WhatsApp and WeChat. After completing the questionnaire, the participants were invited to forward the questionnaire link to their other friends, especially their past or current group leader and group members. In order to ensure that all the participators are the student of EdUHK, the questionnaire link was designed to be in the form of a student's mailbox of EdUHK to log in. 96 completed questionnaire responses were collected during the research.

3.2. Measures

The questionnaire was considered to use a six-point Likert scale to measure work performance (1= strongly disagree; 2= disagree; 3= slightly disagree; 4= slightly agree; 5= agree; 6 = strongly agree). The result reported by Diefenbach, Weinstein, and O'Reilly (1993) presented that the seven-point item scale was chosen by survey respondents as the most accurate and the least difficult scale to use (as cited in Taherdoost, 2019). Meanwhile, Simms et al. (2019) expressed that the six-point scale is almost the same as the seven-point scale due to the too-small difference (as cited in Taherdoost, 2019). In order to have respondents to indicate their responses preference on either side in the questionnaire with a rather small sample size, Taherdoost (2019) suggested that a six-point scale can be the most accurate and appropriate.

3.3. Questionnaire design

There may be substantially varying results for assessing work performance as different angles from leaders and members (Huang, Iun, Liu & Gong, 2010). The questionnaire will be considered to design as two different parts to access the participants' attitudes and thoughts as a different position. There are 52 questions in the questionnaire which is divided into section A, B and C. In the section A, there are 7 questions and the basic personal information such as gender, study year, level of study and so on were collected. And one specific experience in a student organization were required students to select and it was analyzed by the further questions. In the section B, there are 41 close-ended questions and 4 open-ended questions. This section includes 5 sub parts to collect the information about the significance of leadership for work performance, the impact of elements on leadership, leadership styles, skills and personal abilities, and evaluation of work performance. The team member explained personal attitude on effective leadership and good leader in the open-ended questions. In the section C, same questions were provided for the team leaders, and their perspectives were collected.

3.4. Data analysis

In the data analysis, the research will be considered to use both descriptive and inferential statistics strategy to analyze the collected data. When generalizing the findings from a sample to a larger population, it is crucial to use inferential statistics strategy (Henk, 2019). When examine the potential target situation, the research will use average scores, correlation, different

charts to operate the analysis by Excel and SPSS for quantitative research. Meanwhile, the qualitative data will use content analysis to deal with.

4. Data analysis

4.1. Results analysis

4.1.1. Demographic structure and organization types

During this research, a total of 96 responses were collected in the end, which included one invalid data. According to the figure 4, it can be seen that 48 data (50.53% of the total) were collected from the team member and 47 data (49.47% of the total) from the team leader. And in the survey, 80 data (84.21% of the total) of the subjects are female, which means the results focus more on female's views in the EdUHK. The results is generally representative and accurate for EdUHK due to the high proportion of female population (EdUHK Facts & Figures, 2020).

Role in the student organization	Male	Female	Total
Team member	7	41	48 (50.53%)
Team leader	8	39	47 (49.47%)
Total	15 (15.79%)	80 (84.21%)	95 (100%)

Figure 4. Gender and role status of the collected data

From figure 5, when the different types of student organizations were studied, there were 77 students selecting class learning group, 44 students selecting temporary activity group, 33 students selecting Students' Union Affiliated Societies, and 22 students selecting competition team.

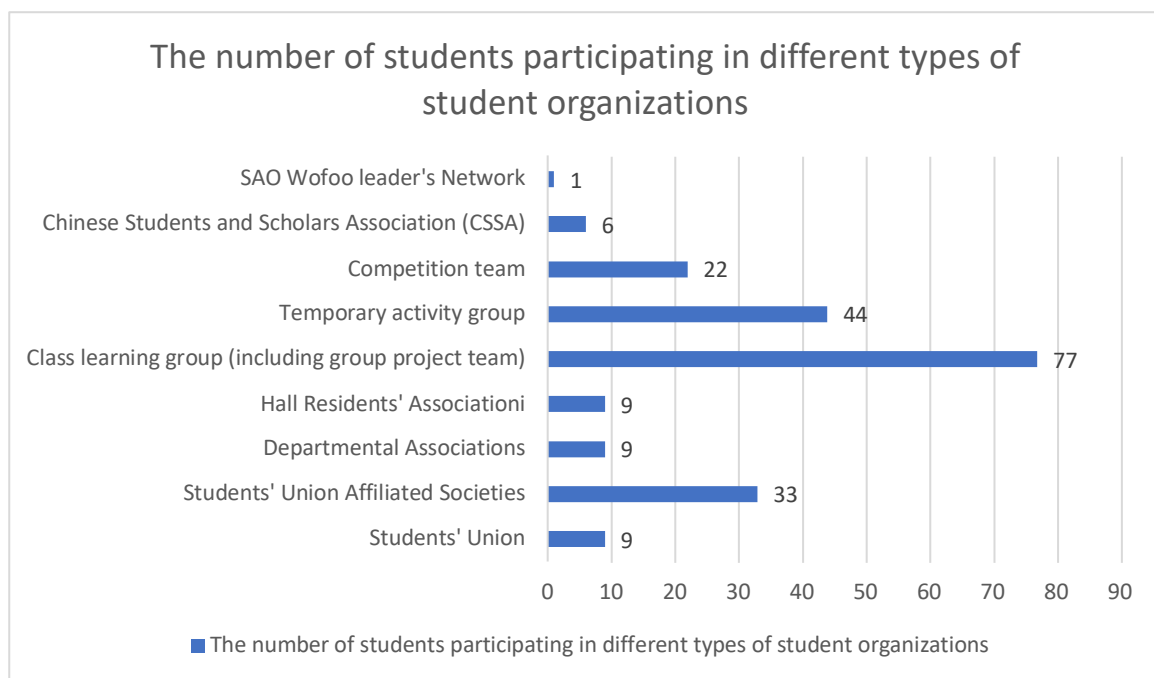


Figure 5. The number of students participating in different types of student organizations

According to figure 6, the top three most memorable experience are in the class learning group (35% of the total), Students' Union Affiliated Societies (26% of the total), and competition team (12% of the total). It seems that class learning group, temporary activity group, Students' Union Affiliated Societies, and competition team should be focused more on.

