Tutor Guiding Style’s Effect on College Student’s Growth

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Abstract. In the course of college students' development, the tutor's guidance plays an important role. By introducing the theory of paternalistic leadership styles and taking the personal initiative as a moderator variable, this paper explored how the undergraduate tutor guiding style influence on college students' growth. The results show that: (1) Kind type guidance and virtue type guidance has positive influence on college students' growth; (2) Authoritarian type guidance style has negative influence on college students' growth; (3) and personal initiative moderate the relationship between kind type guidance and college students' growth.

Introduction

As the competition between countries intensifies, talent becomes the most important resource. As a key to measure the quantity and quality of a country's talent, college students have important responsibilities and missions. The tutor plays an important role for the growth of college students [1], therefore, many colleges and universities have adopted a tutorial system to improve the teaching quality, so as to promote the growth of college students. Although the tutorial system has a long history, but the related research is relatively lack, especially in what guiding style can have good teaching effects. On the one hand, this research has improved the related research in this field, and the results have some practical value for the guidance of undergraduate tutors.

Theory and Assumptions

Leadership Style and Mentor Guidance

Leadership style is one of the ways in which the man performs its duties and is influenced by the characteristics of the man and the environment. Liu jianjun [2] believed that leadership style is a reflection of the attitude and behavior of leaders in the process of work. Studies of leadership behavior made a breakthrough in the 1960s. The mainstream view is transactional and transformational leadership style proposed by Burns [3], support and control model of leadership style proposed by Oldham & Cummings [4] and "three type" paternalistic leadership style proposed by Boxun Zheng [5].

In the above classification, most leadership styles are based on the background of the west, and only the paternalistic leadership style is based on the traditional Chinese culture. Paternalistic leadership show discipline and authority, fatherly benevolence and moral integrity [5]. This style of leadership includes three dimensions which is mercy, virtue and authoritarianism. Boxun Zheng et al. demonstrated that this theory can also be applied to schools, so the introduction of paternalistic leadership style to the tutor guidance style is scientific [6].

The Influence of the Tutor Style on the Growth of College Students

Benevolent leadership involves the use of affection and parental care. Using the affection means the leaders take the subordinate as their relatives, and when they are faced with difficulties and setbacks, the leaders can care and help the subordinates in a timely manner. Parental care means leaders understand subordinates. Even if subordinates made incorrect behavior, the leaders also
won't degrade subordinates in public, but patiently inspire them to help subordinates to set up the courage. Related studies have shown that when leaders encourage and care about the individual, they can effectively control the occurrence of individual negative emotions and behavior. So when the teacher has kind guidance styles, it will give students positive guidance and improve the students' learning enthusiasm and efficiency, which has a positive effect on the growth of the students.

Hypothesis 1: the kind guidance style has positive influence on college students' growth.

The virtue leadership style consists of “winning people by virtue” and “setting an example for subordinates”. “Winning people by virtue” means the leaders influence the subordinates by his character and cultivation, so that the subordinate can identify with the leader and obey his leadership. “Setting an example for subordinates” means the leader is strict with himself. He will pay great attention to his moral character and cultivation, and all these can set an example for the subordinates. At the same time, when the subordinate is in a difficult situation, the leader with virtue leadership style will comfort them with words and make some practical actions to help the subordinates to solve the problem. Therefore, when the guidance style of the tutor is virtuous, the students will take the tutor as the model and be strict with themselves. The virtue tutor causes the students to have a deeper level of identification with the tutor, which has a positive influence on the growth of the students.

Hypothesis 2: the virtue guidance style has positive influence on college students' growth.

The authoritarian leadership style includes strict control and absolute obedience, which are mainly reflected in that the authority of leaders is never allowed challenges. When the leadership style is authoritarian, the subordinates dare not mention their own opinions and ideas. They are always in a state of tension which will lead to distrust on leaders. At the same time, authoritarian leadership is not conducive to team cooperation and communication. When the teacher is the authoritarian leadership, students will be nervous and may cover up his mistakes for fear of being punished. It is not conducive to the establishment of the college students' personality cultivation, which has negative effect on the growth of the students.

Hypothesis 3: the authoritarian guidance style has negative influence on college students' growth.

