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Empirical research of aspirations to leading among students of the higher educational institution

The article represents results of the empirical research, based upon the theoretical analysis of the leader's personality features and student's personality. Factors, which were revealed after computing the data, let divide leadership aspirations into three content groups: active aspirations to leadership, potentially-active aspirations to leadership, passive aspirations leadership. Using the contents of the distinguished factors, the author created the psychological portraits of students with different types of aspirations to leadership.

Key words: student personality, leader's personal features, type of leadership aspirations.

Leading qualities are one of the main characteristics of personality of a modern person. Personal qualities of the leader, laid at children during the school period of life, can and should receive impulses for further formation at subsequent life steps. Especially it is actual for its period designated as student's age.

In works of the psychologists who are engaged in studying of the student's personality (B.G. Ananyev, L.I. Bozhovich, I.A. Zimnyaya, V.S. Mukhina, E.F. Ribalko, E.E. Sapogova, V.I. Slobodchikov, D.I. Feldstein, R.I. Tsvetkova, E. Ericson, etc.) it is shown that peculiar to this age is comprehension by the subject of activity and the carrier of certain social values, socially useful personality, strengthening of conscious motives of behavior makes the student's period of human life the most sensitive for development of his initiative, creative inclinations, including needs for success achievement, increase of personal efficiency.

Studying of scientific works in the leadership sphere, in particular, personal features of leaders in certain sphere of professional work (E.V. Evtikhov, K.-G. Rakhmatulina, P.U. Seminukhin, etc.), has shown the perspectivity of research of aspirations to leading as a form of personal aiming on achievement of good results in certain sphere of social interaction as psychological precondition of its success.

With a view to reveal the features of aspirations to leading among students of the higher educational institution we have conducted a psychodiagnostic research. In the empirical part of the research we checked the hypothesis that tendency on leadership as a difficult psychological phenomenon includes some components. Domination of each of components of aspirations to leading can form a basis for construction of typology of students on condition of their aspirations to leading.

First- and second-year students of SGF SRSUEC at the age of 18–21 years in total of 240 persons were the object of the research.

Studying of aspirations to leading of students of the higher educational institution in our research was spent in unity of revealing of features of three components



forming them: value-sense, motivational and behavioural. For studying of the value-sense component of aspirations to leading of students there has been used the interrogatory method with use of the author's technique «Value senses of leadership». Within the limits of this questionnaire it was offered to students from ten groups, including 9 statements, to choose those which more correspond to their understanding of substantial essence of leadership. By its results it is established that in the general experimental sample of students there were presented all distinguished value groups of leadership self-realization – 42 (16,2 %), status growth – 39 (15,0 %), communication – 38 (14,6 %), power – 36 (13,8 %), hedonism – 32 (12,3 %), knowledge – 25 (9,6 %), existential – 16 (6,2 %), family well-being – 14 (5,4 %), altruism – 8 (3,1 %).

By the results of the psychodiagnostic inquiry of examinees-students there have been studied features of: motives of self-actualization (SAMOAL); success achievement (the questionnaire of motivation of achievement of A. Megrabyan); fear of rejection and aspiration to acceptance (the questionnaire of affiliation motivation of A. Megrabyan); aspiration to rivalry, aspiration to social prestige, orientation on life-support, orientation on comfort, orientation on social status, orientation on communication, orientation on general activity, orientation on creative activity, orientation on social utility (the technique of E.V. Milman); personality's orientations on work, personality's orientation on freedom, personality's orientation on power and personality's orientation on money (the technique of O.F. Potemkina). Being based on the presented results, it is possible to draw a conclusion according to which students are rather polymotivated. As the most significant for them there are motives of achievement – social prestige, success, activity, self-actualization etc. Not enough significant for students in our case there were the motives connected with finding of universal values (freedom, work, comfort) or arising in space of interpersonal interaction (rivalry, rejection).

The following step of the empirical phase of the research was studying of the behavioural component of aspirations to leading of students. With a view to realize this there were used the methods of expert estimation and self-appraisal of students.