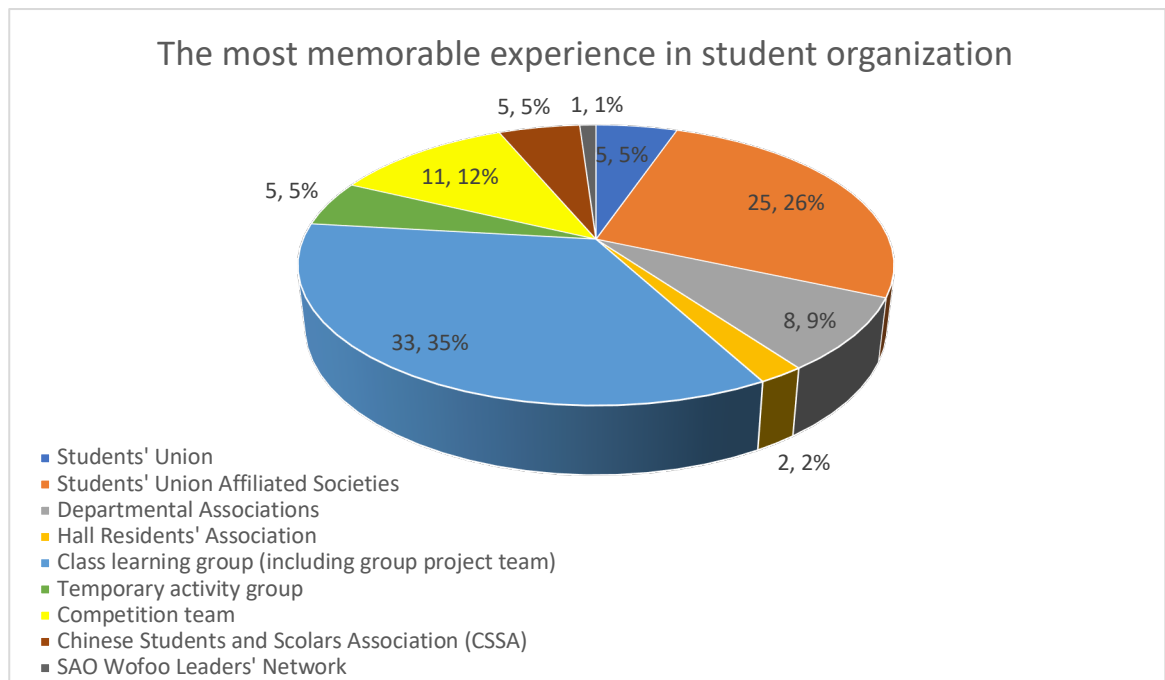


Figure 6. The most memorable experience in student organization

4.1.2. The significance of leadership

In this six-point Likert scale, score 4-6 are seen as holding an “agreement” attitude while score 1-3 are a “disagreement” attitude. According to figure 7, more than 95.74% team leader indicated “agreement” on the significance of leadership in students’ work performance while more than 93.75% team member indicated on it. The mean and mode of team leader’s scores are 5.21 and 6 while team member’s scores are 5.08 and 5. Both leaders and members confirmed

about the significance of leadership in students' work performance.

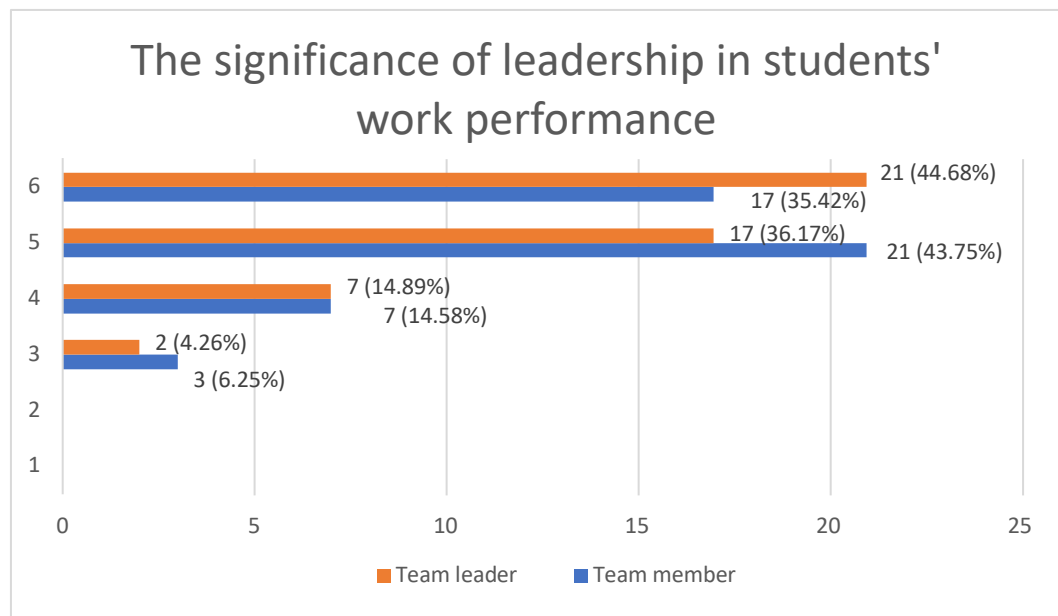


Figure 7. The significance of leadership in students' work performance

From figure 8, more than 93.62% team leader supported that good leadership skills from leader can improve member's work performance while more than 97.92% team member supported on it. The mean and mode of team leader's scores are 4.77 and 5 while team member's scores are 5.21 and 5. And combined with figure 9, more than 89.36% team leader agreed that ineffective leadership from leader would reduce member's work performance while more than 72.92% team member agreed with it. The mean and mode of team leader's scores are 4.64 and 4 while team member's scores are 4.19 and 5. The influence of effective leadership on work performance was been acknowledged and leaders showed higher scores on the importance of leadership on work performance. It is probably because they need to think more about how to successfully lead the team, which makes the significance of leadership more obvious and

intuitive.

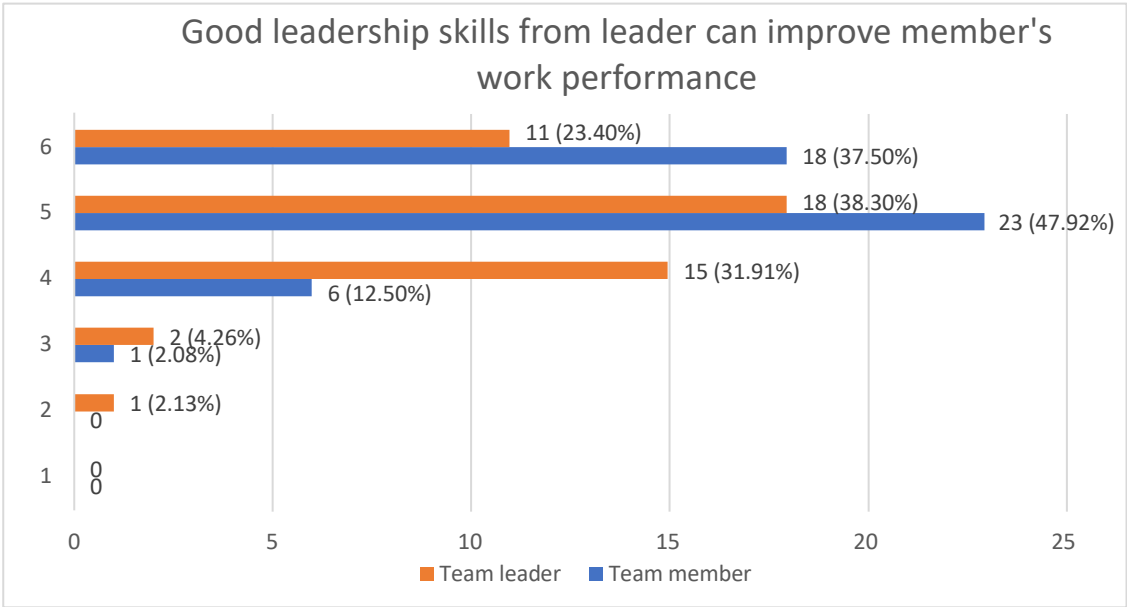


Figure 8. The scores of “good leadership skills from leader can improve member’s work performance”

