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Peer Group Influence in Management Education and Its Role in Developing Leadership Qualities for Quality Enhancement

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Abstract

This research delves into the fascinating realm of peer group pressure (PGP) and its profound influence on the development of leadership qualities among management students of within the context of higher education institutions in India. By examining the interplay between peer interactions, encouragement, and adherence to normative behaviors, we seek to elucidate how PGP contributes to nurturing the leaders of tomorrow. The research journey involved the meticulous examination of 606 management students. We employed a quantitative approach to explore the role of various peer dynamics in the development of leadership acumen. The investigation yielded a multifaceted relationship between PGP and leadership development. Notably, the study found that peer support and healthy competition play pivotal roles in fostering leadership traits among management students. However, the influence of positive peer role models appeared less prominent than expected. These findings provide valuable insights into the dynamics of PGP and its impact on leadership qualities in the current technical learning space offering a nuanced perspective on this crucial educational and organizational phenomenon. This study underscores the significance of understanding and harnessing peer dynamics within educational institutions to foster leadership competencies among students. By highlighting the roles of peer support and competition, we contribute to the existing body of knowledge in organizational studies. Furthermore, our research prompts reflection on the future steps that educational institutions can take to prepare students for success in a rapidly evolving organizational landscape, especially in the present era.

Keywords: Higher Education, Leadership Qualities, Management Education, Organizational Development, Peer Group Pressure.

Introduction

The study analyses the impact of peer group pressure on emerging the leadership qualities of management students. Peer Group Pressure (PGP) is a kind of feeling or psychological discomfort arises because of comparing one's trait with peer groups (1). The study investigates the degree to which Peer Group Pressure is playing a major role among the management students to develop their leadership qualities which are required for organization development in near future. This study has been conducted in India, the country recorded as a second largest population in the world with increasing number of higher educational institutions and increased higher education level's enrolment ratio (2). Educational sector and Business Organizations are inseparable; the output of education can be an input for organization as human resources. Leadership Qualities are featured by Patience, Empowering the members, recognizing the ideas of the members, influential communication and ability to solve the problems (3-5). Academic researchers and organization scholars have made significant helps in studying the impact of Peer Group Pressure on students' career advancement and organization performance. Very few studies were found in peer group pressure for emerging the leadership qualities. Organization dimensions are dynamic in nature; it requires transformational leadership depending on the changes in the organization design (6, 7). Past studies of organization scholars were emphasized on peer pressure on learning behaviour, career decision-making, and entrepreneurial acumen by studying the factors such as attitude, subjective norms, peer academic ability and gender difference. The study delivers insights to educational institutions and organization on how far peer pressure can be an

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instrumental in terms of setting expectations, fulfilling it for developing the leadership qualities of management students. The Peer pressure research traced out the direction on improving their qualities and studies analysed the factors such as peer interaction, peer encouragement and mentorship (8). PGP impacts the self-esteem of the students, and it paves a way to form an attitude. It also influences the academic performance (9, 10). A research study reported that peer pressure has positive and negative influence towards the students; the group learn undesirable behaviour majorly (11). Peer pressure is associated with academic performance of the students positively (12). Though significant contributions are witnessed in the domain of Peer pressure, there is a need to study how PGP helping the students to inculcate the leadership qualities while pursuing their Post Graduation.

The shortage of empirical research in connecting the peer pressure and leadership qualities emphasized to study further for making meaningful contribution to the organization studies (13). Currently, the intense debate among the organization scholars is reframed the role of peer pressure of students with regard to academic performance, enhancing the employability skills set for facing challenges in the organization and few more authors claim the same (14-16). Specifically, Post Covid-19 many organization practices were redefined with hybrid nature and challenges of the leaders also increased largely. The role of the dynamic leader is quite essential in the organizational set to manage the uncertainty and to transform the people and organization.

Thus, empirical investigation is required to identify predominant role of peer pressure on shaping the leadership qualities. Additionally, educational institutions can use PGP as a positive tool to groom the leadership qualities of the students in order to strengthen the positive peer role model, peer support & encouragement and peer norms for organization development.

Currently, the study integrated the peer pressure of the management students in acquiring leadership qualities and highlights the scope of organizational development in future. Secondly, academic scholars' contribution has revealed the negative impact of peer pressure tending to antisocial activities, behavioural changes such as smoking, alcohol consumption, tobacco, drugs and unprotected sexual activities (14-16). It also leads to undesirable behaviour, poor performance in academic and drug abuse. PGP is a double-edged sword, completely an independent variable either it affects positively or negatively based on the individual's traits (17).

