

Effect of the University Student's Sociality and Empathic Ability on the Leadership Life Skills

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Abstract

Objectives: This research expressed aiming at the first grade of nursing student of A University in C city. If there is establishment of proper sociality in period of university student, it makes adaptable advisably on everyday life and development of colleague relation. But, in case of lacking sociality, it makes failure on interpersonal relations, and feel anxiety, loneliness, unhappiness. **Methods/Statistical Analysis:** The collected data is analyzed by using SPSSWIN 18.0. Difference of three dependent variables by general characteristic of the subjected people is analyzed by pre-hoc comparison of bonferroni, t-test, and ANOVA. The relation of leadership life skills, sociality, and empathic ability calculate Pearson correlation coefficients, and the elements influencing on leadership life skills is implemented by multiple regression analysis. **Findings:** This study was conducted to identify the factors influencing the leadership in nursing students. Hierarchical multiple regression analysis was done using SPSSWIN 18.0. Dummy variables were religion, volunteer participation attitude, university event participation attitude, nursing department event participation attitude, and leadership experience. Adding to these five variables, sociability and empathy were included for multiple regression analysis. Leadership in nursing students accounted for 54.3% of the variance by above mentioned 7 variables. In the final model, the sociality, and empathic were the significant variable to explain the leadership. It is shown to better the sociality and empathic ability, better leadership. There is no significant relation between with the religions, volunteer participation attitude, school event participation attitude, department event participation attitude, experience of leader and leadership. **Improvements/Applications:** The leadership presents very well when the sociality and empathic ability are better which shows the importance of the various education method developments. Therefore, the leadership development is a signature assessment for the prep member of society.

Keywords: Empathic Ability, Leadership Life Skills, Sociality

1. Introduction

At the new circumstance, personal relationship, changed academic evaluation method, extreme unemployment crisis in university, students will experience transition period between heteronomy that be acted by fixed principles and rules regardless of own will of past middle, high

school days and autonomy that do something's following own principals or use moderation personally by control himself¹. And it's a time to need establishment of sociality for good role performance as member of society. The sociality means the ability to adapt from man to social situation, and means the personality characteristic that social homology / personal adaptability is strong, take an

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active part in social activity / communal life, cooperative, can maintain amicable relationship, sociable and kind, and means desire or tendency in man's social life and personal relationship².

The time of university student is transition period for moving to early stage of independent adult without parent protection, extension period of personal relationship and formation period of intimate relation with other people. If there are establishment of proper sociality in time of university student, it can be adapted properly to everyday life and developed relation of colleague happily. But if there is lack of sociality, he will feel anxiety, loneliness and unhappiness³. It is highlighting in modern society existing various value and emphasizing personality that amicable relation formation with harmony to others and sociality developing with society in their own society⁴.

For this reason, most university students are experienced important transition period that must control themselves by autonomic thought, decision and behavior in fierce unemployment crisis, various evaluation of academic ability, and new environment that be different from time of middle, high school. For successful role performance as pre-member of society, the sociability development is very important and necessary component for harmonious life.

Also, the personal relationship in specific social community, human relation of group members, tendency and structural function of social community influencing decisive effect on personality development will depend on sociality. Leadership is one of the most important factors among the conditions of the reader⁵. The university student learns behavior, technique, knowledge, belief and motive acknowledged in social / cultural area and family via activities raising sociality can be getting together with society in rapidly changing social environment, and grows up socially, and can live together with society. The sociality formation is very important for university students, because the sociality has meaning of element of life adjustment needed in maintaining balance and harmony with interacting on individual given situation¹.

Meanwhile, the sympathy is fundamental conditions for positive formation of personal relation and essential elements for human development⁶. And it is known as the ability is changeable via education and training. The sympathy starts from attitude of trust and respect for other people⁷, and it come out to have positive effect for cooperativity, sociality, and ability of interpersonal relation, altruistic action, happiness and psychological wellbeing⁸. It means, empathic ability accepting role of another

person and choosing alternative perspective can help us make proper reaction in social situation by making predictable in action of another people and promote interaction⁹. If the empathic ability is high, do many behaviors can receive socially positive evaluation? Because of this, feel less stress, and have high possibility to cope with stress effectively.