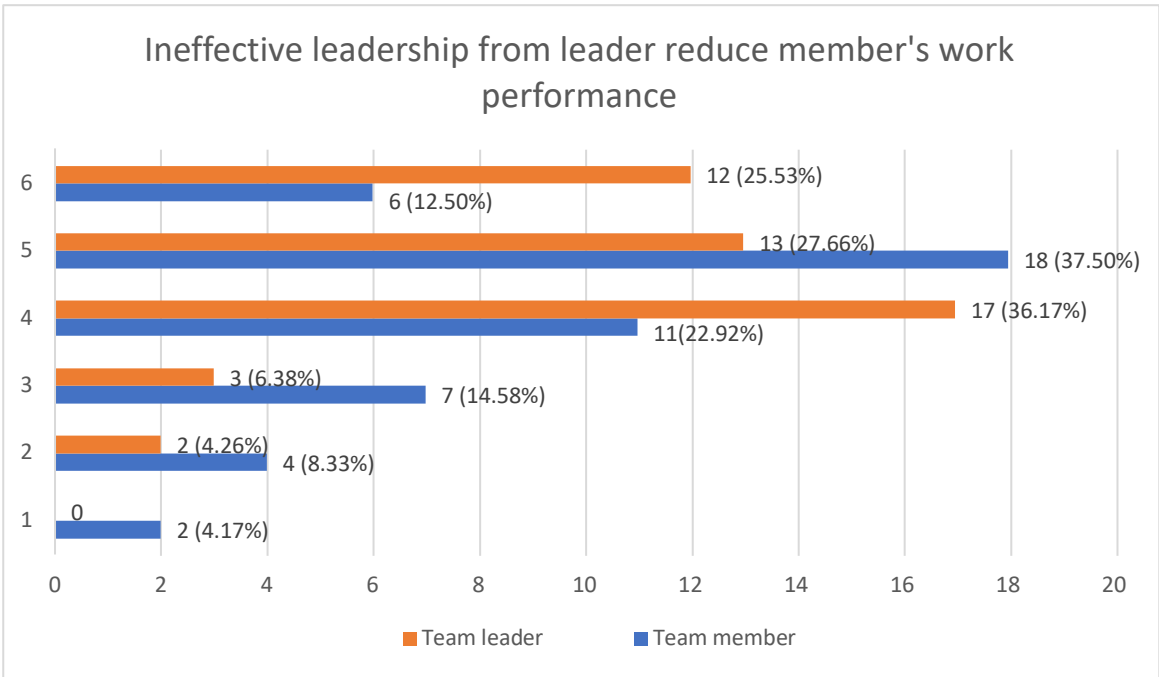


Figure 9. The scores of “ineffective leadership from leader reduce member’s work performance”

4.1.3. The elements affecting work performance

4.1.3.1. The results from team members survey

According to Figure 10 and 11, they are the survey results from team members' perspectives and the figures showed the correlations between member's work performance and different elements from leadership. The data analysis indicated that correlation is significant at the 0.01 level (2-tailed) between member's work performance and leader's honesty, communication and social skills, cooperation and collaboration skills, motivation and encourage (facing setbacks), allowing members to bring new ideas, and leader can be clear about team's values and goals. And correlation is significant at the 0.05 level (2-tailed) between member's work performance and leader's confidence, motivation and encourage (during the work period), material and psychological rewards, freedom of making suggestions from members, considering member's feeling and being not trusted by others. The figure 10 and 11 also showed that there is positive correlation (coefficient > 0) between member's work performance and leader's confidence, honesty, communication and social skills, cooperation and collaboration skills, motivation and encourage, allowing members to bring new ideas, material and psychological rewards, leader being clear about team's values and goals, and considering about member's feeling. However, there is negative correlation (coefficient < 0) between member's work performance and little freedom of making suggestions from members, and being not trusted by others.

Correlations											
			Member's Work performance	Leader's Conscientiousness	Leader's Confidence	Leader's Honesty	Leader's Communication/Social skills	Leader's Cooperation/Collaboration skills	Motivation when face setbacks	Motivation at work	Allow member to bring new ideas
Spearman's rho	Member's Work performance	Correlation Coefficient	1.000	.276	.358*	.475**	.376**	.601**	.425**	.292*	.383**
		Sig. (2-tailed)	.	.057	.012	.001	.008	.000	.003	.044	.007
		N	48	48	48	48	48	48	48	48	48
	Leader's Conscientiousness	Correlation Coefficient	.276	1.000	.668**	.668**	.474**	.416**	.516**	.525**	.589**
		Sig. (2-tailed)	.057	.	.000	.000	.001	.003	.000	.000	.000
		N	48	48	48	48	48	48	48	48	48
	Leader's Confidence	Correlation Coefficient	.358*	.668**	1.000	.579**	.554**	.518**	.658**	.540**	.456**
		Sig. (2-tailed)	.012	.000	.	.000	.000	.000	.000	.000	.001
		N	48	48	48	48	48	48	48	48	48
	Leader's Honesty	Correlation Coefficient	.475**	.668**	.579**	1.000	.447**	.552**	.576**	.517**	.496**
		Sig. (2-tailed)	.001	.000	.000	.	.001	.000	.000	.000	.000
		N	48	48	48	48	48	48	48	48	48
	Leader's Communication/Social skills	Correlation Coefficient	.376**	.474**	.554**	.447**	1.000	.697**	.815**	.486**	.398**
		Sig. (2-tailed)	.008	.001	.000	.001	.	.000	.000	.000	.005
		N	48	48	48	48	48	48	48	48	48
	Leader's Cooperation/Collaboration skills	Correlation Coefficient	.601**	.416**	.518**	.552**	.697**	1.000	.702**	.455**	.357**
		Sig. (2-tailed)	.000	.003	.000	.000	.000	.	.000	.001	.013
		N	48	48	48	48	48	48	48	48	48
	Motivation when face setbacks	Correlation Coefficient	.425**	.516**	.658**	.576**	.815**	.702**	1.000	.595**	.408**
		Sig. (2-tailed)	.003	.000	.000	.000	.000	.000	.	.000	.004
		N	48	48	48	48	48	48	48	48	48
	Motivation at work	Correlation Coefficient	.292*	.525**	.540**	.517**	.486**	.455**	.595**	1.000	.651**
		Sig. (2-tailed)	.044	.000	.000	.000	.000	.001	.000	.	.000
		N	48	48	48	48	48	48	48	48	48
	Allow member to bring new ideas	Correlation Coefficient	.383**	.589**	.456**	.496**	.398**	.357**	.408**	.651**	1.000
		Sig. (2-tailed)	.007	.000	.001	.000	.005	.013	.004	.000	.
		N	48	48	48	48	48	48	48	48	48

*. Correlation is significant at the 0.05 level (2-tailed).

**.. Correlation is significant at the 0.01 level (2-tailed).

*, Correlation is significant at the 0.05 level (2-tailed).