The objective of the article is in dual aspects, firstly to investigate the significant role of PGP on inculcating the leadership qualities which are required for leadership and organizational development in near future. Secondly, to trace out the factors which are majorly influencing to groom the students positively? Current study helps educational institutions to keep as a threshold for shaping the future leaders for facing the dynamic organizational climate.

Theoretical Framework and Hypotheses Development

To operationalize these constructs and their proposed links, the study model is presented below in Figure 1.

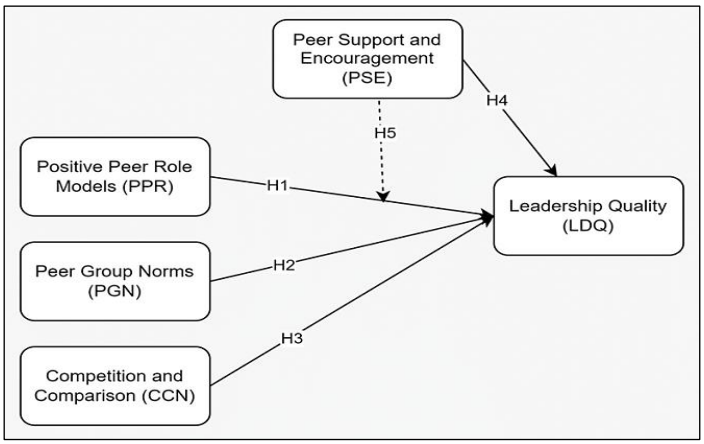

Figure 1: Proposed Research Model

Positive Peer Role Models (PPR)

PPR refers to the potential individual who inspires the peer group positively and acts as an exemplary to their group. The basis of forming the peer group is depending on the character and near of demographic factors such as age, gender, ethnicity, interests. When the individual choses a person to follow from the peer group because of admired skills-set and ability then the concept of Positive peer model evolved. Generally, the frequency of social context is high among the team (18). PPR emphasize the long-lasting positive change among the group (19). Despite of negative influences, peer models influence the group in terms of positive changes in the behaviour, skill development and overall personality development as shown in Figure 1 (20). Hence, to identify how far PPR influence the peer group to develop the leadership skills, the hypothesis was formulated as:

H1: There is a positive relationship between PPR and leadership qualities.

H5: There is a positive relationship between PSE and PER.

Peer Group Norms (PGN)

The belief and expectations of the group to behave in a certain order is known as PGN. The literatures were highlighted. Group norms of the children positively associated with their attitude and abilities (21). PGN carries certain attitude, beliefs and impacts the behaviour of the students positively; it has been evident that Peer group norms significantly associated with qualities of the students (22). However, past studies have not addressed directly the influence of PGN on developing the leadership qualities. Therefore, to the test the significant association between PGN and LDQ, the hypothesis was formulated as:

H2: There is a positive relationship between peer group norms and leadership quality.

Competition and Comparison (CCN)

CCN is relating with the competitive context among the peer group, where students strive to prove their leadership qualities due to the competitive environment. Competition among the peer fellow students influences their ability positively (23). Competition among the sports players were influenced their potential performance positively (24). When the competition and comparison was made among the peer learners, what sort of improvement is noticed among the learners with regard to leadership abilities. The study needs to investigate further in order understand the relationship between competition & comparison and leadership qualities. Therefore, the hypothesis was formulated as follows:

H3: There is a relationship between competition & comparison and leadership qualities.

Peer Support and Encouragement (PSE)

The environment in which individual's nurtures the growth of the group members through continuous support referred as PSE. Peer support and encouragement is a moderator between leadership quality and positive peer role models. Past studies were witnessed that the academic performance of the students was influenced by peer pressure positively (25). Leadership theories provide the traits of the leader and its influence on the organizational performance. However, leadership qualities are inculcated through experiences and self-learning because of the peer pressures. Moreover, to identify the peer pressure, it's to studied further on the positive peer role model and its impact. To discuss further, peer support and encouragement was used as a mediating variable between positive peer role model and leadership qualities. Therefore, the study has formulated the hypothesis as follows:

H4: Peer support and encouragement positively moderate the relationship between positive peer role model and leadership quality.

