A STUDY ON THE RELATIONSHIP BETWEEN SELF-LEADERSHIP AND LEARNING SATISFACTION AMONG STUDENTS OF S COLLEGE IN CHANGSHA, HUNAN PROVINCE, CHINA

Jiawengbo Peng [1*]
Yanan Yang [2]

[1] Master Candidate in Educational Administration, Stamford International University, Thailand
[2] Lecturer, PG program in Educational Administration, Stamford International University, Thailand
yanan.yang@stamford.edu
[*] **Corresponding Author, E-mail**:1982010027@qq.com

Abstract: The purpose of this study is to investigate the current level and correlation between self-leadership and learning satisfaction of students in S College in Changsha, Hunan Province. The study used a questionnaire survey to collect data for the college students of College S in Changsha City, Hunan Province, and 376 valid questionnaires were recovered. Descriptive statistics, independent t-tests, one-way ANOVA, and correlation analyses were conducted to grasp the current level of self-leadership and learning satisfaction among college students, to analyze the variability of the self-leadership and learning satisfaction of the students in terms of contextual variables, and to verify the correlation between the self-leadership and learning satisfaction of the students. ability and learning satisfaction. The results of the study found that the overall level of students' self-leadership and learning satisfaction in Changsha S College in Hunan Province is in the middle to upper level, and there are significant differences in students' self-leadership and learning satisfaction in terms of grade, whether they are only children and whether they are class cadres, but there are no differences in terms of gender and the backgrounds of different places of domicile; and there is a significant positive correlation between students' self-leadership and learning satisfaction. Finally, based on the related research results and analysis, the following recommendations are made: build a self-leadership cultivation mechanism to strengthen goal management and feedback; optimize classroom teaching design to enhance the depth of classroom participation; build a collaborative support platform both inside and outside the school to improve students' competence and satisfaction, and so on.

Keywords: College students, Self-leadership, Learning satisfaction

Introduction

Since the 21st century, global education has shifted toward cultivating core competencies, with

self-leadership emerging as a critical element for nurturing innovative talent. Students with strong self-leadership demonstrate higher motivation, self-discipline, and collaboration skills, leading to improved classroom engagement and learning outcomes (Laura et al., 2024; Derara, 2023). Enhancing these skills drives educational reform through curriculum optimization and pedagogical innovation (Jonathan et al., 2024).

In China, economic transformation and global competition have intensified demand for versatile innovators. China's Education Modernization 2035 prioritizes lifelong learning capabilities, positioning higher education as central to developing students' self-leadership (Cai Xiaoxiong, 2022). Research confirms a positive correlation between self-leadership and learning satisfaction.

Despite integrating leadership development into curricula and activities, significant issues persist: students display low classroom initiative, reluctance to engage in discussions, and hesitation to answer questions due to fear of mistakes, alongside observable free-riding behaviors; simultaneously, others struggle with weak learning motivation, poor time management, and academic procrastination, inhibiting both leadership growth and academic performance.

Investigating the relationship between self-leadership and learning satisfaction at S College can elucidate their mutual influence—how self-leadership shapes learning satisfaction and vice versa. This understanding enables educators to design targeted strategies to optimize teaching environments, stimulate intrinsic motivation, and strengthen self-management, thereby concurrently advancing both competencies.

Research Objectives

(1) To investigate the current level of self-leadership among students of S College in Changsha, Hunan Province.

(2) To investigate the current level of learning satisfaction among students of College S in Changsha, Hunan Province.

(3) To analyze whether there is a significant difference in the self-leadership ability of the students of College S in Changsha City, Hunan Province, under different demographic background variables (gender, grade, domicile, whether they are only child, whether they are class cadres or not)

(4) To analyze whether there is a significant difference in learning satisfaction among students of College S, Changsha City, Hunan Province, under different demographic background variables (gender, grade, place of domicile, whether they are only child, and whether they are class cadres).

(5) To verify the correlation between self-leadership and learning satisfaction among students of College S in Changsha, Hunan Province.

Literature Review

Concept and Definition of Self-leadership

Self-leadership is defined as an individual's capacity to proactively influence their own thoughts, emotions, and behaviors through cognitive and behavioral strategies to achieve personal goals. Rooted in Manz and Sims' (1991) foundational work, it emphasizes self-motivation, self-regulation, and self-direction without external supervision. Manz (1986) framed it as a dynamic process involving self-influencing strategies like goal-setting, self-reward, and self-observation.