**, Correlation is significant at the 0.01 level (2-tailed).

Figure 10. The correlations between different elements and member's work performance

(Team members' part)

Correlations										
			Member's Work performance	Material rewards	Psychological rewards	Little freedom of making suggestions from member	Leader is clear about team's values and goals	Consider member's feeling	Not trusted by others	Distrust others
Spearman's rho	Member's Work performance	Correlation Coefficient	1.000	.333*	.290*	-.304*	.471**	.354*	-.338*	-.142
		Sig. (2-tailed)	.	.021	.046	.036	.001	.014	.019	.335
		N	48	48	48	48	48	48	48	48
	Material rewards	Correlation Coefficient	.333*	1.000	.549**	-.085	.247	.428**	-.029	-.069
		Sig. (2-tailed)	.021	.	.000	.564	.090	.002	.847	.642
		N	48	48	48	48	48	48	48	48
	Psychological rewards	Correlation Coefficient	.290*	.549**	1.000	-.168	.500**	.480**	-.218	-.425**
		Sig. (2-tailed)	.046	.000	.	.254	.000	.001	.136	.003
		N	48	48	48	48	48	48	48	48
	Little freedom of making suggestions from member	Correlation Coefficient	-.304*	-.085	-.168	1.000	-.268	-.485**	.601**	.572*
		Sig. (2-tailed)	.036	.564	.254	.	.066	.000	.000	.000
		N	48	48	48	48	48	48	48	48
	Leader is clear about team's values and goals	Correlation Coefficient	.471**	.247	.500**	-.268	1.000	.492**	-.259	-.356*
		Sig. (2-tailed)	.001	.090	.000	.066	.	.000	.075	.013
		N	48	48	48	48	48	48	48	48
	Consider member's feeling	Correlation Coefficient	.354*	.428**	.480**	-.485**	.492**	1.000	-.310*	-.335*
		Sig. (2-tailed)	.014	.002	.001	.000	.000	.	.032	.020
		N	48	48	48	48	48	48	48	48
	Not trusted by others	Correlation Coefficient	-.338*	-.029	-.218	.601**	-.259	-.310*	1.000	.654**
		Sig. (2-tailed)	.019	.847	.136	.000	.075	.032	.	.000
		N	48	48	48	48	48	48	48	48
	Distrust others	Correlation Coefficient	-.142	-.069	-.425**	.572**	-.356*	-.335*	.654**	1.000
		Sig. (2-tailed)	.335	.642	.003	.000	.013	.020	.000	.
		N	48	48	48	48	48	48	48	48
*, Correlation is significant at the 0.05 level (2-tailed).										
**, Correlation is significant at the 0.01 level (2-tailed).										

*, Correlation is significant at the 0.05 level (2-tailed).

**, Correlation is significant at the 0.01 level (2-tailed).

Figure 11. The correlations between different elements and member's work performance

(Team members' part continue from Figure 10)

Combined with the results from Chi-Square Tests, we can have a more credible analysis to prove the relationships between member's work performance and different elements. From figure 12 to figure 19, there is a statistically significant relationship ($p < 0.05$) between work performance and leader's confidence, honesty, communication and social skills, cooperation and collaboration skills, motivation and encourage, allowing members to bring new ideas and little freedom of making suggestion from members. They are consistent with the conclusions of other researchers. Cooperation skills are the core functions of leadership to motivate work performance (Cremer & Knippenberg, 2005), communication skills relate to traditional indicators of leader effectiveness (Kahn & Katz, 1952), motivation promotes team achievement (Surji, 2014), leader's honesty affects member's work performance (Kramer and Goldman, 1995) and failure of trust reduces intrinsic motivation in order to influence the work performance.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	44.061 ^a	15	.000
Likelihood Ratio	26.669	15	.032
Linear-by-Linear Association	5.760	1	.016
N of Valid Cases	48		

a. 22 cells (91.7%) have expected count less than 5. The minimum expected count is .04.

Figure 12. The Chi-Square Tests between members' work performance and **Leader's Confidence** (Team member's part)

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	33.808 ^a	12	.001
Likelihood Ratio	29.810	12	.003
Linear-by-Linear Association	4.596	1	.032
N of Valid Cases	48		

a. 18 cells (90.0%) have expected count less than 5. The minimum expected count is .04.

Figure 13. The Chi-Square Tests between members' work performance and **Leader's Honesty** (Team member's part)

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	63.393 ^a	15	.000
Likelihood Ratio	30.757	15	.009
Linear-by-Linear Association	2.613	1	.106
N of Valid Cases	48		

a. 20 cells (83.3%) have expected count less than 5. The minimum expected count is .04.

Figure 14. The Chi-Square Tests between members' work performance and **Communication and social skills** (Team member's part)

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	42.816 ^a	15	.000
Likelihood Ratio	39.584	15	.001
Linear-by-Linear Association	9.034	1	.003
N of Valid Cases	48		

a. 21 cells (87.5%) have expected count less than 5. The minimum expected count is .04.

Figure 15. The Chi-Square Tests between members' work performance and **Cooperation and collaboration skills** (Team members' part)

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	28.524 ^a	15	.019
Likelihood Ratio	21.604	15	.119
Linear-by-Linear Association	7.961	1	.005
N of Valid Cases	48		

a. 21 cells (87.5%) have expected count less than 5. The minimum expected count is .04.

Figure 16. The Chi-Square Tests between members' work performance and **Motivation and encourage (facing setbacks and failures)** (Team member's part)

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	27.463 ^a	12	.007
Likelihood Ratio	23.360	12	.025
Linear-by-Linear Association	4.094	1	.043
N of Valid Cases	48		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .08.

Figure 17. The Chi-Square Tests between members' work performance and **Motivation and encourage (during the work period)** (Team member's part)

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.515 ^a	12	.024
Likelihood Ratio	20.972	12	.051
Linear-by-Linear Association	1.944	1	.163
N of Valid Cases	48		

a. 17 cells (85.0%) have expected count less than 5. The minimum expected count is .04.

Figure 18. The Chi-Square Tests between Members' work performance and **Allowing Members to bring new ideas** (Team member's part)

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	22.283 ^a	12	.034
Likelihood Ratio	19.209	12	.084
Linear-by-Linear Association	.974	1	.324
N of Valid Cases	48		

a. 17 cells (85.0%) have expected count less than 5. The minimum expected count is .04.

Figure 19. The Chi-Square Tests between Members' work performance and **Little freedom of making suggestions from member** (Team member's part)

4.1.3.2. The results from team leaders survey

According to Figure 20 and 21, they are the survey results from team leaders' perspectives and the figures showed the correlations between member's work performance and different elements from leadership. The data analysis indicated that correlation is significant at the 0.01 level (2-tailed) between member's work performance and leader's cooperation and collaboration skills, motivation and encourage, being not trusted by members, distrusting members, little freedom of making suggestion from members, leader being clear about team's values and goals, and considering about member's feeling. And correlation is significant at the 0.05 level (2-tailed) between member's work performance and leader's honesty, communication and social skills, using set vision to lead, discouraging to change, and leader's absolute power. The figure 20 and 21 also showed that there is positive correlation (coefficient > 0) between member's work performance and leader's honesty, communication and social skills, cooperation and collaboration skills, motivation and encourage, using set vision to lead, leader being clear about team's values and goals, and considering member's feeling. However, there is negative correlation (coefficient < 0) between member's work performance and trust (not being trusted by and distrusting members), discouraging to change, little freedom of making suggestions from members, and leader's absolute power.