Methodology

Sampling and Procedure

A technique called snowball sampling was used to recruit the participants which in this case were students enrolled in management programmes in India. This approach made it possible to assemble a diverse and targeted group of respondents with pertinent expertise. To ensure the quality of the sample, a rigorous screening process was put in place and as a result, a refined and representative cohort of participants was obtained.

Building on existing research the variables of the study were rigorously defined. Previous studies emphasised the important role of Positive Peer Role Models, Peer Support and Encouragement, Peer Group Norms, and Competition and Comparison in leadership development among management students. This theoretical basis was used to develop a comprehensive questionnaire

carefully designed to examine the complex nature of the relationships between these variables.

A pilot study involving 60 students was undertaken to optimise the effectiveness of the questionnaire. Participants provided feedback on the clarity, wording, and sensitive issues in the survey, which were useful suggestions to make changes. The changes comprised extensive corrections to the grammar and refinement of the survey logic. Also, from the Particular note is that the revised instrument showed acceptable levels of reliability (Cronbach's Alpha > 0.681 for each factor), which is acceptable for demonstrating robustness and adequacy for use in the main survey (26).

The snowball sampling method was used because it is effective in reaching a particular, small group of people, such as management students. This method is particularly useful when more conventional methods of sampling fail, because respondents' networks can help identify eligible participants. Following the administration of the primary questionnaire, the research team used the snowball method of distributing the survey among management students. Using this approach, a total of 647 completed questionnaires were obtained. After strict validation, 41 questionnaires with uniform answers were removed, leaving a final sample of 606 valid questionnaires. The demographic characteristics of the respondents are presented in Table 1 to afford an insight on the diversity of the participant pool.

Table 1: Demographic Details

Category	Frequency	Percentage
Age		
20-22	402	66.3
23-25	151	24.9
Above 25	53	8.7
Gender		
Female	284	46.9
Male	322	53.1
UG Degree		
Commerce and Business Administration	498	82.2
Science	27	4.5
Engineering	81	13.4
Year of Study		
I Year	414	68.3
II Year	192	31.7
Work Experience		
Yes	187	30.9
No	419	69.1
Total	606	100.0

The demographic profile of the participants is critical in understanding the research context and is provided in Table 1. The research includes a wide range of 606 people, mostly clustered in the younger age groups. The largest proportion is in 20-22 age (66.3%, 402 persons), followed by the 23-25 age group (24.9%, 151 persons), and a smaller group in the age of 25 and above (8.7%, 53 persons). This age distribution is of fundamental importance in understanding the developmental levels for the participants and how their susceptibility to influence by their peers and their development of leadership traits may be age-related. Following age, the gender distribution with a slight advantage of males 53.1% (322 individuals) over females 46.9% (284 individuals) is significant. This balance may affect the dynamics of peer group pressure and leadership development especially in a gender sensitive context. In terms of academic specialisation, the number of individuals coming from Commerce and Business Administration is a vast majority (82.2, 498 individuals) and the remaining number is from Engineering (13.4, 81 individuals) and Science (4.5, 27 individuals). This predominance of business-oriented backgrounds is of great importance because it may affect the nature of leadership qualities that are developed and valued within these settings. Additionally, the majority of the cohort consists of first year students (68.3%, 414 individuals) while the remaining 31.7% (192 individuals) are second year students. This is indicative of growth in both maturity and participation in the academic and social settings. It may be important to notice how the peer group pressure works when it is inculcating leadership

qualities. The work experience factor is also significant, the percentage of respondents who have work experience is 30.9% or 187 individuals against 69.1% or 419 individuals who do not have work experience. This variance in professional exposure could be a significant factor in determining the role that peer pressure plays on their view of leadership skills. The analysis of this demographic gives detail about the context in which the study was set, thus gives an understanding at a closer level regarding how all these factors played out inside the higher educational institutions when it came to probing into the effect of peer group pressure on the leadership qualities of management students.

Model Measurement

Partial least squares structural equation modeling was the method used to test the hypotheses. Therefore, this study adopted a quantitative statistical approach to probe relationship links among identified study variables within the research context. As a result, data analysis for the current study has been undertaken through a very careful application of PLS-SEM in SmartPLS 3.0 software aimed at fully comprehending intricate interplays concerning Positive Peer Role Models, Peer Support and Encouragement, Peer Group Norms, Competition and Comparison on Leadership Qualities of management students.

