

ปัจจัยที่มีผลต่อประสิทธิภาพในการทำงานของประธานนักศึกษาในมหาวิทยาลัย

หมา จื่อเหยา¹ สุพิศ บุญลาภ^{2*}

Factors Influencing the Work Efficiency of Student Cadres in the University

Ma Zheyao¹ Supit Boonlab^{2*} 

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บทคัดย่อ

ประธานนักศึกษาเป็นกำลังหลักของงานนักศึกษาในมหาวิทยาลัยและเป็น "กลุ่มน้อยที่สำคัญ" ของนักศึกษา ประสิทธิภาพของประธานนักศึกษามีผลผลกระทบโดยตรงต่อภาพรวมของกระบวนการทำงาน วัตถุประสงค์ของการวิจัยนี้ ได้แก่ 1) เพื่อศึกษาปัจจัยของผลผลิตบทบาทและประสิทธิภาพในการทำงานของประธานนักศึกษาในมหาวิทยาลัย 2) เพื่อศึกษา ปัจจัยที่มีผลต่อประสิทธิภาพในการทำงานของประธานนักศึกษาในมหาวิทยาลัย 3) เพื่อเสนอแบบจำลองใหม่สำหรับ ประสิทธิภาพการทำงานของประธานนักศึกษาในมหาวิทยาลัย การวิจัยนี้ใช้นักศึกษาทั่วไปจากมหาวิทยาลัย Hainan Tropical Ocean University เป็นกลุ่มตัวอย่างการวิจัยและใช้แบบสอบถามเป็นเครื่องมือสำหรับการเก็บรวบรวมข้อมูลกับ กลุ่มตัวอย่างจำนวน 630 คน ได้รับแบบสอบถามกลับคืนมา จำนวน 623 คน แบบสอบถามถูกเก็บรวบรวมโดยมี แบบสอบถามที่ถูกต้อง 616 แบบสอบถาม คิดเป็น 97.7% การตรวจสอบแบบสอบถามวิจัย มีค่าความเชื่อมั่น (0.98) และ ความถูกต้อง (0.96) ผลการศึกษาพบว่า ผู้ตอบแบบสอบถามประเมินด้านภาวะผู้นำ พลังปฏิบัติการ ความสามารถในการเรียนรู้ ความน่าเชื่อถือ และนวัตกรรมของประธานนักศึกษาสัมพันธ์กับประสิทธิภาพการทำงาน การวิเคราะห์ข้อมูลเชิงอนุมาน ด้วยค่าพหุสัมพันธ์เชิงต่อถอยหลังตัวแปร ถูกใช้เพื่อทดสอบสมมติฐานการวิจัยและผลการวิเคราะห์แสดงให้เห็นว่าผลผลิต ของบทบาทของนักศึกษาเป็นสิ่งที่สำคัญต่อประสิทธิภาพในการทำงานและภาวะผู้นำ พลังปฏิบัติการ ความน่าเชื่อถือ และ นวัตกรรมมีผลกระทบต่อการทำงานโดยชัดเจนและเชื่อถือได้

คำสำคัญ: ผลผลิตของบทบาท ประธานนักศึกษา ประสิทธิภาพการทำงาน มหาวิทยาลัย

¹ นักศึกษาปริญญาโท สาขาวิชานวัตกรรมการจัดการภาครัฐ คณะศิลปศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี

Master degree student in Program in Public Management Innovation, Faculty of Liberal Arts, Rajamangala University of Technology Thanyaburi
E-mail: zheyao_z@mail.rmutt.ac.th

² คณะศิลปศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี

Faculty of Liberal Arts, Rajamangala University of Technology Thanyaburi
E-mail: supit_b@rmutt.ac.th

* Corresponding author e-mail: supit_b@rmutt.ac.th

Abstract

Student cadres are the main force of student work in a university and the "key minority" among students. The efficiency of student cadres at the university directly affects the overall process of student work. The research objectives are: 1) to study factors of role productivity and work efficiency of student cadres in the university; 2) to study the factors that influence the work efficiency of student cadres in the university; and 3) to propose a new model for the work efficiency of student cadres in the university. This study takes ordinary students from Hainan Tropical Ocean University as the research object and uses a survey questionnaire as a data collection tool to conduct a survey on 630 respondents. 623 questionnaires were collected, with 616 valid questionnaires and an effective rate of 97.7%. The questionnaire had reliability (0.98) and validity (0.96). All respondents evaluated the leadership, executive force, learning ability, credibility, and innovation of student cadres. For university student cadres, leadership, executive force, credibility, and innovation are all related to their work efficiency. Multiple regression analysis (stepwise) was used to test the research hypothesis, and the results show that the productivity role of student cadres is closely related to work efficiency, and leadership, executive force, credibility, and innovation all have a significant positive impact on work efficiency.