Correlations										
			Member's Work performance	Leader's Conscientiousness	Leader's Confidence	Leader's Honesty	Leader's Communication/Social skills	Leader's Cooperation/Collaboration skills	Motivation when face setbacks	Motivation at work
Spearman's rho	Member's Work performance	Correlation Coefficient	1.000	.268	.243	.328*	.299*	.517**	.390**	.382**
		Sig. (2-tailed)	.	.069	.099	.025	.041	.000	.007	.008
		N	47	47	47	47	47	47	47	47
	Leader's Conscientiousness	Correlation Coefficient	.268	1.000	.109	.322*	.144	.193	.175	.212
		Sig. (2-tailed)	.069	.	.464	.027	.335	.194	.239	.153
		N	47	47	47	47	47	47	47	47
	Leader's Confidence	Correlation Coefficient	.243	.109	1.000	.362*	.457**	.306*	.176	.271
		Sig. (2-tailed)	.099	.464	.	.012	.001	.036	.235	.065
		N	47	47	47	47	47	47	47	47
	Leader's Honesty	Correlation Coefficient	.328*	.322*	.362*	1.000	.041	.159	.149	.012
		Sig. (2-tailed)	.025	.027	.012	.	.785	.286	.318	.936
		N	47	47	47	47	47	47	47	47
	Leader's Communication/Social skills	Correlation Coefficient	.299*	.144	.457**	.041	1.000	.647**	.555**	.414**
		Sig. (2-tailed)	.041	.335	.001	.785	.	.000	.000	.004
		N	47	47	47	47	47	47	47	47
	Leader's Cooperation/Collaboration skills	Correlation Coefficient	.517**	.193	.306*	.159	.647**	1.000	.668**	.473**
		Sig. (2-tailed)	.000	.194	.036	.286	.000	.	.000	.001
		N	47	47	47	47	47	47	47	47
	Motivation when face setbacks	Correlation Coefficient	.390**	.175	.176	.149	.555**	.668**	1.000	.306*
		Sig. (2-tailed)	.007	.239	.235	.318	.000	.000	.	.037
		N	47	47	47	47	47	47	47	47
	Motivation at work	Correlation Coefficient	.382**	.212	.271	.012	.414**	.473**	.306*	1.000
		Sig. (2-tailed)	.008	.153	.065	.936	.004	.001	.037	.
		N	47	47	47	47	47	47	47	47

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

Figure 20. The correlations between different elements and member's work performance

(Team leader's part)

Correlations											
			Member's Work performance	Not trusted by others	Distrust others	Use set vision to lead	Discourage to change	Little freedom of making suggestions from member	Leader's absolute power	Leader is clear about team's values and goals	Consider member's feeling
Spearman's rho	Member's Work performance	Correlation Coefficient	1.000	-.443**	-.413**	.363*	-.370*	-.406**	-.310*	.450**	.398
		Sig. (2-tailed)	.	.002	.004	.012	.010	.005	.034	.002	.006
		N	47	47	47	47	47	47	47	47	47
	Not trusted by others	Correlation Coefficient	-.443**	1.000	.637**	-.082	.442**	.561**	.561**	-.379**	-.338*
		Sig. (2-tailed)	.002	.	.000	.582	.002	.000	.000	.009	.020
		N	47	47	47	47	47	47	47	47	47
	Distrust others	Correlation Coefficient	-.413**	.637**	1.000	.106	.426**	.359*	.379**	-.231	-.217
		Sig. (2-tailed)	.004	.000	.	.480	.003	.013	.009	.119	.143
		N	47	47	47	47	47	47	47	47	47
	Use set vision to lead	Correlation Coefficient	.363*	-.082	.106	1.000	-.055	-.182	-.098	.113	.345*
		Sig. (2-tailed)	.012	.582	.480	.	.715	.222	.514	.448	.017
		N	47	47	47	47	47	47	47	47	47
	Discourage to change	Correlation Coefficient	-.370*	.442**	.426**	-.055	1.000	.564**	.451**	.005	-.126
		Sig. (2-tailed)	.010	.002	.003	.715	.	.000	.001	.976	.397
		N	47	47	47	47	47	47	47	47	47
	Little freedom of making suggestions from member	Correlation Coefficient	-.406**	.561**	.359*	-.182	.564**	1.000	.704**	-.153	-.289*
		Sig. (2-tailed)	.005	.000	.013	.222	.000	.	.000	.304	.049
		N	47	47	47	47	47	47	47	47	47
	Leader's absolute power	Correlation Coefficient	-.310*	.561**	.379**	-.098	.451**	.704**	1.000	-.152	-.312*
		Sig. (2-tailed)	.034	.000	.009	.514	.001	.000	.	.308	.033
		N	47	47	47	47	47	47	47	47	47
	Leader is clear about team's values and goals	Correlation Coefficient	.450**	-.379**	-.231	.113	.005	-.153	-.152	1.000	.380**
		Sig. (2-tailed)	.002	.009	.119	.448	.976	.304	.308	.	.008
		N	47	47	47	47	47	47	47	47	47
	Consider member's feeling	Correlation Coefficient	.398**	-.338*	-.217	.345*	-.126	-.289*	-.312*	.380**	1.000
		Sig. (2-tailed)	.006	.020	.143	.017	.397	.049	.033	.008	.
		N	47	47	47	47	47	47	47	47	47

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Figure 21. The correlations between different elements and member's work performance

(Team leader's part continue from Figure 20)

Combined with the results from Chi-Square Tests, from figure 22 to figure 29, there is a statistically significant relationship ($p < 0.05$) between work performance and trust (distrusting and being not trusted by members), little freedom of making suggestions from members, communication and social skills, cooperation and collaboration skills, leader's absolute power, leader being clear about team's values and goals, and considering member's feeling. The elements belong to transformational leadership seem to be more acceptable and successful for EdUHK students.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	61.677 ^a	12	.000
Likelihood Ratio	22.722	12	.030
Linear-by-Linear Association	8.976	1	.003
N of Valid Cases	47		

a. 17 cells (85.0%) have expected count less than 5. The minimum expected count is .02.

Figure 22. The Chi-Square Tests between members' work performance and **Distrust members** (Team leader's part)

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	30.804 ^a	15	.009
Likelihood Ratio	17.200	15	.307
Linear-by-Linear Association	7.729	1	.005
N of Valid Cases	47		

a. 22 cells (91.7%) have expected count less than 5. The minimum expected count is .02.

Figure 23. The Chi-Square Tests between members' work performance and **Little freedom of making suggestions from members** (Team leader's part)

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	22.602 ^a	12	.031
Likelihood Ratio	23.614	12	.023
Linear-by-Linear Association	3.085	1	.079
N of Valid Cases	47		

a. 17 cells (85.0%) have expected count less than 5. The minimum expected count is .04.

Figure 24. The Chi-Square Tests between members' work performance and **Communication and social skills** (Team leader's part)

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	28.733 ^a	12	.004
Likelihood Ratio	25.110	12	.014
Linear-by-Linear Association	9.322	1	.002
N of Valid Cases	47		

a. 17 cells (85.0%) have expected count less than 5. The minimum expected count is .04.

Figure 25. The Chi-Square Tests between members' work performance and **Cooperation and collaboration skills** (Team leader's part)

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	35.313 ^a	12	.000
Likelihood Ratio	21.138	12	.048
Linear-by-Linear Association	9.812	1	.002
N of Valid Cases	47		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is .04.

Figure 26. The Chi-Square Tests between members' work performance and **Being not trusted by members** (Team leader's part)

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	25.133 ^a	12	.014
Likelihood Ratio	20.624	12	.056
Linear-by-Linear Association	4.341	1	.037
N of Valid Cases	47		

a. 17 cells (85.0%) have expected count less than 5. The minimum expected count is .17.

Figure 27. The Chi-Square Tests between members' work performance and **Leader's absolute power** (Team leader's part)

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	35.233 ^a	9	.000
Likelihood Ratio	26.252	9	.002
Linear-by-Linear Association	16.711	1	.000
N of Valid Cases	47		

a. 13 cells (81.3%) have expected count less than 5. The minimum expected count is .09.

Figure 28. The Chi-Square Tests between members' work performance and **Leader is clear about team's values and goals** (Team leader's part)

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	30.543 ^a	9	.000
Likelihood Ratio	25.611	9	.002
Linear-by-Linear Association	10.588	1	.001
N of Valid Cases	47		

a. 12 cells (75.0%) have expected count less than 5. The minimum expected count is .09.