Before beginning to estimate PLS-SEM for the purpose of testing the hypotheses, it becomes very pertinent to first check and assess the reliability and validity of the multi-item measures. Factor loadings can be used in judging convergent validity. Convergent validity is an aspect of validity that describes the extent to which common variance is shared by several items that have been developed for similar constructs. Compatible with, convergent validity is deemed satisfactory while factor loadings exceed the threshold value of 0.5 (27). Examination of the statistical outcomes, as illustrated in Table 2, revealed that all factor loadings substantially surpassed the 0.5 threshold. It was also revealed the lowest factor loadings were in the following order: Positive Peer Role Model = 0.618, Peer Support and Encouragement = 0.797, Peer Group Norms = 0.727, Competition and Comparison = 0.683, Leadership Qualities = 0.714. Furthermore, Average Variance Extracted (AVE) of all variables should be more than 0.5, in order to ensure convergent validity (28). Table 2 shows that the AVE values of the variables ranged from 0.5 to 1 indicating that the convergent validity of all constructs was robust. These results support the reliability and validity of the multi-item measures and offer strong support for the subsequent PLS-SEM hypothesis testing procedure.

Table 2: Results of the Reliability and Validity Tests

Construct	Items	Loadings	Cronbach's Alpha	CR	rho_A	AVE
CCN	CCN1	0.788	0.808	0.867	0.812	0.567
	CCN2	0.683				
	CCN3	0.724				
	CCN4	0.769				
	CCN5	0.795				
LDQ	LDQ1	0.72	0.808	0.867	0.813	0.565
	LDQ2	0.749				
	LDQ3	0.773				
	LDQ4	0.714				
	LDQ5	0.8				
PGN	PGN1	0.729	0.744	0.837	.0754	0.563
	PGN2	0.727				
	PGN4	0.774				
	PGN5	0.77				
PPR	PPR1	0.618	0.748	0.832	0.757	0.5
	PPR2	0.716				
	PPR3	0.699				
	PPR4	0.802				

	PPR5	0.687				
	PSE2	0.797	0.701	0.822	0.723	0.607
PSE	PSE4	0.851				
	PSE5	0.68				

From Table 2, It is observed that the Cronbach's Alpha values for the constructs Competition Comparison (CCN), Leadership Qualities (LDQ), Peer Group Norms (PGN), Peer Pressure (PPR), and Peer Support and Encouragement (PSE) range from 0.701 to 0.808, all well above the commonly accepted threshold of 0.7, confirming internal consistency. In addition, the rho_A values regarded as a conservative measure of reliability were all above the 0.7 threshold (29). They ranged from 0.723 for PSE to 0.813 for LDQ (30).

The composite reliability scores reflect the consistency among observed variables, above the 0.7 threshold. The values ranging from 0.822 for PSE to 0.867 for CCN and LDQ, confirming that the times demonstrating reliable measurement and internal consistency (30). The average variance extracted (AVE) values for all constructs were above the recommended 0.5 threshold, indicating that each construct explained more than half of the variance in its items. These results support the presence of convergent validity (31).

The VIFs run between 1.239 and 1.825, still very much below the normal cut-off mark of 5.00. If VIFs are less than 5, then multicollinearity is not a problem; hence it would indicate that the model's predictive validity is not being compromised by high inter-correlations among the independent variables (32).

The analysis of the discriminant validity available in Table 3 proves that constructs used for this study have good enough discriminant validity according to the Fornell-Larcker criterion and also from the Heterotrait-Monotrait (HTMT) ratio. According to the Fornell-Larcker criterion, the square root of AVE for any construct must be more correlated with other constructs than itself. In diagonal values it should be greater than off-diagonal values, which is satisfied here because these are the values: CCN (0.753), LDQ (0.752), PGN (0.750), PPR (0.707), and PSE (0.779) (33, 34). This means every construct has more variance with its indicators than between indicators of different constructs.

Also, the HTMT ratio another check for discriminant validity should be less than 0.85. The HTMT values shared here are below that limit which gives more backing to discriminant validity showing that the constructs are separate and look at different things in the study's setting (35).