Classically, self-leadership comprises nine behavioral and cognitive dimensions: visualizing successful performance, self-goal setting, self-talk, self-reward, self-punishment, evaluating beliefs/assumptions, self-observation, focusing on natural rewards, and self-suggestion. These enable individuals to convert abstract aspirations into actionable plans, monitor progress, and adjust strategies through feedback.

Modern perspectives expand this concept to address dynamic environments. Stewart et al. (2011) added reflective practice and situational flexibility for adaptability in complexity. Uhl-Bien & Arena (2018) and Neck et al. (2020) emphasized its role in adaptive cycles for changing contexts, while Marques (2022) integrated technological self-efficacy for digital tool mastery. Luthans et al. (2021) introduced emotional self-leadership to sustain motivation through positive cognition.

In Chinese scholarship, Yao Chen (2022) reconceptualized it for education through communication, self-understanding, leadership efficacy, and teamwork. Lv Le Di et al. (2022) proposed a "five-force model" (internal drive, professionalism, agility, conceptualization, collaboration) for digital-era self-leadership, cultivated through six dimensions: cognition, motivation, traits, psychology, behavior, and relationships.

Collectively, self-leadership evolves from classical self-regulation to a holistic, adaptive capability integrating cognitive, emotional, and technological competencies for personal and professional effectiveness.

Concept and Definition of Learning Satisfaction

Learning satisfaction constitutes students' holistic subjective evaluation of their educational journey, reflecting their perceived value of instructional quality and intrinsic motivation for continued engagement. This multifaceted construct integrates behavioral responses, emotional experiences, and cognitive judgments toward teaching effectiveness, instructor capabilities, learning environments, and resource accessibility, ultimately signaling learners' endorsement of the educational process.

This research specifically conceptualizes learning satisfaction through two interconnected lenses: course design satisfaction captures students' assessments of the structural coherence, scientific validity, and practical utility of curricular components including learning objectives, content organization, material resources, and evaluation mechanisms; concurrently, teacher instruction satisfaction encompasses appraisals of pedagogical approaches, interactive dynamics, subject-matter

expertise, and the provision of emotional support during instruction.

Contemporary scholarship has significantly expanded this framework: Wang & Eccles (2013) pioneered the integration of interactive satisfaction, emphasizing the critical roles of teacher-student rapport, peer collaboration quality, and technology-mediated engagement tools; simultaneously, Henrie et al. (2015) highlighted the unique satisfaction dynamics within blended learning environments, where learner contentment hinges on the harmonious integration of asynchronous resources like pre-recorded lectures with synchronous interactions such as real-time collaborative sessions.

Kong (2014) reconceptualized satisfaction through a systems theory paradigm, defining it as a synergistic function coalescing need fulfillment, process experience quality, and outcome achievement—manifested through hierarchical layers of foundational satisfaction (resource adequacy), procedural satisfaction (instructional delivery), and culminative satisfaction (goal attainment); complementarily, Qian et al. (2015) advocated for a learner-centric model prioritizing perceptions of classroom equity, pedagogical inclusivity, and innovative practices, asserting that genuine satisfaction must simultaneously address fundamental learning necessities and advanced developmental aspirations such as critical thinking cultivation.

Research on Self-leadership and Learning Satisfaction

Zimmerman & Schunk (2011) used structural equation modeling to analyze the tracking data of 1,245 students from six schools in the U.S. Through a longitudinal study, it was found that the goal-setting dimension of self-leadership and time management skills significantly predicted the level of participation in classroom behaviors. Wang & Eccles (2013) analyzed the learning satisfaction of 3,419 junior high school students through cross-lagged modeling to analyze panel data of 3,419 middle school students to further reveal the dynamic relationship between self-leadership and learning satisfaction. It was found that there was a bidirectional effect between self-leadership and learning satisfaction, with self-leadership in T1 explaining 27% of the variance in learning satisfaction in T2, and deeper engagement behaviors in T1 predicting increased self-leadership in T2.

Li & Wang (2015) used a self-administered Student Extracurricular Activity Participation Questionnaire, Student Leadership Questionnaire, and Harter Self-Concept Scale to survey students and explore the relationship between student extracurricular activity participation, general self-concept, and leadership. The results showed that students' extracurricular activity participation was significantly and positively correlated with leadership, general self-concept mediated this relationship, and general self-concept partially mediated between students' campus activity participation, social activity participation, and leadership, and fully mediated between sports activity participation and leadership. Xia (2016) point to 550 college students to administer the test to construct vision, strategic decision-making, work practice, personality influence, and interpersonal interaction five leadership activities to show the level of leadership of students, and the findings indicate that student organizational satisfaction has a highly significant effect on leadership.