Figure 29. The Chi-Square Tests between members' work performance and **Consider member's feeling** (Team leader's part)

However, it is so confusing that when Hertz and Donovan (2000) and Ghani, Yunus and Bahry (2016) and others all emphasized the obvious importance and relationship between conscientiousness and work performance, the results of this study could not determine the significant correlation of the two elements. This is most likely due to student's over-personal understanding of conscientiousness, which led to certain deviations. When Alkahtani et al. (2011) defined conscientiousness in detail with "responsible", "dependable", "persistent", and "achievement-oriented", students may think that they or their leaders had achieved conscientiousness by continuously participating in teamwork. Students generally gave high

comments on conscientiousness questions, however, combined with figure 30, we can find that organizing group meetings should be the responsibility of the leader, but in fact, from the perspective of members, there is still close to 40% at that time, the leader failed to organize.

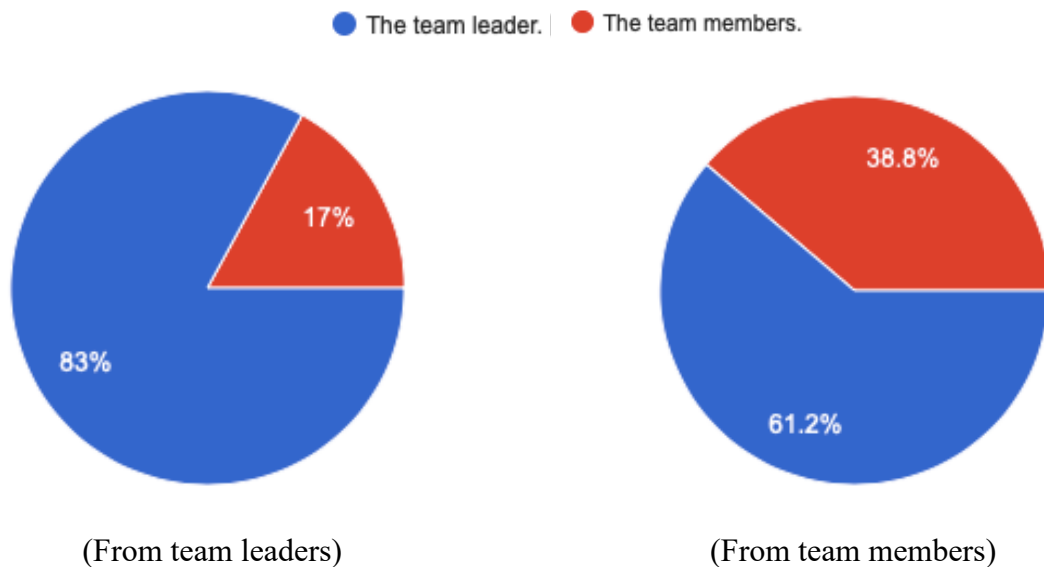


Figure 30. The percentage of roles in organizing group meetings

4.1.4. The perspectives on effective leadership between leaders and members

When answer the question “do you think you and the student members/ leaders have the same views on ‘capable leadership’ or not? Why?”, 27 members and 20 leaders indicated that they were similar while 18 members and 12 leaders thought difference. Some reasons for similar perspectives said that “student leaders would change their identities when they worked in other teams, and when they became team member, the same ideas would appear” or “everyone has gone through all the activities together, from preparation to competition, therefore, they would have the same perceptions”. There are 19 members emphasized the importance of planning,

organization, co-ordination capabilities, and clear understanding of team's values and goals while 10 leaders talked about that. The more important elements that leaders focus on are open-minded, acceptable of different voices and suggestions, empathy, authoritative but not dictatorial, lead-by-example, understanding and equal communication. When answered the question about the elements that reduced the work performance, members also complained about the dictatorship and arbitrary decision, ambiguous about project goals and nitpicking. Meanwhile, leaders mentioned more about giving too excessive expectations and higher requirements for members, failure of communication, planning and division of labor. The impact of planning and division of labor on performance is easily ignored in work, but when we summarize feedback, we will find that it is the key to success (Mumford, Giorgini, & Steele, 2015; Mumford et al., 2017).

4.2. The Findings

From the data of demographic structure and organization types, the results tend to represent the attitude of females in the EdUHK. The student organizations which should be paid more attention to and studied are class learning group, temporary activity group, Students' Union Affiliated Societies, and competition team, and the most memorable experience also happened in the class learning group, Students' Union Affiliated Societies, and competition team. These activities and organization were more popular and significant by EdUHK students.

When it comes to leadership for member's work performance, both leaders and members

showed strong agreement with the significance of leadership, and also acknowledged the effective leadership will have positive influence and improve on the work performance, on the contrary, work performance will be reduced. Compared with the mean and mode of members, leaders put more emphasis on the importance of leadership on work performance.

After analyzing the correlation between different elements of leadership and member's work performance, both leaders and members emphasized a higher significance of leader's cooperation and collaboration skills, motivation and encourage when facing the failures and setbacks, and clear understanding of team's values and goals by leaders. Meanwhile, compared with leaders, members also focus on leader's honesty, communication and social skills, allowing them to bring new ideas, being given more freedom of making suggestions during the work, and receiving some material or psychological rewards. It seems that contingent rewards (including material and psychological) emphasized from transactional leadership also provided motivation on work performance, and the honesty and communication of leaders were desired and requested from members. From the perspectives of leaders, they also focus on member's trust, considering member's feeling and using set vision to lead the team. And they can find that these elements giving little freedom for members of making suggestions in the team, being not trusted by or distrust members, and leader's absolute power will reduce the member's work performance.

Members had higher requirements for the leader's decision-making ability, planning ability, social communication ability, and organizational ability. They hoped that the leader can take the lead and actively worked at the same time, but also can correctly and effectively allocated work according to the situation of the members. Most leaders also agreed with these views. But there are still conflicting parts, for example, some leaders said that they and their members had different team goals and results positioning, so that they put higher pressure and expectations on the members, which eventually caused disputes.

5. Conclusion and discussion

In conclusion, this research designed a questionnaire with both close-ended and open-ended questions to explore the student leadership on group member's work performance in EdUHK. Through the 95 data collected and results analysis, the three research questions can be answered.

RQ1: To what extent student leadership play a significant role in students' work performance in EdUHK?

Student leadership plays a high degree of significant role in students' work performance in EdUHK, and it directly impacts the final achievement of the whole organization. Students' work performance will improve with the improvement of students' leadership, on the contrary, will reduce. Members also mentioned that good leadership skills were able to motivate their attitudes, help them build a harmonious relationship with others while ineffective leadership

would reduce their enthusiasm to work in the team. Leaders expressed higher attention on the significance between leadership and work performance. This may be because in the process of leading the team, they can more intuitively feel the members' direct feedback and the change of work efficiency on different leadership, thus making the leaders more aware of the importance of good leadership.

RQ2: What are the elements of student leadership motivating members to achieve better work performance in EdUHK?