Keywords: role productivity, student cadres, work efficiency, university

Introduction

With the great prosperity and development of China's cultural industry, higher education has entered the stage of popularization. Universities are the main places to provide excellent talents to society, and the main target of their services is students. Student work is at the forefront of the development of higher education institutions. Student cadres are the main force of student work in universities and the "key minority" among students. The efficiency of student cadres in universities directly affects the overall process of student work.

In the West, student cadres enjoy the right to autonomy and manage democratically; in addition, their authority is extensive and diversified. The training of student cadres emphasizes the concept of student-centered and service-oriented first and emphasizes the growth rules and characteristics of student cadres to meet the needs and expectations of student cadres in the process of growth. In the Western higher education system, the cultivation and promotion of leadership of student cadres have been given a more important position and role to ensure that they can demonstrate outstanding leadership in their future careers (Qin, 2017). In foreign higher education institutions, autonomous student organizations generally include student unions, graduate student associations, and activity societies. The leaders of these organizations are called "student leaders", which are similar to the concept of "student cadres" in China (Wen, 2021). Student cadres generally have high academic accomplishments as well as organizational and management abilities. They actively participate in various activities organized by the

universities, work closely with staff, and have made outstanding contributions to improving the quality of education (Liu, 2017).

In China, due to the large number of college student cadres and their prominent status, their exemplary role is more prominent. The realization of the goal of cultivating morality in colleges and universities as well as the quality and effectiveness of ideological and political work among college students are closely related to the abilities of student cadres in colleges and universities (Gao, 2018). In the daily management process of college students, student cadres play the role of bridge, promoting communication among university staff and students, and they also play a guiding and helping role in the self-improvement of students, which is benefited from the outstanding exemplary role of student cadres themselves (Zhang, 2019).

After reviewing a large amount of literature related to student cadres, the author found that the existing research on the work of student cadres in universities, both at home and abroad, was relatively fragmented and lacked systematic and theoretical guidance. In light of this, this study aims to investigate the current situation of the work efficiency of student cadres at Hainan Tropical Ocean University and address two important issues: I) Is there a connection between the role productivity and work efficiency of university student cadres? II) What are the key factors of role productivity influencing the work efficiency of student cadres? This paper employs a quantitative approach, utilizing SPSS to analyze the questionnaire data, to identify the crucial factors significantly affecting the work efficiency of student cadres in the university. Furthermore, feasible countermeasures are proposed based on the research findings. Despite the cognitive limitations, this study successfully bridges some of the gaps in research on student cadres in universities, both domestically and internationally.

Literature review

The establishment of a strong team of student cadres, which are major contributors to and coordinators of the high-level development of universities, will have a significant impact on the development and reform of higher education.

Chen (2020) pointed out that the quality of student cadres in Chinese universities needs to be improved, as their ability to withstand psychological pressure is relatively weak. In addition, school teachers often overlook this, resulting in a relatively low level of leadership among students. Li (2015) believes that the overall executive ability of student cadres in universities is low, such as weak work willingness, poor work skills, unfamiliarity with work processes, rigid process control, and inadequate award, evaluation, and guidance for student cadres. Luo (2019) found that there is tension, alienation, and disharmony in the relationship between student cadres in universities and other students, which directly affects the smooth progress of student work. In addition, due to the limitations of the conditions of universities, the appeal and sense of identity of student cadres are relatively weak, and their credibility is not high. Chen and Li (2018) believe that university student cadres have problems such as insufficient work ability and incomplete evaluation systems, which affect their

credibility. To ensure the sustainable development of the credibility of student cadres, it is necessary to start with strict selection and appointment, establish a sound training system, and improve evaluation mechanisms in order to comprehensively improve the credibility of student cadres. Wang (2020) believes that many student cadres only want to avoid troubles and repeat the work; hence for other students, their work is meaningless and lacks freshness and innovative spirit. Jin (2019) pointed out that if student cadres want to become excellent managers, they should have strong learning abilities and good organization and management abilities. Shi and Fu (2020) pointed out that many student cadres lack independent thinking in their work, only perform tasks assigned by university staff, lack initiative and creativity, and act passively.