Xu et al. (2024) conducted a survey on 410 college students to explore the relationship between college students' self-leadership and learning satisfaction and the mechanism of action, and the results of the study revealed the mechanism of college students' self-leadership on learning satisfaction, and self-leadership had a significant positive effect on both self-control and learning satisfaction, and self-control played a mediating role in the effect of self-leadership on learning satisfaction. Self-control mediates the effect of self-leadership on learning satisfaction, perceived usefulness positively moderates the effect of self-control on learning satisfaction, and self-leadership is positively moderated by perceived usefulness through the indirect effect of self-control on learning satisfaction.

S College, Changsha City, Hunan Province

S College of Changsha City, Hunan Province, located in Changsha City, Hunan Province, is a full-time general institution of higher education organized by the People's Government of Changsha City. With more than 17,200 full-time undergraduates and active integration into the regional economic and social development, the school has built up a discipline and specialty system with engineering and application disciplines as the main body, cultural and creative disciplines and modern service disciplines as the two wings, and coordinated development of multiple disciplines, such as science, engineering, literature, management, law and arts. The school closely focuses on the implementation of the fundamental task of cultivating people with moral character, adheres to the principle of "taking this as the foundation", actively promotes collaborative cultivation, industry-teaching fusion, school-enterprise cooperation, and deepens the reform and innovation of education and teaching. The school takes the service of economic and social development as an important duty and mission, closely focuses on the strategic goal of building a modernized and new Changsha, and actively carries out project cooperation with local enterprises and institutions to realize local transformation and application.

Methodology

This study focused on student at S College in Changsha, Hunan Province, with a total of 3,715 students on campus. Convenience sampling method was used to distribute the questionnaires to the students of S College in Changsha City, Hunan Province, according to the method of Krejcie & Morgan (1970) to determine the sample size, the sample size needs to reach 377 people, excluding the invalid questionnaires 1, it is expected that 376 valid questionnaires will be recovered, and the expected recovery rate reaches 99.7%.

The research questionnaire used the self-leadership ability scale developed by Houghton & Neck (2002) and the learning satisfaction scale revised by Frey et al. (2003). The main part of the questionnaire was divided into three sections: the first section was students' basic personal information, covering five items: gender, grade, place of residence, whether they were only children, and whether they were class cadres; the second section was a self-leadership questionnaire for college students, which was divided into nine dimensions, namely, visualizing successful performance, self-goal setting,

self-talk, self-reward, evaluating beliefs and assumptions, self-punishment, self-observation, focusing on natural rewards, and self-cueing, containing 35 questions. The third part of the scale is the learning satisfaction scale for college students, which is divided into two dimensions, namely, satisfaction with course and satisfaction with instructor, and contains a total of 20 questions.

Results

Demographic Analysis of Questionnaire Participants

The descriptive analysis of 376 questionnaire participants reveals a predominantly female sample (55.1%, n=207 vs. male 44.9%, n=169). Grade distribution skews toward younger cohorts: freshmen constitute the largest group (33.0%, n=124), followed by sophomores (27.4%, n=103), juniors (24.7%, n=93), and seniors (14.9%, n=56), demonstrating declining representation with ascending grade levels. Urban household registrants slightly outnumber rural counterparts (52.7% vs. 47.3%). Notably, only-child respondents dominate the sample (87.8%, n=330), potentially reflecting urban concentration or policy-influenced demographics. Additionally, non-class-cadre participants comprise the vast majority (79.5%, n=299), indicating limited student involvement in classroom management roles.

Table 1: Demographic Distribution of Sample

Demographic Background	Group	*f*	Percentage (%)
Sex	Male	169	44.9
	Female	207	55.1
grade	Freshman	124	33.0
	Sophomore	103	27.4
	Junior	93	24.7
	Senior	56	14.9
Domicile	Urban	198	52.7
	Rural	178	47.3
Only Child	Yes	330	87.8
	No	46	12.2
Class Cadre	Yes	77	20.5
	No	299	79.5

Current Status of Self-leadership

The study assessed self-leadership among students at S College in Changsha through descriptive statistics (mean, SD). Overall competence scored high (M=3.68), with all nine dimensions

ranging between 3.51-3.85, indicating balanced but improvable development. Self-expectation ranked highest (M=3.85), reflecting strong confidence in future capabilities, followed by self-goal setting (M=3.83), demonstrating effective planning skills. Conversely, self-punishment scored lowest (M=3.51), revealing deficiencies in post-failure reflection. Intermediate dimensions—self-talk (M=3.65), self-reward (M=3.69), self-observation (M=3.72), and self-adaptation (M=3.70)—suggested basic yet passive self-regulation in daily routines. Notably, self-suggestion (M=3.58) indicated room for growth in internal behavioral guidance, while self-predetermination (M=3.62) signaled moderate situational preparedness.