Many elements of student leadership have varying degrees of influence on member's work performance, attitude and behavior. Among them, the key elements are leader's cooperation and collaboration skills, motivation and encourage to members which not only faced the failures and setbacks but also during the work period, and the clear understanding of team's values and goals by leaders. It showed the needs of transformational leadership from members and leaders who want to build friendly relationship and gain better achievement. Combined with the understanding of effective leadership and good leader from members, we can determine their requirement of respects and concern. Team members hope that leaders can have greater tolerance, freedom and objectivity in their work, but also hope that they have strong cohesion, overall planning, organization and management capabilities. Practical and clear plans, directions, and task divisions strengthen the team members' trust in the leader and at the same time encourage team members to work according to the plan. In fact, undergraduate students at

EdUHK have not formed their own systematic models and styles for team leadership. Most student leaders actually mixed and tried many different leadership methods, and basically explored and learned in each cooperation, practice and failures. In generally, the members of EdUHK students are more admired and accepted the transformational leadership style. Similarly, most leaders also found the failure of autocracy and the effectiveness of transformational leadership and strived to use this model on the basis of maintaining their personal character. Although some transactional leadership elements also play an incentive role, as students who have not yet come into contact with the society work model and are not paid for their work with salary or material rewards, the cooperative experience at work, interpersonal relationships, psychological achievements and concerns will be more valued. Compared with final achievement, more people will be more eager for a comfortable team atmosphere and a good collaborative relation. However, that may change after entering the workplace in the future.

RQ3: What are the similarities and differences in the perspectives of student leaders and student members on effective student leadership of work performance in EdUHK?

Observing the situation of the team in different positions will have different opinions. Therefore, it is normal for leaders and members to have the same and different understandings of effective leadership. Except the useful elements of transformational leadership, both leaders and members thought that open-minded, outstanding personal abilities, clear planning and division of labor were important to lead and manage a team. More students agreed that leaders

and members had the similarities in the perspectives on effective student leadership. However, members like a more freedom and friendly environment. But some leaders think too much freedom and relaxation will reduce the efficiency of team members, and their different personality and requirements for results and achievement, and different emphasis and focus on things always cause disputes that are difficult to reconcile. As a matter of fact, what EdUHK students are faced with most is the compulsory group report team. Because it is not the teamwork and participation chosen by individuals, different group members and leaders have different requirements for academic results. When some people pursue higher grades, others may devote more academic energy to satisfying other things (such as work and extracurricular activities).

6. Implication of research

The research questions addressed in this article offer unique implications for team leaders, members and EdUHK staffs who work for improving student leadership. For team members, they can think more empathy to understand leaders, improve subjective initiative, and have the courage to make recommendations using appropriate communication skills. For team leaders, except improving personal abilities and transformational leadership skills, it will be better to base on the member's situation, seek common ground while reserving differences, and balance authority and freedom. For EdUHK, our college can provide more effective and appropriate management and student leadership training such as transformational leadership introduction.

7. Limitations and suggestions

7.1. Limitation of research

There are two major limitations in the current research. Firstly, the fact that the data were collected from a university located in Hong Kong may make it difficult to generalize the results in other nations. On the other hand, students' different demographics and fields of education also have a certain degree of impact. The results which focus on students at EdUHK may not be applicable to other universities in Hong Kong, such as the Hong Kong University of Science and Technology (HKUST), and the Hong Kong Polytechnic University (PolyU).

Secondly, insufficient sample data may affect the credibility of the results. Due to practical factors, the researcher was unable to obtain all the student information at EdUHK. Limited respondents were joined in the study by snowball sampling. The full-time equivalent headcount of undergraduate programmes (as at 30 September 2020) presented by student enrollment figures of EdUHK is 4780.34. If more first-hand sample data can be collected, we can have more credible, accurate and detailed studies to analyze the situation of EdUHK students.

7.2. Recommendation and further research

Future research on more and more college students will continue to contribute to a better understanding of leadership and student development, but not only for group work performance.

It would be useful to survey more diverse populations except students from EdUHK. It is also

instructive to investigate various social and cultural differences, such as socioeconomic status, education background, sexual identity, and so on. Some of the differences between Hong Kong students and students from other regions may have been covered up by mixing. This finding should be explored more fully in future research. In addition, the research on the relationship between leadership and cognitive complexity, personality type, thinking and learning style will be enlightening. On the other hand, even though open-ended questions are able to provide more personal information than close-ended question, it cannot be detailed enough than interview. Therefore, interview survey is recommended to add into similar research to collect more detailed stories and information from participants if the researchers plan to use narrative analysis and grounded theory of qualitative research to deal with the data. However, ethical procedures should be considered thoroughly to avoid negative influence hurting their friendship and relationship.

(8004 words)

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Appendices

A. Questionnaire

The student leadership on group member's work performance in the Education University of Hong Kong

You are invited to participate in a project supervised by Dr. LAW Kim Fai, Eric and conducted by LUO XIUYU, who are staff and students of Department of Social Sciences in The Education University of Hong Kong.

The introduction of the research

A) Leadership plays a significant role in modern society, and it may have a great impact on team members' work performance. Due to better work performance being able to take better team achievement, the leadership's impact on students was emphasized.

The study focuses on the area of student leadership on members' work performance of EdUHK. The researcher expects to find out the role and elements of student leadership on work performance in EdUHK by analyzing the perspectives of group members and group leaders, so that it can provide some suggestions for student leaders of EdUHK to operate their teamwork more harmonious, united and efficient, meanwhile, to improve their leadership ability in the university.

B) Since this is a research focusing on the student leadership on of the Education University of Hong Kong, the target population for this research should be the current full-time undergraduate students of EdUHK who have had or are participating in an experience of student organizations.

The methodology of the research

A) The sample size of this research is 120. No contact details of the participants will be obtained.

B) In this survey, the participants will be asked to answer around 50 multiple choice questions and 5 short questions through Google Form for 10-15 minutes.

The potential risks of the research

There will be no potential risk of this research. Your participation in the project is voluntary. You have every right to withdraw from the study at any time without negative consequences. All information related to you will remain confidential and will be identifiable by codes known only to the researcher.

Describe how results will be potentially disseminated

The result of this research will be published in the form of thesis and oral presentation. The result will not be given to the participants.

If you would like to obtain more information about this study, please contact LUO XIUYU at telephone number _____ or their supervisor Dr. LAW Kim Fai, Eric at telephone number _____

If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at hrec@eduhk.hk or by mail to Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

LUO XIUYU

Principal Investigator

Bachelor of Education (Honors) (Business, Accounting and Financial Studies) (Year 5)

I read and know the information.

☐ Yes, I have read the information and accepted to participate this research.

Section A. Personal information

Please based on your real information to tick the box.

A1. What is your current level of study?

- ☐ Postgraduate Degree
- ☐ Undergraduate Degree
- ☐ Sub-Degree

A2. Which year of study are you now?

- ☐ Year 1
- ☐ Year 2
- ☐ Year 3
- ☐ Year 4
- ☐ Year 5

A3. You are a full time or part time student?

- ☐ Full time
- ☐ Part time

A4. What is your age range?

- ☐ Below 18
- ☐ 18-19
- ☐ 19-20
- ☐ 20-21

- ☐ 21-22
- ☐ 22-23
- ☐ Above 23

A5. What is your gender?

- ☐ Male
- ☐ Female

Based on your experience as a leader or a member of student organization, please respond to the following questions.

A6. What kinds of student organizations have you joined? (can choose more than one answer)

- ☐ Students' Union
- ☐ Students' Union Affiliated Societies
- ☐ Departmental Associations
- ☐ Hall Residents' Association
- ☐ Class learning group (including group project team)
- ☐ Temporary activity group
- ☐ Competition team
- ☐ Other: _____

A7. Which student organization experience is the most memorable for you? (choose only one answer)

- ☐ Students' Union
- ☐ Students' Union Affiliated Societies
- ☐ Departmental Associations
- ☐ Hall Residents' Association
- ☐ Class learning group (including group project team)
- ☐ Temporary activity group
- ☐ Competition team
- ☐ Other: _____

A8. Based on A7, what is your role in the student organization?