The leadership can be attained by high sociality and empathic ability. The leadership is characteristic of man that goes ahead and guide and lead other people. Also, the leadership is not just innate factor by birth; it's not only restrictive thing possessed by special person, but also potential capability possessed by everyone. And, it is learnable ability and skill via experience¹⁰. The living technique of leadership means characteristics that are requisite for good guidance and going ahead than other people in our everyday life. The leadership for living technique is required skill for all areas in our life like family, school and society, and it is living skill to have for improving our life and our groups & society¹¹. In acquiring leadership life skills, individually, it can boost pride, self-worth and exact understanding ability about ourselves, and socially, can boost maintaining ability for amicable relation and communication ability for living together with global people over country at the global age. And, we can learn ability that can participate actively for group activity and improve learning ability in school, and we can learn ability that can manage group effectively and solve facing problem productively and make decision reasonably in group¹². The research looks degree of relationship in leadership life skills, sociality, and empathic ability. And, it will be of help to creative adjustment for society and successful transition to adulthood.

2. Proposed Work

2.1 Method

2.1.1 Research Objects

This research expressed aiming at the first grade of nursing student of A University in C city. It was done by the objects who only fully understood the purpose of this research and they were explained that if they didn't want to fill in a questionnaire then they didn't have to fill in with the guarantee anonymity and also approved by IRB (BUIRB-201505-HR-004). The date collected from April to June in 2014.

2.1.2 Study Tool

2.1.2.1 Sociality

The method which Bummo Juong (1971) developed and Taerong Han (1998) standardized was used to measure the ability of sociality of students. It consists of 17 questions with Likert 5 measure and the credibility was Cronbach's $\alpha=.89$ of this method.

2.1.2.2 Empathic Ability

The measure of empathic ability of Mehrabin and Epstein (1972), the IRA method which was developed by Davis (1980), the method measure that Bryant(1982) developed, Sunghee Park (1994) referred and he reused it with the Bungsung Jeon (2003)'s method. It consists of 30 questions with Likert 5 measure and the credibility was Cronbach's $\alpha=.87$.

2.1.2.3 Leadership Life Skills

The method that¹³ reused based on the condition of Korea consisting total 30 questions. The measure was Likert 5 and the credibility was Cronbach's $\alpha=.93$.

2.1.3 Data analysis

The collected data is analyzed by using SPSSWIN 18.0. General characteristic, sociality, empathetic ability, and leadership life skills use method of descriptive statistic like frequency, percentage, arithmetical mean, and standard deviation. And, difference of leadership life skills, sociality, and empathic ability by general characteristic of the subjected people is analyzed by pre-hoc comparison of bonferroni, t-test, and ANOVA. The relation of leadership life skills, sociality, and empathic ability calculate Pearson correlation coefficients, and the elements influencing on leadership life skills is implemented by multiple regression analysis.

2.2 Study Results

2.2.1 Descriptive Statistics of Major Variables

The empathy ability score of the object was between 74 and 140 point, average was 111.69(SD=11.53). And the leadership life skills score was 65 and 150 point, average was 110.69(SD=12.15) (Table 1).

Table 1. Descriptive Statistics of Major Variables (N=219)

Variable	M \pm SD	Range
Sociality	57.17 \pm 9.12	33 - 81
Empathy	111.69 \pm 11.53	74 - 140
Leadership life skills	110.69 \pm 12.15	65 - 150

2.2.2 Sociality, empathic ability, Leadership life skills according to general characteristic

The result of understanding about the sociality, empathic ability, leadership life skills according to the general characteristic, there is a difference with religion($t=4.12$, $p<.001$), volunteer period($F=3.23$, $p=.041$), volunteer participation attitude($F=7.40$, $p<.001$), school event participation attitude($F=6.94$, $p<.001$), department event participation attitude($F=13.38$, $p<.001$), experience of leader($F=16.63$, $p<.001$), experience of leadership program participation($F=8.61$, $p<.001$) in sociality. There is a difference with volunteer participation attitude ($F=4.41$, $p=.005$), department event participation attitude ($F=16.72$, $p<.001$), experience of leader ($F=3.71$, $p=.026$) in empathic ability. There is a difference with religion ($t=2.40$, $p=.017$), Birth order ($F=2.91$, $p=.035$), volunteer participation attitude ($F=9.63$, $p<.001$), school event participation attitude ($F=3.89$, $p=.010$), department event participation attitude ($F=13.00$, $p<.001$), experience of leader ($F=13.14$, $p<.001$) in leadership life skills.

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The Sociality of religious people was higher than the group without religious. The people who have the experience of volunteer work over the 1 year period were higher than under the 1 year period.

The positive group with volunteer participation attitude was higher than the common group, and the positive group was higher than the common or passive group in the university event participation attitude and department event participation attitude. The group that has over 2 experiences of leader and leadership program was higher than under the 2 times.