Table 2 Descriptive Statistics of Self-leadership

Dimension	MIN	MAX	M	SD
Visualizing Successful Performance	1.00	5.00	3.85	0.871
Self-goal Setting	1.20	5.00	3.83	0.792
Self-talk	1.00	5.00	3.65	0.916
Self-reward	1.00	5.00	3.69	0.967
Evaluating Beliefs and Assumptions	1.00	5.00	3.62	0.923
Self-punishment	1.00	5.00	3.51	0.936
Self-observation	1.00	5.00	3.72	0.853
Focusing on Natural Rewards	1.00	5.00	3.70	0.821
Self-cueing	1.00	5.00	3.58	0.970
Overall Self-leadership	1.30	4.92	3.68	0.712

Current Status of Self-efficacy

The analysis of learning satisfaction among S College students reveals a high overall level (M=3.76). Both core dimensions align closely with this mean: teacher instruction satisfaction scores marginally higher (M=3.79), indicating student recognition of pedagogical methods and interactive delivery, while course design satisfaction (M=3.74) suggests potential areas for enhancement in content practicality, difficulty calibration, or resource allocation. The minimal variance between dimensions signifies consistent student evaluations across teaching and curricular elements, though opportunities persist for deepening instructional innovation and refining teacher-student engagement dynamics. These findings demonstrate that while current classroom experiences meet fundamental needs, targeted optimizations could elevate satisfaction further.

Table 3 Independent Sample T-Test Analysis of Teacher Job Satisfaction by Gender

Dimension	MIN	MAX	M	SD
Satisfaction with Course	1.15	5.00	3.74	0.812
Satisfaction with Instructor	1.14	5.00	3.79	0.844
Overall Learning Satisfaction	1.20	5.00	3.76	0.782
Dimension	MIN	MAX	M	SD

Statistical Analysis Results

Results of Testing the Research Hypothesis H1

H1: There is a significant difference in the self-leadership competence of students in S College in Changsha, Hunan Province under different demographic background variables.

H1.1 : Differences in Self-leadership by Gender

Analysis of variance under the gender variable demonstrates no statistically significant differences in self-leadership competence among S College students. The overall competence significance level (p=0.880) and all nine sub-dimensions—including visualizing successful performance (p=0.690), self-goal setting (p=0.801), self-talk (p=0.423), self-reward (p=0.491), self-predetermination (p=0.905), self-punishment (p=0.674), self-observation (p=0.651), focusing on natural rewards (p=0.954), and self-cueing (p=0.596)—exceed the 0.05 threshold, confirming gender does not significantly influence self-leadership development at this institution.

H1.2 : Differences in Self-leadership by Grade

Analysis of variance across grade levels reveals statistically significant differences in self-leadership competence (p=0.03). Mean comparisons demonstrate a progressive enhancement with academic advancement: seniors exhibit the highest competence (M=3.71), followed by juniors (M=3.73), sophomores (M=3.66), and freshmen (M=3.45), establishing a positive correlation between grade elevation and self-leadership development.

H1.3; Differences in Self-leadership by Domicile

Variance analysis by domicile (urban/rural) shows no significant differences in self-leadership competence (overall p=0.992). All dimensions—visualizing success (p=0.970), goal setting (p=0.614), self-talk (p=0.631), self-reward (p=0.912), self-predetermination (p=0.635), self-punishment (p=0.678), self-observation (p=0.586), self-adaptation (p=0.967), and self-cueing (p=0.247)—exceed the 0.05 threshold. Although urban students scored marginally higher in self-cueing and rural students slightly led in goal setting and self-punishment, these variations remain statistically insignificant .

H1.4: Differences in Self-leadership by Whether Only Child

Analysis of variance for only-child status confirms significant differences in learning satisfaction. Non-only children report higher mean satisfaction across all dimensions: course design (p=0.042), teacher instruction (p=0.028), and overall satisfaction (p=0.025), indicating systematically

more positive learning experiences compared to only-child peers.