- ☐ Student team member (please move to section B)
- ☐ Student team leader (please move to section C)

Section B. The attitude from team members

Caution! Please answer all the questions in section B below only based on the personal most memorable experience you just mentioned in Question A7!

It has been clearly understood and will be filled in as required.

☐ Yes, it has been clearly understood.

B1. Then negative and positive leadership skills' impact in your organization

Based on your experience as a group member in A7 question you just mentioned, please respond to the following questions and tick the appropriate box. Every question tick only one box.

1) I think my team leader used some useful and good leadership skills during our teamwork.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
2) I think the leadership of team leader made some positive influence on my work performance.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
3) I think leadership of team leader is important in students' work performance.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
4) If our team get an unsatisfied achievement, I think failed leadership of the team leader should be responsible for it. (If the situation does not match, please assume it.)							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
5) To what extent the failed leadership of your team leader should be responsible for it, If your team get an unsatisfied achievement ? (If the situation does not match, please assume it.)							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

B2. The significant role of student leadership in your organization

1) I think good leadership skills from leader can motivate my attitude.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
2) I think good leadership skills from leader can improve my work performance.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
3) I think good leadership skills from leader can help me build a harmonious relationship							

with others.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree

4) I think ineffective leadership from leader reduce my work performance.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree

5) I think ineffective leadership from leader reduce my enthusiasm to work in the team.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree

B3. The situation of student leadership in your organization

1) I am allowed to bring new ideas in organization.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree

2) I am motivated at work.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree

3) The organization is led accordance to set vision.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree

4) I am receiving material rewards (money, other gifts) when I perform better.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree

5) I am receiving encourage and appreciation when I perform better.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree

6) Changes in an organization are discouraged.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree

7) I have little freedom of making suggestions in the team.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree

8) The leader has absolute power over the team members.						
	1	2	3	4	5	6

Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
9) I am not trusted by others in the team.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
10) I am distrusted others in the team.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

B4. Leadership skills of team leader in your organization

1) I think my team leader is a responsible sort of person.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
2) I think my team leader is honest with his/herself and with others.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
3) I think my team leader is aware of team's values and goals clearly.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
4) I think my team leader is confident of what he/she is doing and where leading.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
5) My leader considers my feelings in the process of making decisions.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
6) Compared with considering my feeling, the leader think it is more important to achieve the team goals.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
7) My leader has good communication skills and social skills to manage the team.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
8) My leader motivates and encourages me when our team face setbacks and failures.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

9) My team leader unites the team and promote collaboration and cooperation among the team members.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree

B5. Features of performance in your organization.

1) I prepare work plan.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
2) I report on performed duties or working process to leader in time.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
3) I diligently execute duties as per schedule.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
4) I collaborate with others to carry out duties.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
5) I support other members to accomplish their duties.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
6) My work performance meet expectation from group leader.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
7) My work performance meet satisfaction from other group members.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
8) I submit my part of group report/ assignment/ task in time.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
9) I complete the work quickly and efficiently.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
10) Our team get a good achievement/ grade in the end.						

	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

11) How often do you have a group meeting?

- ☐ Less than once every two weeks
- ☐ Once every two weeks
- ☐ Once a week
- ☐ Twice a week
- ☐ More than twice a week

12) Is the group meeting mainly organized by the team leader or the members themselves?

- ☐ The team leader.
- ☐ The team members.

B6. Short questions and personal suggestions

Based on your experience as a group member in A7 question you just mentioned, please respond to the following questions, and then write down your answers on the line. (You can use English or Chinese.)

1) In your own view, what things the leader have done reduce your work performance and work effectively for your organization?

2) In your opinion, what can be defined as a "good leader"?

3) As a student member, do you think you and the student leader have the same views on "capable leadership" or not? Why?

4) Do you think you understand and learn the knowledge and skills of student leadership in the university? If yes, how did you know and learn. If not, do you want to know and learn more in the university? Why?

This is the end of the questionnaire! Thank you for completing it! :)

Section C. The attitude from team leader

Caution! Please answer all the questions in section B below only based on the personal most

memorable experience you just mentioned in Question A7!

It has been clearly understood and will be filled in as required.

☐ Yes, it has been clearly understood.

C1. The negative and positive leadership skills' impact in your organization

Based on your experience as a group leader in A7 question you just mentioned, please respond to the following questions and tick the appropriate box. Every question tick only one box.

1) I used some useful and good leadership skills during our teamwork.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
2) My leadership skills made some positive influence on my team members' work performance.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
3) I think leadership of team leader is important in students' work performance.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
4) If our team get an unsatisfied achievement, I think my failed leadership should be responsible for it. (If the situation does not match, please assume it.)							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
5) To what extent your failed leadership should be responsible for it, If your team get an unsatisfied achievement ? (If the situation does not match, please assume it.)							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

C2. The significant role of student leadership in your organization

1) My good leadership skills can motivate the attitude of team members.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
2) My good leadership skills can improve members' work performance.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
3) My good leadership skills can help members to build a harmonious relationship with							

others.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
4) My ineffective leadership reduce members' work performance.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
5) My ineffective leadership reduce members' enthusiasm to work in the team.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree

C3. The situation of student leadership in your organization

1) I allow to bring new ideas in organization.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
2) I motivate members at work.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
3) I lead the organization accordance to set vision.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
4) I offer material rewards (money, other gifts) when members perform better.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
5) I encourage and appreciation members when they perform better.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
6) Changes in an organization are discouraged.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
7) I give little freedom for members of making suggestions in the team.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
8) I have absolute power over the team members.						
	1	2	3	4	5	6

Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
9) I distrusted my team members.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
10) I am not trusted by team members.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

C4. Leadership skills of team leader in your organization

1) I am a responsible sort of person.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
2) I am honest with myself and with others.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
3) I am aware of team's values and goals clearly.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
4) I am confident of what I am doing and where leading.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
5) I consider members' feelings in the process of making decisions.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
6) Compared with considering the members' feeling, I think it is more important to achieve the team goals.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
7) I have good communication skills and social skills to manage the team.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
8) I motivate and encourage members when our team face setbacks and failures.							
	1	2	3	4	5	6	
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

9) I unite the team and promote collaboration and cooperation among the team members.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree

B5. Features of performance in your organization

1) I prepare work plan.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
2) Members report on performed duties or working process to me in time.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
3) Member diligently execute duties as per schedule.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
4) Member can collaborate with others to carry out their duties.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
5) Member supports other members to accomplish their duties.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
6) Members' work performance meet expectation from me.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
7) Member's work performance meet satisfaction from other group members.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
8) Members submit their part of group report/ assignment/ task in time.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
9) Members complete the work quickly and efficiently.						
	1	2	3	4	5	6
Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Strongly agree
10) Our team get a good achievement/ grade in the end.						
	1	2	3	4	5	6

Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
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11) How often do you have a group meeting?

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- ☐ Twice a week
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12) Is the group meeting mainly organized by the team leader or the members themselves?

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C6. Short questions and personal suggestions

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4) Do you think you understand and learn the knowledge and skills of student leadership in the university? If yes, how did you know and learn. If not, do you want to know and learn more in the university? Why?

This is the end of the questionnaire! Thank you for completing it! :)