The emphatic ability of positive group with volunteer participation attitude was higher than the group of common or nonparticipation. The positive group was higher than the common or passive group in the university event participation attitude and department event participation attitude.

The group that has over 2 experiences of leader and leadership program was higher than under the 2 times. The religious group has higher leadership life skills than the groups without the religion while the volunteering group which has the positive. The positive group was higher than the common or nonparticipation group in the university event participation attitude and the positive group were higher than the common or passive group in the department event participation attitude. The group that has over 2 experiences of leader was higher than under the 2 times (Table 2).

Table 2. Sociality, empathy, leadership life skills to general characteristics (N=219)

Variables	Categories	Sociality		Empathy		Leadership life skills	
		M±SD	t/F(p) bonferroni	M±SD	t/F(p) bonferroni	M±SD	t/F(p) bonferroni
Gender	Male	57.25±9.22	.30(.761)	112.33±11.04	1.94(.053)	110.91±12.01	.65(.516)
	Female	56.72±8.66		108.12±13.61		109.42±13.06	
religion	Yes	59.24±8.96	4.12(<.001)	112.92±11.01	1.87(.063)	112.34±12.06	2.40(.017)
	No	54.26±8.57		109.97±12.07		108.37±11.96	
Volunteering period	nonea	56.77±9.68	3.23(.041)	111.92±11.58	.72(.483)	109.03±13.74	2.59(.077)
	Less than 1 yearb	55.33±8.83	c>b	110.51±12.23		108.78±10.73	
	Over 1 yearc	58.66±9.01		112.54±10.98		112.55±12.58	
Volunteer participation attitude	active ^a	60.65±8.27	7.40(.000)	114.77±11.61	4.41(.005)	115.11±12.21	9.63(.000)
	usually ^b	54.58±8.14	a>b	109.77±11.09	a>b,d	107.21±9.62	a>b, d
	Negative ^c	56.29±12.72		114.11±13.32		116.41±15.86	
	not to participated	57.87±9.93		106.50±7.72		105.56±13.81	
Schools participating attitude	active ^a	62.48±8.79	6.94(.000)	113.11±11.78	85(.450)	115.88±13.15	3.89(.010)
	usually ^b	55.78±8.07	a>b,c	110.89±12.04		109.59±11.86	a>b
	Negative ^c	55.95±10.63		113.23±9.45		109.52±10.91	
	not to participated	55.36±8.21		108.90±12.07		106.00±10.80	
Department participating attitude	active ^a	61.54±8.87	13.38(.000)	115.75±11.51	6.72(.000)	116.40±12.93	13.00(.000)
	usually ^b	54.31±7.54	a>b,c	109.22±10.81	a>b,c	107.02±9.93	a>b, c
	Negative ^c	53.00±10.52		107.00±11.34		104.50±7.60	
	not to participated	55.85±10.68		109.71±9.23		109.57±14.72	
Leader experiences	none ^a	51.25±7.62	16.63(.000)	107.65±9.24	3.71(.026)	103.15±7.48	13.14(.000)
	1 time ^b	55.53±8.76	c>a,b	111.56±10.65	b, c>a	109.87±12.69	b, c>a
	2 times or morec	59.55±8.73		113.04±12.18		113.36±12.23	
Leadership Experience program participation	none ^a	54.41±8.83	8.61(.000)	110.15±11.60	.94(.390)	108.53±10.94	1.87(.155)
	1 time ^b	56.33±8.22	c>a,b	112.79±10.83		110.60±11.33	
	2 times or morec	60.60±9.51		111.62±12.31		112.65±13.88	

2.3 Correlations among Major Variables

Correlation with sociality, empathic ability and leadership life skills of the objects

The result of analysis the correlation with sociality, empathic ability and leadership life skills of the nursing students showed a significant quantitative correlation.

The sociality showed a significant quantitative correlation with empathic ability ($r=.32$ $p<.001$), leadership ($r=.60$ $p<.001$).

The empathic ability showed a significant quantitative correlation with sociality ($r=.32$ $p<.001$), leadership ($r=.57$ $p<.001$).

The leadership showed a significant quantitative correlation with sociality ($r=.60$ $p<.001$), empathic ability ($r=.57$ $p<.001$) (Table 3).

Table 3. Correlations among major variables (N=219)

	Sociality $r(p)$	empathic ability $r(p)$
Empathy	.32(<.001)	
Leadership	.60(<.001)	.57(<.001)

2.4 Influence Factors to the Leadership

I analyzed the Hierarchical multiple regression analysis to confirm the influence factors to the leadership of nursing students.