Work completion quality refers to the level of excellence, accuracy, and thoroughness with which tasks and projects are finished. High work completion quality is essential for achieving successful results, maintaining customer satisfaction, and ensuring the overall success of an organization (Juran, 1995). Work completion time, also known as turnaround time or lead time, refers to the amount of time taken to finish a task, project, or activity from its initiation to its completion. It is a crucial metric for assessing efficiency, meeting deadlines, and managing resources effectively. Minimizing work completion time can lead to improved productivity, customer satisfaction, and overall operational performance (Johnson, 2010). Work attitude refers to an individual outlook, approach, and mindset toward their job, tasks, colleagues, and work environment. It plays a pivotal role in shaping behavior, interactions, and overall job performance (Ahad et al., 2021). Work ability refers to individuals' capacity and readiness to perform their job tasks effectively and efficiently, taking into consideration their physical, mental, and social well-being. It encompasses a range of factors that determine individuals' ability to meet the demands of their job and maintain overall work performance (Llmarinen, 2019).

In summary, most viewpoints show that the work efficiency of current college student cadres is influenced by multiple factors. Therefore, to ensure that student cadres have high work efficiency and provide strong support for the development of student work, the author delves into the factors that affect the work efficiency of university student cadres.

Conceptual Framework

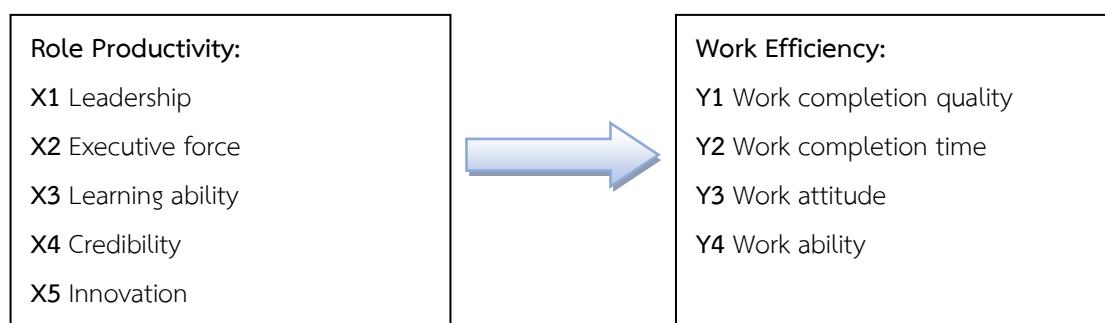


Figure 1 Research Framework

Research hypothesis

- H1 Leadership has a significant impact on Work Efficiency.
- H2 Executive force has a significant impact on Work Efficiency.
- H3 Learning ability has a significant impact on Work Efficiency.
- H4 Credibility has a significant impact on Work Efficiency.
- H5 Innovation has a significant impact on Work Efficiency.

Research Objectives

- I) To study factors of role productivity and work efficiency of student cadres in the university.
- II) To analyze the factors that influence the work efficiency of student cadres in the university.
- III) To propose a new model for the work efficiency of student cadres in the university.

Methodology

This study adopts a quantitative method, combining random sampling and stratified sampling, to distribute survey questionnaires to students, including freshmen, sophomores, juniors, and seniors at Hainan Tropical Ocean University. The "Questionnaire on Work Efficiency of Student Cadres of Hainan Tropical Ocean University" includes three parts: I) Individual information; II) Factor Characteristics Scale for Student Cadres; III) Assessment Standard Scale for Work Efficiency of Student Cadres. A total of 630 questionnaires were distributed, and 623 questionnaires were collected. After excluding unqualified questionnaires, there were 616 valid questionnaires (i.e., the 1st year=319, the 2nd year=141, the 3rd year=104, the 4th year=52), as shown in Table 1, with an effective rate of 97.7% and a confidence level of 99% at 5% of the margin of error as shown in Table 2. The data were analyzed with SPSS, which includes a variety of analytical techniques such as reliability (0.98), validity (0.96), descriptive analysis (i.e., Leadership, Executive force, Learning ability, Credibility, and Innovation), correlation coefficients, and multiple regression (stepwise), and in-depth research on the factors affecting the productivity of the role of student cadres in the university.