Results of distribution of students on three levels of aspirations to leading in four spheres of life activity (educational, sports, labor, leisure) allow to note the following facts: in the structure of aspirations to leading of students there are most shown claims on leadership; the most numerous group is formed by students with high leading claims in leisure activity; real leadership was the least showed in the structure of aspirations to leading of students; the least number of real leaders was found out in the sphere of labor activity.

The most generated in the structure of aspirations to leading of students is their passive component, the least – active component. It specifies that students would like to realize their aspirations to leading, but in practice realization of these aspirations is low enough. Rather low is also a level of readiness to realization of aspirations to leading established among them. On the whole, it is possible to speak about presence in the sample of discrepancy of levels of formativeness of three making behavioural components of aspirations to leading of students: level of claims – readiness level –



level of real leader activity.

Procedure of the factorial analysis has been applied to reveal internal interrelations between components of aspirations to leading of students. By its results it has been distinguished three factors, explaining 72,45 % of all received dispersion. The distinguished factors have allowed to divide aspirations to leading into three sense groups: active aspirations to leading, potentially-active aspirations to leading and passive aspirations leading. Being based on the contents of the distinguished factors, we have made the psychological portraits of students with different types of aspirations to leading.

Students with active aspirations to leading are characterized by the expressed activity in different or single (educational, sports, scientific, leisure etc.), but bright sphere of activity. They easily involve after themselves other students for participation in different public actions. They have wide range of communication. In interpersonal or group communication they are capable to convince others, to defend own point of view. They possess wide cognitive interests. At tasks' decision they show non-standard thinking, creativity. Working in group they take responsibility for its performance easily. They adequately are capable to distribute duties in group. They aspire to surpass others in efficiency of performance of different kinds of activity. They are focused on success, on achievement of social recognition. They are independent. They possess persistence in purpose achievement.

Students with potentially-active aspirations to leading possess the developed communicative abilities. They convincingly are capable to state own point of view. They have suggestive abilities. They are capable to understand difficulties of associates and to render them the necessary help. They have clear enough orientations on the future through realization of the status growth. Students of this group are aimed at construction of professional career. For this they are ready to make necessary efforts, to work hard and responsibly, to reach conformity to necessary requirements. Family and household well-being possesses a considerable priority for students of this group. At life activity organization social utility is without fail considered.

Students with passive aspirations to leading at planning and realization of any activity are focused, first of all, on a principle of individual pleasure understood widely enough. There is no clear vision and, especially, planning of forthcoming life activity. The future activity in representations of students of this group is amorphous enough, there is no uniform idea forcing them to move ahead. The main vital orientation is presence of money, allowing to provide due comfort. Students of this group appreciate power status of the leader as means of achievement of this orientation. They suppose leadership possibility if it is necessary to satisfy own claims.

Comparison of the type of aspiration to leading established by means of the expert estimation with the social status of each student revealed by results of sociometrics has allowed to reveal that active aspirations to leading are formed among all leaders (21 persons, i.e. 100 % of all «absolute» leaders) and among smaller part of «ordinary» students (tab. 1).



Table 1

Distribution of students with different sociometric status on types of aspirations to leading

Sociometrical status	Type of aspirations to leading			Total
	1	2	3	
Leader	21	0	0	21
Ordinary person	50	97	60	207
Outsider	0	3	29	32
Total	71	100	89	260

Designations of types of aspirations to leading: 1 – active aspirations to leading; 2 – potentially active aspirations to leading; 3 – passive aspirations to leading.

Considerable enough number of «ordinary» students with active aspirations to leading can be explained by that, for analysis simplification to leaders there we related only «absolute» leaders. At the same time «ordinary» students can be leaders in any kind of activity – either in sports, or in a company of friends etc. For us it is significant that among real leaders 100 % were showed active aspirations to leading, and among a great part of outsiders (among 29 persons, i.e. 90,6 % of the subsample of outsiders) there were found out passive aspirations to leading.

Thus, aspirations to leading can act as a parameter of differentiation of students on persons with active, potentially-active and passive aspirations to leading defining domination of certain personal and behavioural characteristics.

References

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