I included the item such a religion, volunteer participation attitude, school event participation attitude, department event participation attitude, experience of leader, sociality, and empathic ability to show significant correlation with career aspiration in the regression model as independent variable. The tolerance of designed regression model for this research was calculated between .67 and .91. The range of distributed expansion factor was between with 1.08 and 1.47. These analysis results mean the regression model haven't multicollinearity problem. I carried out Durbin-Watson for verification of residual independence, and the value was 2.21 close to 2. It means there is no auto-correlation.

I made into a model the variables of religion, volunteer participation attitude, school event participation attitude, department event participation attitude, experience of leader for hierarchical multiple regression analysis. The variables were entered by 7 models.

I was entered into the religion, volunteer participation attitude, school event participation attitude, and department event participation attitude, experience of leader, sociality, and empathic order. The explanation ability of leadership was increased in religion 2.6%, volunteer participation attitude 6.7%, school event participation attitude 1.2%, department event participation attitude 7.2%, experience of leader 6.5%, but it is not significant increasing amount ($p=.550$, $p=.801$, $p=.744$, $p=.094$, $p=.051$). The explanation ability of sociality that I entered the sixth was increased in 12.9% ($R^2=.543$, $p<.001$). The total amount of seven variables is 54.3% ($F=35.81$, $p<.001$). These seven model is all significant (religion $p=.017$, and others $p<.001$). In the final model, the sociality ($p<.001$), and empathic ($p<.001$) were the significant variable to explain the leadership. It is shown to better the sociality and empathic ability, better leadership. There is no significant relation between with the religions, volunteer participation attitude, school event participation attitude, department event participation attitude, experience of leader and leadership (Table 4).

Table 4. Factors affecting the leadership (N=219)

	β	t	p
religion	.029	.598	(<.001)
Voluntary participation attitude	.014	.252	(<.001)
Schools participating attitude	.018	.327	(<.001)
Department participating attitude	.095	1.681	(<.001)
Leader experiences	-.099	-1.966	(<.001)
Sociality	.408	7.235	(<.001)
sympathy	.393	7.722	(<.001)
	Adj.R ² =.528	F=35.81	(<.001)

3. Conclusion

This research has to be tried to understand how student's sociality and empathic ability affects to the leadership life skills and understand the relation between each factors. During university period as adaptation time, one should

establish the present aspect of life by oneself and should acquire such abilities to solve and overcome the personal, mental, and social problems oneself¹³. As a result of the research which had been performed on the female university student for social and university life, there isn't any different whether one has religion or not. But in this research, there is different that someone who has religion is more satisfied. And in the research for satisfaction based on student and volunteer's ego condition¹⁴, the result of satisfaction research shows that quantitative relationship between student's sociality and satisfaction of volunteer activity. Above result shows that the active volunteer group has more high sociality as this result of research. And, in the thesis which examined changes of sociality after nursing student's social volunteer activity¹⁵, there isn't quantitative relationship between sociality and active volunteer but has differences from this result of research.

The leadership is recognized as a character which has both positive sociality and smooth relationship to have one's capability and go together. In this research, one's experience of leader and attention of leadership program show both are in the quantitative relationships. Those experiences are significant leadership life skills to social life which needs a person who has rational solving method, democratic decision ability, and harmonious relationship. The research for leadership life skills and related factors shows that students who participated in volunteer activity have more high leadership life skills¹⁶. But the research of structure analysis for factor of university student's leadership skill¹⁷ shows the deference with which self-governing activity and volunteer's participation level and revolutionary leadership has relationship. And revolution leadership is related with participation motivation, satisfaction, durability, and volunteer activities. Especially, satisfaction of volunteer activity is shown more related than other factors¹⁸ and also this research shows that the volunteer participation attitude, department event participation attitude, experience of leader didn't have any relation with leadership. It showed that someone who had more empathetic ability did socio-friendly action likes cooperation, distribution, and donation¹⁹, empathy affected to socio-friendly act directly, and if empathic ability was increased, aggressive act was decreased. In this research, the more empathic ability is higher, the more sociality is higher. And the relationships between empathetic ability and social activities are presented. So to reveal the

relations between empathy and social activity, we should access to empathy multi-dimensionally.

Therefore, there is few research which treated sociality, empathetic ability, and leadership life skills as a factor. The leadership presents very well when the sociality and empathic ability are better which shows the importance of the various education method developments. Therefore, the leadership development is a signature assessment for the prep member of society.

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