Individual Initiative

Fay & Frese suggested that individual initiative is a character with that a man is not afraid of difficulties and accomplishes his goals by taking initiative and far-sighted actions [7]. The individual initiative of college students has a significant effect on their academic achievement and job performance [8]. The individual initiative can enhance college students' learning initiative, the ability to access to external resources and the ability to change by making plans [9]. Wang qian and Gu jibao firstly suggested that the individual initiative of graduate students could modulate the relationship between control style and graduate creativity [10]. As to whether the individual initiative of undergraduates can modulate the relationship between the tutor's guiding style and the growth of college students, there is no relevant research.

The kind guidance emphasizes the leader gives subordinates family-like care. When they need help, the leader can give necessary support, encourage and guide and even more resources. A man with high individual initiative will tend to experience new things and he can grasp opportunities around him. Therefore, students with high individual initiative can effectively use the resources and support brought by kind tutor to improve their own growth level. On the contrary, students with low initiative are not good at seizing opportunities and always accept tasks passively.

Hypothesis 4: individual initiative modulates the relationship between the kind guidance style and the growth of college students. The higher the individual initiative is, the stronger the positive relationship between the kind guidance style and the growth of college students is.

The tutor with virtue leadership style will pay great attention to his moral character and cultivation, and all these can set an example for the subordinates. A man with high individual initiative makes full preparations to change himself and has the enthusiasm to emulate the good
qualities of the virtuous tutor, thus improving their own growth level. On the contrary, a man with low individual initiative will neglect or even disapprove of the superior quality of the tutor, thus the tutor with virtue leadership will have not great effect on the student.

*Hypothesis 5: individual initiative modulates the relationship between the virtue guidance style and the growth of college students. The higher the individual initiative is, the stronger the positive relationship between the virtue guidance style and the growth of college students is.*

The authoritarian style emphasizes the strict control and supervision, but a man with high individual initiative is used to setting the target by himself. So the positive influence of the authoritarian style will decrease. Conversely, a man with low individual initiative has no clear goals and prefer to external control. So the outside world has a more obvious influence on the student. Therefore, students with high individual initiative are not adapted to the authoritarian style, and their growth is limited. Students with lower individual initiative were more likely to accept orders from the outside world, and the influence on the growth of college students can be enhanced.

*Hypothesis 6: individual initiative modulates the relationship between the virtue guidance style and the growth of college students. The higher the individual initiative is, the weaker the positive relationship between the virtue guidance style and the growth of college students is.*

**Empirical Analysis**

**Measuring the Variables**

For the measurement of tutor style, the scale used in this study is based on the paternalistic leadership style scale proposed by Wu Chunbo et al. [11]. Because his study is concentrate mainly in the enterprise and the topic of this article is to study tutor style in school, this study make a little change about the scale. Finally 12 questions were determined, such as "tutor care about my thoughts dynamic and will give timely me guidance", "tutor is serious and rigorous about the teaching and research, his character has a great influence on me", "the tutor choose the research topic for me and he don't care whether I satisfied with it.

The measurement about the growth of college students has not unified scale until now. Through the literature review and interview, this study summarized the mission of tutor as 12 aspects. They are respectively: (1) guidance for the college students' innovative and entrepreneurial project; (2) guidance for the graduation thesis; (3) guidance for the studying planning; (4) guidance for the daily studying; (5) guidance for the test; (6) cultivate the interest for the profession; (7) be concerned about their difficulties in life; (8) guidance for the social practice activities; (9) encourage students participating in a variety of college students' extracurricular activities and competition; (10) analyze the employment situation for students; (11) guidance for the national post-graduate entrance examination; (12) guidance for the career planning. The above items are summarized as 4 aspects which includes study, moral character, scientific research ability and employment cognitive.

About the scale of individual initiative has been relatively mature. This research chooses "college students growing scale" translated by Liang Xueming and set up three questions according to the plan, the use of resources and active behavior, such as I will use various resources to improve my abilities in all aspects.

**Data**

This study used the sample library of "sojump" and the guanxi of teachers and students to distribute questionnaires in colleges and universities nationwide. 200 questionnaires were distributed and 148 were recovered, the recovery rate was 74%. Then the recovered electronic questionnaires were screened, the remaining valid questionnaires were 133, and the effective recovery rate was 89.86%. The results of descriptive statistical analysis shows as table 1:

**Regression Analysis**

Based on the theoretical model and hypothesis, a hierarchical linear regression model is adopted to build model 1. The independent variables include tutor’s title, meeting times, communication
situation, kind guidance style, virtue guidance style and authoritarian guidance style. The model is solved with Eviews 7.2 and the results are shown as in Table 2. After controlling the tutor's title, meeting times and communication situation, the three tutor type all past the test of significance. That means hypothesis 1-3 were be proved.

