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# Student leaders profile according to the United Nations model a factorial analysis

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**Abstract.** The objective of this research was to create a structural model able to explain the profile of student leaders during their youth stage, by implementing the pedagogical model form national university organization, in order to develop skills from a cognitive approach using an event-based learning trend. The research had a quantitative methodological approach, addressing differences in the students' cognitive abilities for oral expression and textual production, along with a correlational method of factorial design analysis, as a field type. The beneficiary population was made up of students from private educational institutions with an average age of 17 years. According to the model, it was found that among the factors associated with leadership are, the ability to lobby, strategies, critical reading, intensity of the debate, discourse analysis, quality of presentation, decision making, characteristics that determine the profile of a ruler.

## 1. Introduction

With the purpose of achieving a society where nobody could abuse another, where peace and coexistence [1] were total, and human rights, democracy and equality to be the paradigm, processes of leadership formation would be consolidated.

Human relations have a degree of complexity historically developed, where everything is related to agreements and rules, allowing an interlacing of social, cultural, political and economic relations. By nature, man is comparative and creative, and is an inherent part of his psyche and has always been a constant question to himself, why some people own or achieve more success than others, this research seeks to identify the internal characteristics and skills that a leader possesses [2].

Part of the fundamental need to cover an analysis tending to explain certain characteristics of the leader as essential factor inherent in all organizational theories. The leader is a person who, through his personal influence, energies, potentialities, leads the group to reach a common goal. Leadership emerges as a possibility to foster human relationships related to culture, communication and the community. Leaders initiate a process of adaptation and complexity, which allows them to be flexible when sorting different circumstances, many of them adverse [3].

Presently, human beings must face obstacles with goals seeking to challenge the own conviction of their thoughts and / or actions, reaching a kind of internal conflict, an ontological dualism, which calls into question our own arguments and points of view, reducing our capacity for opinion and expression on a minimum and refutable basis. For this reason, the importance of pedagogical activities that encourage the continuous use of self-belief, the validity of arguments and corporality according to the meaning of expression to be given. Vocational training implies the development of skills and competences based on the latest educational trends, throughout tools and pedagogical activities that



encourage the continuous use of self-belief, the validity of arguments and corporality according to the meaning of expression to be given [4].

## 2. Methodology

The research had a quantitative approach, correlational method, field type design, since differences of the student's cognitive abilities for oral expression, textual production, staging and descriptive experimental design research [5] were addressed. The sampling population consists of 1500 students between ninth and eleventh grade from private institutions with an average age of 17 years, and a sample of 120 students, distributed according to skills such as leading delegates, staff (responsible for sending messages), sponsor (observers), enclosed secretaries, general secretary, president or director, journalism and communication representatives. Factorial analysis is performed, and from this factorial confirmatory analysis is also performed, determining the concept of latent factor, using a 15-item leadership questionnaire, to exemplify the fundamental concepts of this technique [6]. This abridged version evaluates the leadership, in the youth population, regarding the following aspects: capacity of lobby, strategies, critical reading, intensity of the debate, discourse analysis, quality of the presentation, decision making. On the other hand, a field design was considered, implementing the communicative skills academy with United Nations methodology, from the observation, the information was collected in the actual field of action of the subjects analyzed.

For the reliability analysis, the calculation of the Cronbach alpha coefficient was used, which acceptable values for a scale with a reduced number of items were between 0.60 and 0.90. In the confirmatory factorial analysis, the global adjustment of the factorial model used as hypothesis and the estimation of the magnitude of the effect of the constructs on the measured variables were analyzed [7]. For the development of the specific objectives, a first instrument was applied that allowed assess the present skills of delegates, leaders, staff, sponsors, secretaries, president from the United Nations methodology [8], in the same way a second instrument was used to help synthesize and organize the model of behavior present in a delegate. At the same time, training was given on the teaching of the UN-type methodology [9].

## 3. Results

Political profile. In order to analyze the perception of the majority leaders' public image, the young interviewees were asked to make an attribution of concepts to each one of them. These concepts were extracted from the slogans used in the records of presentation portfolios before the debates. Relative frequencies of the attributions made by the total sample, as well as the relative frequency of young people who did not attribute the concepts to leading delegates, staff, sponsors (observers), assistant secretaries, president, journalism and communication representatives, or to whom attributed; In other words, these are answers in which there is a greater lack of definition or uncertainty regarding the characterization of delegates according to function and features. Most of the subjects interviewed were undefined respect to the attribution of the characteristics of "socialism" (23.9%), "democrats" (57%), "right-wing" (56.6%), "apolitical". most, but if as a marked tendency, the subjects of the sample were also undecided in the attribution to the two candidates of the features of effective community.

Table 1 shows that 48 students have a predominant profile of very high emphasis on synergistic leadership and goal achievement (score 10), 80 students on social leadership (7), 75 on technical leadership, 33 on participatory leadership [10].