Table 3: Discriminant Validity Analysis

Latent Variable	CCN	LDQ	PGN	PPR	PSE
			Fornell-Larcker criterion		
CCN	0.753				
LDQ	0.594	0.752			
PGN	0.618	0.531	0.750		
PPR	0.590	0.508	0.565	0.707	
PSE	0.532	0.512	0.502	0.618	0.779
			Heterotrait-Monotrait Ratio		
CCN					
LDQ	0.732				
PGN	0.788	0.667			
PPR	0.758	0.638	0.749		
PSE	0.716	0.663	0.695	0.860	

Statistical Analyses

The statistical analyses were carried out with the help of PLS-SEM which was run in SmartPLS 3.0. Measurement model was assessed on the basis of indicator loading, alpha of Cronbach, composite reliability, rho A, AVE to determine internal consistency, convergent validation and discriminant validation, on the basis of Fornell - Larcker criteria as well as heterotrait-monotrait (HTMT) ratio (35). The hypothesised direct paths were then evaluated with the structural model, which includes hypothesised direct paths, the moderating effect of peer support and encouragement, multicollinearity (variance inflation factors), and model fit (R^2 of leadership qualities). Bootstrapped path coefficients, t - statistics, and p -values have been compared to evaluate the hypothesised direct paths.

Results

Structural Model

The results stemming from the scrutiny of PLS-SEM are graphically represented in Figure 2, showcasing standardized path coefficients alongside their corresponding p-values. The ensuing segment presents the conclusions in the subsequent sections.

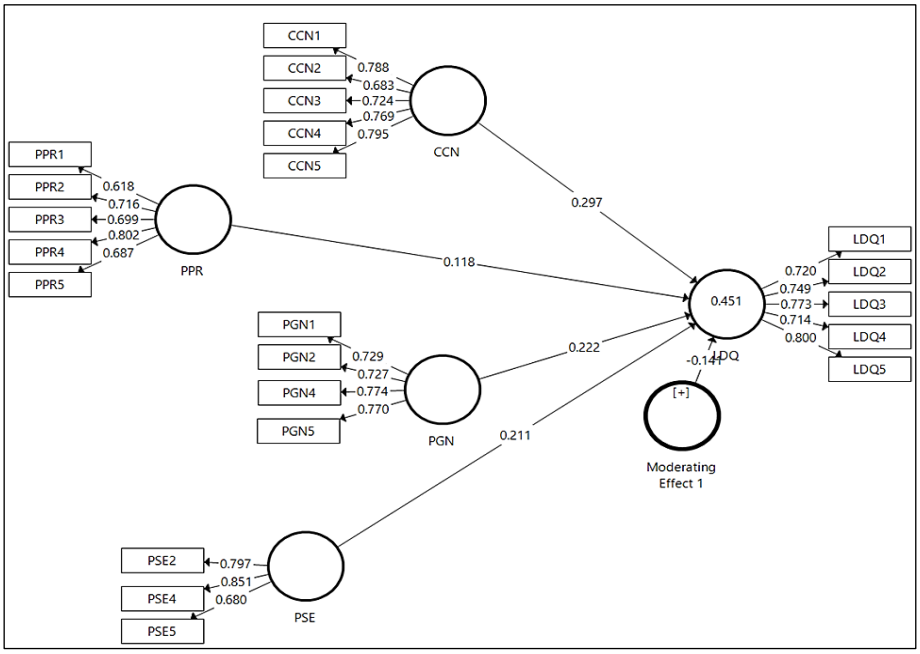

Figure 2: PLS-SEM Model

Table 4: Path Values

Hypotheses	Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics	P Values
H1	CCN -> LDQ	0.297	0.299	0.103	2.886	0.004
H2	PGN -> LDQ	0.222	0.227	0.086	2.6	0.01
H3	PPR -> LDQ	0.118	0.123	0.09	1.319	0.188
H4	PSE -> LDQ	0.211	0.206	0.081	2.587	0.01

Table 4 illustrates, the test of Hypothesis H1 manifested a positive and statistically significant relationship between competition comparison and the leadership qualities of management students at p=0.004 with a large beta coefficient of 0.297. This can be explained by the fact that healthy competition has motivational aspects, hence within the academic setup of management students, it may encourage personal development for leadership skills through constructive competition and comparison with others. Competition comparison can inspire an individual to improve competence, put effort toward achieving excellence which are components that must be inculcated in good leaders. Self-assessment in comparison with others will help to bring more consciousness into actual ability and related strategic thinking including gaining competencies related to leadership. The beta coefficient (0.297) has been shown to have a high effect size, which indicates that the variance of competition comparison would result in substantive changes in leadership qualities of management students in this study. Furthermore, the p-value is extremely low at 0.004 and this supports that the relationship is statistically significant and hence provides strong evidence for the effect of competition comparison on leadership development. This result is consistent with those of previous studies (36-38).