Table 1 The display of sample group

Study year	Population	Percentage,%	participant
1st	5,107	33.1%	319
2nd	4,302	27.9%	141
3rd	3,530	22.9%	104
4th	2,490	16.1%	52
Total	15,429	100%	616

Table 2 Calculated Size of Sample

Population size	Confidence level=95%			Confidence level=99%		
	5%	Margin of error	1%	5%	Margin of error	1%
100	80	94	99	87	96	99
500	217	377	475	285	421	485
1,000	278	606	906	399	727	943
10,000	370	1,332	4,899	622	2,098	6,239
100,000	383	1,513	8,762	659	2,585	14,227
500,000	384	1,532	9,423	663	2,640	16,055

Research Results

Table 3 provides an overview of the personal information of a sample of 616 individuals. The table shows that the sample consists of slightly more male respondents (52.92%) than female respondents (47.08%).

In terms of the students' academic specialties, a larger proportion of respondents are students majoring in science (44.64%), compared with engineering (37.01%), liberal arts (12.34%), and other fields (6.01%).

Regarding grade level, the majority of respondents are freshmen (51.79%), followed by sophomores (22.89%), juniors (16.88%), and seniors (8.44%).

Table 3 Sample personal information (n=616)

Status	Statement	Frequency, n	Percentage, %
Gender	Male	326	52.92
	Female	290	47.08
	Total	616	100
Professional category	Engineering	228	37.01
	Science	275	44.64
	Liberal arts	76	12.34
Grade	Other	37	6.01
	Total	616	100
	Freshman	319	51.79
	Sophomore	141	22.89
	Junior	104	16.88
	Senior	52	8.44
Total		616	100

Table 4 presents the results of a study that investigated the relationship between five dimensions of leadership (Leadership, Executive force, Learning ability, Credibility, and Innovation) and a dependent variable.

The table shows the Variance Inflation Factor (VIF) and Tolerance for each dimension of leadership. The VIF values range from 5.48 to 7.98, indicating that there is some multicollinearity among the independent variables, but it can be accepted by a value of 10 that has been recommended as the maximum level of VIF (Hair, Anderson, Tatham, & Black, 1995). The Tolerance values range from 0.12 to 0.18, which suggests that the independent variables are not highly correlated with each other, and a value of 0.10 is recommended as the minimum level of tolerance (Tabachnick & Fidell, 2001).

The table also shows the means and standard deviations for each dimension of leadership. The means range from 4.14 to 4.22, indicating that the respondents rated each dimension positively on average. The standard deviations range from 0.72 to 0.77, suggesting that there is some variability in the ratings for each dimension.

Table 4 VIF, Tolerance, Means, and Standard Deviation of each variable

Dimension	VIF	Tolerance	Means	Std. Deviation
Leadership(X1)	5.48	0.18	4.18	0.72
Executive force(X2)	6.86	0.14	4.22	0.73
Learning ability(X3)	7.24	0.13	4.14	0.76
Credibility(X4)	7.98	0.12	4.19	0.74
Innovation(X5)	6.90	0.14	4.16	0.77

Table 5 presents the results of a coefficients analysis of work efficiency. The table shows the coefficients, beta coefficients, t-values, and p-values for each dimension (Credibility, Executive force, Innovation, Leadership) and the constant (Const.).

The results show that all dimensions of leadership have a significant positive relationship with work efficiency. Credibility has the highest beta coefficient (0.35), followed by Executive force (0.33), Innovation (0.19), and Leadership (0.10).

The R-squared value is 0.90, which indicates that the independent variables explain 90% of the variation in work efficiency. The F-value is 1390.52, with a p-value of 0.00, indicating that the model is statistically significant.

The ΔR^2 value is 0.00, indicating that adding any other dimension to the model does not significantly improve its predictive power. The ΔF -value is 13.83, with a p-value of 0.00, indicating that the model without any other dimension is significantly better than the model with any other dimension.

Therefore, the prediction equation of the case can be written as below :

Work efficiency = $0.25 + 0.10 * \text{Leadership} + 0.32 * \text{Executive force} + 0.34 * \text{Credibility} + 0.17 * \text{Innovation}$.