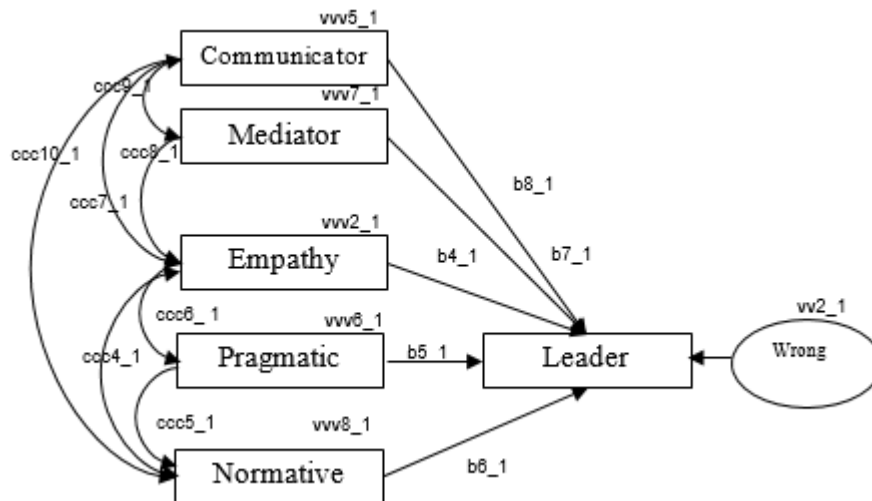
- Participatory leadership: Participative leadership is characterized by the fact that a person takes responsibility for a crucial role in decision making, resulting in an active voice in a given context.
- Technical leadership: technical or technical leadership refers to the ability to carry out an organizational scheme, development tasks, scenario analysis, among other duties as purpose; lead the change dynamically and progressively according to the context.

- Social Leadership: Social leadership is typical of those who have the ability to see, evaluate and act in front of a reality in an objective way, deep and agile, always taking the common well-being as a principle, in order to diagnose a more prosperous society.
- Synergistic leadership: Synergistic leadership is considered a cause of the group effect on a conflict or situation, but it is only achieved through the sum of two or more parties involved, each taking a primary role in the resolution of a problem, which effect is greater than an individual effect.

**Table 1.** Leadership styles.

	Leadership frequency			
		Answers		Cases percentage (%)
		N°	Percentage (%)	
Leadership	Participative	4	2.5	33.3
	Trend	9	5.6	75.0
	Sociable	47	29.4	391.7
		50	31.3	416.7
	Synergic	1	0.6	8.3
		49	30.6	408.3
Total	160	100.0	1333.3	

A first model, Figure 1, shows as a main factor the leader ability, in which there is only one global dimension for all the items, although there are references in the scientific literature about its multidimensionality [11]. This type of one-dimensional conception of the self is not the only one and other authors maintain alternative models in which the complexity and multidimensionality of the self is recognized [12].



**Figure 1.** Student leaders' profile conventional linear regression (model specification).

- The pragmatic leader has the ability to foster creativity dynamically in simulated environments, creating an atmosphere of trust through his speeches, also has the ability to act in a practical and efficient manner.
- The normative leader has the ability to work constructively with the other members of the plenary, inspiring team work and mutual support in each of the situations presented.
- The mediating leader makes it easier for others to see the opportunities to work as a team, is able to consider solving problems involving the responsibility of the plenary members.

- The communicative leader establishes open and impartial communication before any circumstance; creating scenarios for debate, demonstrating his capacity for mastery and self-belief.
- The empathic leader is able to perceive, share, understand and defend what the other's needs, giving it an affective participation in a particular event, making from the leader with this ability able to build a homogeneity according to the context immersed.

These alternative conceptualizations of the structure of self-esteem are understood in the confirmatory factor analysis [13], as alternative models that should be estimated and, if possible, compared, to try to identify the best describing data model. With demands of the technique, the researcher must attribute the meaning to the results found. The results of the global adjustment were  $\chi^2$  of 254.17;  $\chi^2/g.l$  corresponding to 2.97,  $p < 0.001$ ; goodness of fit index (GFI)=0.85; adjusted for degrees of freedom (AGFI)=0.77; root mean square residual (RMR)=0.07; mean square error of approximation (RMSEA)=0.09; comparative fit index (CFI)=0.68 and non-normed fit index (NNFI)=0.61. These results refer to a satisfactory adjustment of the model, based on the adequacy criteria GFI, RMR and RMSEA. The AGFI criterion approached the reference value 0.80. The modifications resulting from the Wald and Lagrange tests showed an increase in the factorial loads of the items in the factors, but not in a significant way. Few alterations were observed in the  $\chi^2$  statistic ( $\chi^2$  of 200.33,  $\chi^2/g.l$  of 2.707,  $p < 0.001$ ) and in the adaptation adjustment measures (GFI=0.86, AGFI=0.80, RMR=0.07, RMSEA=0.10, CFI=0.76 and NNFI=0.70). Analysis of correlations indicates high relation of mediating profile with pragmatic, empathic, and communicator profile ( $r > 0.7$ ,  $p = 0$ ).

There is a factorial structure with four factors that, unlike the previous model, all relate to each other forming a network of interrelations [14]. This circumstance is similar to the oblique rotation in the traditional factor analysis. These associations between variables show that the note is highly related to leadership and lobbying, and this one is related to the informal debate, and on a smaller scale with the formal one. In contrast, the quality of the portfolio is related to the discourse and at the same time with responsibility [15]. Diplomacy is not related to other variables. Control diagrams show that the profiles are within normal values, communicator profile points to a small critical point. Performance quality analysis indicates that it meets a sigma level of 3, in which improvement actions must be implemented.

#### 4. Conclusions

When constructing the structural model where the student leader profile is explained, it was observed that all those qualities of a pragmatic leader predominate and mainly those related to a leader with communicative abilities, these being the ones that determine the profile of a ruler; person with the ability to lead and guide people.

It can be concluded that five factors define the profile of the leader in young people from 15 to 18 years old, communicator, mediator, empathic, pragmatic, normative; where mediator has a higher correlation with the other factors. Among the leadership, styles identified were participatory, technical, sociable, synergistic.

According to the model, it is concluded that the initial factorial structure of the adapted scale, presented satisfactory results of reliability and validity, however, there is a need to move forward with new research, implementing it at different ages to define leader profiles. It is highlighted in this study that the Factorial loads were greater than 0.40.

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