From the analysis of Hypothesis 2, it was found the positive significant relationship between PGN and the leadership attributes of management students at a p-value of 0.01 with a strong beta coefficient of 0.222 as shown in Table 4. While this provides support for the strength of such correlation between these variables, peer group norms, and leadership qualities, it also elicits the possibility

that their significant association may be more accounted for through the dialectic interaction of social norms and group dynamics. Peer group norms are those shared codes of mutual expectations, behaviour, and values of some reference group, or class. The members are immersed in an atmosphere where peer leadership traits are valued by their peers and this provides motivational incentives for management students. In an environment that is supportive, students may become motivated to diligently develop and demonstrate their leadership skills. As positive norms of group living are internalised by the students' own choice, they assume leadership positions, develop decision-making skills and develop communication and interpersonal cooperation skills with desired goals in mind. This finding supports earlier studies (39). A study conducted by Harrell also validated such a relationship by finding a positive significant correlation between peer group norms and the manifestation of leadership qualities in the same context. The fact that this current finding tallies with previous research insight adds to the credibility and consistency of such an established relationship (40, 41).

Results for H3, or the third tested hypothesis, show that positive peer role models do not significantly contribute to leadership qualities among management students in this setting. A p-value of 0.188 is an expression of the fact that the observed relationship does not reach statistical significance at conventional levels of testing (e.g., a test against an arbitrary value of 0.05). The beta coefficient here is equal to 0.118 as shown in Table 4 and speaks about a very small effect size such that any variation in positive peer role modelling would unlikely bring meaningful variation in leadership qualities for these particular students (42, 43).

Results from H4 showed a positive, highly significant relationship between Peer Support and Encouragement (PSE) and the development of leadership qualities in management students (p-value = 0.01, beta coefficient = 0.211) as shown in Table 4. As interpreted above, this result falls under the social learning theory perspective. A general postulation of this theory is that an individual learns or acquires behavioural acts through observation and interaction with other people. Hence, in an academic setup, management students are influenced by the support and encouragement of their peers to inculcate attributes related to leadership. Peer support could take many forms - supportive comments, group work, and even words of encouragement. It is through such interactions that students might develop a feeling of leadership and acquire the skills necessary for it. Besides, the major positive beta value of 0.211 as shown in Table 4 indicated a moderate-to-strong effect size. This meant that changes in peer support and encouragement were highly associated with changes in the leadership qualities of the students under study. The low p-value of 0.01 would make this relationship statistically significant, hence good evidence for peer support affecting leadership development (44-46).

The Moderating Role of peer support and encouragement

To assess moderating effects, the study applied the PLS algorithm to model the connection between Positive Peer Role Models (predictor) and leadership qualities (outcome), testing whether peer support and encouragement (moderator) affected that relationship. The resulting standard beta for the moderating variable, peer support and encouragement, was -0.141, and the associated p-value was 0.034 as shown in Table 5.

Analysis results revealed captivating insight about the function of peer support and encouragement within the relationship between Positive Peer Role Models and leadership qualities with a negative beta coefficient value -0.141 as shown in Table 5. The greater the degree of support and encouragement, the lesser the positive influence that Positive Peer Role Models have on leadership qualities. Hence, as management students receive more support from their peers, the effects which Positive role models would have on their leadership qualities are slightly weaker.

This could be because strong peer support might contribute to leadership development independently of role models, potentially diluting the specific impact of role models on leadership qualities (47–50). The precise moderating impact results are shown in Table 5.

Table 5: Moderating Effect of Peer Support and Encouragement

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Moderating Effect 1 -> LDQ	-0.141	-0.138	0.066	2.124	0.034

Determination of Model Fit

The determination coefficient (R2) measures the model's ability to make predictions. It represents the amount of variability in the latent dependent variables within the structural model that can be elucidated by the associated independent constructs. R2 values range between 0 and 1, with larger values suggesting a more adept elucidation of the construct by the latent constructs within the structural model. An important R2 coefficient accentuates the model's competence in accurately forecasting variable values using the PLS path model (51).