Table 1 Descriptive statistical analysis.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
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<tbody>
<tr>
<td>kind guidance style</td>
<td>3.103</td>
<td>0.951</td>
</tr>
<tr>
<td>virtue guidance style</td>
<td>3.925</td>
<td>0.856</td>
</tr>
<tr>
<td>authoritarian guidance style</td>
<td>1.960</td>
<td>0.771</td>
</tr>
<tr>
<td>college students' growth</td>
<td>3.342</td>
<td>0.982</td>
</tr>
<tr>
<td>individual initiative</td>
<td>3.600</td>
<td>0.720</td>
</tr>
</tbody>
</table>

On the basis of model 1, the individual initiative is added and model 2 is obtained. At the same time, the product of individual initiative and kind guidance style, virtue guidance style and authoritarian guidance style are introduced, so model 3 is established. In order to avoid the multicollinearity between variables, all the product items are standardized.

In model 3, there are four variables whose VIF is greater than 10. They are kind guidance style, virtue guidance style, the product of individual initiative and kind guidance style, the product of individual initiative and virtue guidance style. Because kind and virtue guide style belong to supportive leadership style, so the distinction is not clear. At the end, virtue guidance style and the product of individual initiative and the virtue guidance style are eliminated. The model 4 is the final result.

Table 2. Results of regression.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Growth of college student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Model 1</td>
</tr>
<tr>
<td>C</td>
<td>-0.04</td>
</tr>
<tr>
<td>Tutor title</td>
<td>0.198**</td>
</tr>
<tr>
<td>Meeting times</td>
<td>0.032*</td>
</tr>
<tr>
<td>Communication situation</td>
<td>0.243*</td>
</tr>
<tr>
<td>kind guidance style</td>
<td>0.521**</td>
</tr>
<tr>
<td>virtue guidance style</td>
<td>0.289**</td>
</tr>
<tr>
<td>authoritarian guidance style</td>
<td>-0.193*</td>
</tr>
<tr>
<td>individual initiative</td>
<td>-0.101</td>
</tr>
<tr>
<td>individual initiative * kind guidance style</td>
<td>0.956*</td>
</tr>
<tr>
<td>individual initiative * virtue guidance style</td>
<td>-0.267</td>
</tr>
<tr>
<td>individual initiative * authoritarian guidance style</td>
<td>0.683</td>
</tr>
<tr>
<td>R²</td>
<td>0.646</td>
</tr>
<tr>
<td>Adjusted R²</td>
<td>0.625</td>
</tr>
<tr>
<td>F</td>
<td>31.877</td>
</tr>
</tbody>
</table>

* p<0.05,  ** p<.0.01

Hypothesis 6 didn't get the verification. The possible reasons are: (1) The strict teacher can make students fear which will inhibit the initiative of students. The strict control and criticism can make students having the psychological barriers such as insecurity, so the students will have no obvious growth; (2) the students who have low individual initiative generally do not actively looking for teacher's help. Even though the teacher set the task for them, they think the tutor will not punish them though they didn’t complete the task. As a result, they turned a deaf ear to tutor’s requirements and control. So for the students who have low individual initiative, the tutor with authoritarian guidance type will not play a positive influence on its growth.

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Conclusions

The results showed that the kind and virtue guidance style have positive effects on growth of college students, authoritarian guidance style has negative effects on the growth of college students. The results showed also that individual initiative modulate the relationship between kind guidance style and the growth of college students. The higher the individual initiative is, the positive effect on the growth of college students influenced by kind guidance style will be stronger. As for the relationship between authoritarian guidance style and the growth of college students, the individual initiative has no significant modulating effect.

The results mean the tutor should try to adopt the method of kindness and virtue. The tutor should tolerate students’ problems and encourage students to face their own shortcomings and the difficulties in their study and life. At the same time, the tutor should enhance the communication and interaction with students, and have a deeper understanding of students. Above all the tutor should arouse the enthusiasm of students.

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