H1.5: Differences in Self-leadership by Whether Class Cadre

Analysis of variance by class officer status (Table 4.13) confirms significantly higher learning satisfaction among class officers across all dimensions. Class officers report markedly elevated means: course design satisfaction (3.65 vs. non-officers' 3.10, diff=0.55), teacher instruction satisfaction (3.64 vs. 3.26, diff=0.38), and overall satisfaction (3.65 vs. 3.22, diff=0.43), with all p-values below 0.05 (0.042/0.028/0.023). Greater standard deviations among officers indicate more pronounced intra-group experience variation, while non-officers show uniformly lower yet concentrated satisfaction. Caution is warranted as uneven sample sizes may amplify statistical significance.

H2: There is a significant difference in learning satisfaction among students of S College in Changsha, Hunan Province under different demographic background variables.

H2.1: Differences in Learning-satisfaction by Gender

Analysis of variance by gender indicates no significant differences in learning satisfaction. The overall satisfaction significance level (p=0.785) exceeds 0.05, with no sub-dimensions reaching statistical significance. Comparable standard deviations between genders suggest similar data volatility, reflecting gender's minimal impact on satisfaction variance. Although gender distribution in sample sizes differs, consistently low F-values further corroborate the absence of gender-based differences.

H2.2: Differences in Learning-satisfaction by Grade

Analysis of variance across grade levels (Table 4.10) reveals significant differences in learning satisfaction (overall p=0.036). Course design satisfaction varies notably (p=0.043), with freshmen showing the highest mean (M=3.76), seniors moderate (M=3.72), and juniors the lowest (M=3.45), suggesting younger students' greater receptivity to curricula versus intermediate grades' potential academic pressure impacts. Teacher instruction satisfaction similarly differs (p=0.022), peaking among sophomores/seniors (M=3.73) and dipping for freshmen (M=3.49), possibly reflecting higher grades' adaptation to teaching styles. These findings confirm grade-level significantly influences classroom satisfaction.

H2.3: Differences in Learning-satisfaction by Domicile

Variance analysis by domicile (urban/rural) reveals no significant differences in learning satisfaction, with all p-values substantially exceeding 0.05: course design satisfaction (p=0.802), teacher instruction satisfaction (p=0.818), and overall satisfaction (p=0.935). Mean scores between groups are closely aligned, while comparable standard deviations indicate similar data dispersion. This dual evidence—minimal mean differences and consistent variability—confirms domicile exerts negligible influence on satisfaction variance and enhances result reliability.

H2.4: Differences in Learning-satisfaction by Whether Only Child

Analysis confirms significant learning satisfaction differences by only-child status. Non-only children report higher satisfaction across all dimensions: course design (p=0.042), teacher instruction

(p=0.028), and overall (p=0.025), indicating systematically more positive learning experiences compared to only-child peers.

H2.5: Differences in Learning-satisfaction by Whether Class Cadre

Class officers demonstrate significantly higher learning satisfaction across all dimensions. course design (3.65 vs. non-officers' 3.10, Δ=0.55; p=0.042), teacher instruction (3.64 vs. 3.26, Δ=0.38; p=0.028), and overall (3.65 vs. 3.22, Δ=0.43; p=0.023). Larger standard deviations among officers reflect greater intra-group variability, while non-officers show uniformly lower satisfaction. Uneven sample sizes (officers:20.5% vs. non-officers:79.5%) may amplify statistical significance.

H3 : There is a significant positive correlation between self-leadership skills and learning satisfaction among students of S College in Changsha, Hunan Province.

Pearson correlation analysis robustly confirms significant positive relationships between self-leadership and learning satisfaction (Table 4.14). Overall self-leadership exhibits strong correlations with overall learning satisfaction (r=0.905, p<0.01), teacher instruction satisfaction (r=0.869, p<0.01), and course design satisfaction (r=0.851, p<0.01), indicating heightened self-leadership consistently predicts elevated satisfaction across all dimensions.