In this context, the R2 value for leadership quality stood at 0.435, indicating that approximately 43.5% of the overall variance in the endogenous construct, leadership quality, can be elucidated by the exogenous constructs, namely Positive Peer Role Models, Peer Support and Encouragement, Peer Group Norms, and Competition and Comparison (as depicted in Figure 2). Furthermore, R2 values and their effects more than 0.26 on endogenous variables in the realm of social sciences could be categorized large effect. Thus, the R2 values for the quality of leadership in this research are greater than 0.26, and it can be concluded that there is a relatively high model-data fit model.

Discussion

The study of Impact of Peer Group Pressure on Developing Leadership Qualities among Management Students with significant implications for leadership development programmes in academic institutions. According to the findings, the interaction between the various factors, Positive Peer Role Models, Peer Support and Encouragement, Peer Group Norms, and Competition and Comparison, has shown a complexity in developing students' leadership qualities among management students (52-54). This study expands the understanding of peer inspiration on leadership development and orientation, illuminating the potential of peer interaction to inspire and to motivate the process of learning leadership. The results have implications for the administrators of educational institutions and policy makers on how to harness the positive influence of peer inspiration for the development of positive leadership qualities and contribute to the broader conversation around leadership development in academic settings.

This study represents an initial examination of the potential relationship between Positive Peer Role Models and the growth of leadership characteristics. However, the results indicate that there is no statistical relationship between the two variables (55). This indicates that, while positive peer role models are powerful determinants, they cannot be given as the leading motivating factor to bring out leadership qualities among management students. Individual characteristics, as well as exogenous influences, are better able to explain this specific process.

Peer Support and Encouragement is a positive influence on development of leadership ability. Results are able to support the hypothesis by demonstrating a statistical connexion between the variables in question (56). It shows that peer relationships that are helpful and encouraging are beneficial in the development of leadership competencies. Therefore, in order to create future leaders for management education, a critical finding was to facilitate supportive peer environments.

The findings of the hypotheses sufficiently explain the nature of complex peer group pressure influence on leadership development of management students. Although leadership traits do not seem to be directly influenced by peer influence, support and encouragement in a competitive setting appear to be the primary contributing factors (57, 58). This finding has great implication for the institutions providing management education, where the values of an affirmative and progressive environment among peers must be stressed to extract leadership potential among the aspiring managers.

Conclusion

This overall research paper deals with the complicated dynamics of leadership development

among management students and reasons for leadership qualities. Variables investigated are positive role modelling by peers, and value placed on support and encouragement by peers within the class by students. These results shed light on the process by which leader-like behaviours become established within such an academic environment. One of the most important findings from the evaluation into Positive Peer Role Models has been a storey that requires serious consideration. Whilst initial expectations were that such models would provide a direct and considerable impact on the level of leadership competencies of management students, the latest appraisal suggests a less dramatic pathway. At the same time, the effect that was observed, although small, is statistically valid, suggesting that high-ability peers are only one of multiple, nested catalysts. Although admirable, exemplary performance seems to be rarely enough without the simultaneous pedagogical and psychological scaffolding that the mediating effect of the course structure, cultural context, and individual disposition indicates. This study makes a significant contribution to the burgeoning literature on the evolution of leadership, which includes the need to view leadership from a holistic perspective. The emergence of leadership qualities is a result of highly dynamic interactions between factors, in which role modelling does play a part, although peer support must never be overlooked. In addition, in the light of the evolution of leadership education, it is important to observe that this is a very complex and multidimensional process, and that the piecing together of networks and support factors do contribute to the construction of future leaders. The information contained in this review is very useful to educators, policy makers, and other interested parties who may desire to develop action plans to implement efficient interventions for sound management education towards proper leadership development.

Abbreviations

CCN: Competition and Comparison, LDQ: Leadership Quality, PGN: Peer Group Norms, PGP: Peer Group Pressure, PPR: Positive Peer Role Models**,** PSE: Peer Support and Engagement.

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Author Contributions

All the authors contributed equally to conceptualization, data analysis, and manuscript writing for this study.

Conflict of Interest

The authors declare that there is no conflict of interest related to this study.

Declaration of Artificial Intelligence (AI) Assistance

The authors declare no use of artificial intelligence (AI) for the write-up of the manuscript.

Ethics Approval

None.

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