Table 4 Correlation Analysis between Students' Self-Leadership Skills and Learning Satisfaction

Dimensions	Satisfaction with Instructor	Satisfaction with Course	Overall Learning Satisfaction
Visualizing Successful Performance	.820**	.793**	.846**
Self-goal Setting	.771**	.757**	.804**
Self-talk	.743**	.736**	.779**
Self-reward	.737**	.717**	.764**
Evaluating Beliefs and Assumptions	.782**	.774**	.819**
Self-punishment	.798*	.765**	.820**
Self-observation	.763**	.764**	.806**
Focusing on Natural Rewards	.775**	.756**	.804**
Self-cueing	.729**	.725**	.766**
Overall Self-leadership	.869**	.851**	.905**

Note: * p<0.05 ** p<0.01

All self-leadership sub-dimensions demonstrate significant positive correlations with satisfaction measures (r=0.717-0.846, p<0.01). Visualizing successful performance shows the strongest association with overall satisfaction (r=0.846), highlighting the critical role of positive self-

expectations, while self-reward exhibits the weakest yet still significant link to course design satisfaction (r=0.717), confirming even modest self-motivation strategies positively influence curricular evaluations.

These patterns collectively establish that enhanced self-leadership capacity systematically corresponds to greater learning satisfaction, with students' cognitive and behavioral self-regulation strategies serving as key determinants of their educational experience appraisal.

Discussion

Status of Self-Leadership and Learning Satisfaction

Students at S College demonstrate high overall self-leadership (M=3.68), with dimensional means ranging from 3.51 to 3.85. Strengths lie in visualizing successful performance (M=3.85) and self-goal setting (M=3.83), reflecting robust future-oriented confidence and goal-planning capabilities that effectively guide learning behaviors. However, significant gaps exist in failure response mechanisms: weaker self-punishment (M=3.51) and self-cueing (M=3.58) reveal deficiencies in post-failure reflection and proactive emotional/behavioral regulation. This suggests educational practices prioritize goal establishment over cultivating resilience and metacognitive strategies. While self-predetermination (M=3.62) and self-observation (M=3.72) are advanced, adaptability to complex tasks requires enhancement.

Regarding learning satisfaction, high teacher instruction satisfaction (M=3.79) acknowledges educators' pedagogical expertise and interactive competence. In contrast, course design satisfaction (M=3.74) trails, indicating student demands for improved content practicality, differentiated difficulty scaling, and equitable resource allocation—such as bridging theory-practice disconnects or diversifying instructional materials. Although overall satisfaction (M=3.76) remains positive, its moderation signals unmet needs for innovative, personalized learning experiences that foster deep engagement.

Differences Across Demographic Variables

Demographic variables exert selective influences: grade progression, only-child status, and class officer roles significantly enhance self-leadership and learning satisfaction, with seniors and class officers demonstrating peak competencies due to experiential maturity and management practice; conversely, gender and domicile show null effects, reflecting how homogenized educational environments neutralize traditional disparities, while rural-urban parity (47.3% rural sample) and only-children's adaptability gains signal institutional resource equalization and evolving familial convergence in modern higher education, ultimately prioritizing individual agency over innate backgrounds.

Relationship Between Self-leadership and Learning Satisfaction

Correlation analysis confirms a robust positive association between self-leadership and learning satisfaction, aligning with Li Xiayan's (2016) framework where self-leadership fuels intrinsic drive

through goal orientation, behavioral regulation, and emotional management. Crucially, visualizing successful performance emerges as the strongest predictor (highest r-value), indicating students with positive self-expectations reframe classroom challenges as growth opportunities—triggering a virtuous cycle of competence → satisfaction → motivation (Wang & Eccles, 2013). Concurrently, self-goal-setting and focusing on natural rewards demonstrate significant synergy, enabling adaptive learning behaviors that optimize resource utilization and task efficiency (Xu et al., 2024). Even self-reward—though weaker in correlation—exerts latent influence: students leveraging intrinsic rewards (e.g., achievement pride) prioritize personal growth over grades, sustaining higher satisfaction amid academic rigor.

Conclusions

This study summarizes the conclusions of the study based on the statistical results and analysis of the questionnaire of the research on the relationship between self-leadership and learning satisfaction among the students of College S in Changsha, Hunan Province, China, as follows.

1) Conclusion 1: Students' self-leadership and learning satisfaction in S College of Changsha City, Hunan Province, China, are generally at a moderate to high level.

2) Conclusion 2: There are significant differences in self-leadership and learning satisfaction among students of S College in Changsha City, Hunan Province, China in terms of grade, whether they are only children and whether they are class cadres, but there are no differences in terms of gender and different household backgrounds.

3) Conclusion 3: There is a significant positive correlation between self-leadership and learning satisfaction among students of S College in Changsha City, Hunan Province.

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