Table 5 Coefficients analysis of work efficiency

	Coefficients ^a			
	B	β	t	p
Const.	0.25	-	4.67	0.00
Credibility	0.34	0.35	10.36	0.00
Executive force	0.32	0.33	10.28	0.00
Innovation	0.17	0.19	6.06	0.00
Leadership	0.10	0.10	3.71	0.00
Learning ability	-	-	-	-
R	0.94	-	-	-
R ²	0.90	-	-	-
Adj.R ²	0.90	-	-	-
F		1390.52; df=4,611;p=0.00		
ΔR^2	0.00	-	-	-
ΔF		13.83; df=1,611;p=0.00		

To propose a new model for the work efficiency of student cadres in the university :

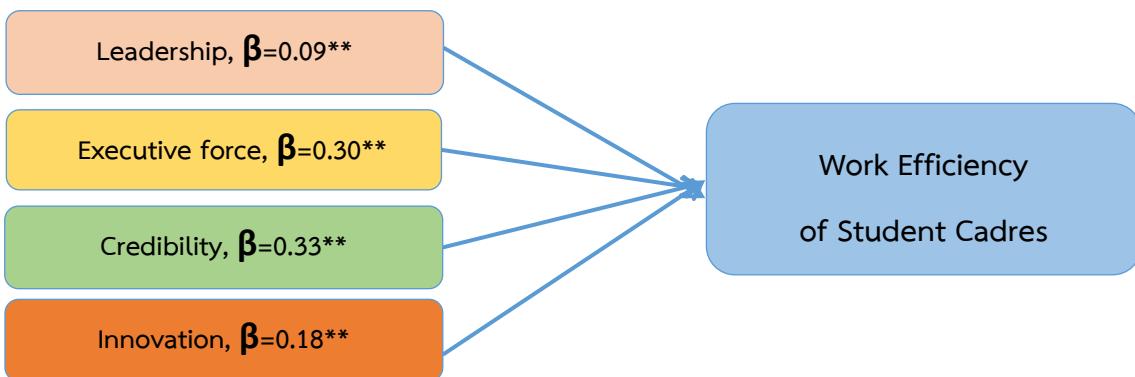


Figure 2 A Model for the Work Efficiency of College Student Cadres

** $p < 0.01$. * $p < 0.05$

$R^2 = 0.90$

By analyzing the model of work efficiency for university student cadres, it was found that leadership ($p = 0.00$), executive force ($p = 0.00$), credibility ($p = 0.00$), and innovation ($p = 0.00$) have a significant impact on work efficiency ($p < 0.01$), while learning ability ($p = 0.02$) has a less significant effect on work efficiency ($P < 0.05$). Therefore, for the university, the cultivation of student cadres should be managed and improved in conjunction with these factors to effectively improve the work effectiveness of university student cadres.

Discussion

The research results indicate that the execution ability of college student cadres has a significant impact on work efficiency, with an average value of 4.22, which is consistent with the fact that good execution ability can further improve the efficiency of student management work (Sun, 2016).

The average values of credibility (4.19) and leadership (4.18) are relatively high, indicating that university student cadres pay more attention to the exertion of credibility and leadership when carrying out student work. Leadership education combines the personal growth needs of college students with quality education (Li, 2023). Only by emphasizing the construction of individuals' credibility and being committed to improving their credibility can they lay a good social foundation for their development (Huang, 2022).

The low average value of learning ability (4.14) indicates that the role of learning ability in student work for university student cadres is lower than that of leadership, execution, credibility, and innovation, but its standard deviation is relatively high compared with other factors. Research has shown that learning ability is a key ability for students to learn (Zheng, 2023), and a high standard deviation indicates that participants' reactions have a certain degree of variability and their views on student work are more diverse.

By conducting regression analysis with leadership, executive force, learning ability, credibility, and innovation as independent variables and work efficiency as dependent variables, it was found that leadership, executive force, credibility, and innovation all have a significant positive impact on work efficiency. Among them, credibility has the most significant impact on work efficiency (0.34), and learning ability has almost no impact on work efficiency.

Overall, these findings provide valuable references for universities on factors that may affect the efficiency of student cadre work in universities and promote the formulation and implementation of student cadre training in universities. By conducting multiple regression analyses on the samples, the hypothesis that four factors of leadership, executive force, credibility, and innovation affect work efficiency has been proven. The research results of this article indicate that leadership, execution, credibility, and innovation are the main factors affecting the efficiency of student cadres' work.

Therefore, to improve the work efficiency of student cadres in universities, it is first necessary to establish trust between student cadres and their fellow students, as well as to give student cadres a good reputation and influence among their fellow students. This is the foundation for improving the work efficiency of student cadres. In addition, it is also necessary to cultivate the leadership awareness and executive force ability of student cadres so that they can master innovation and cooperation awareness. Only by combining leadership, executive force, credibility, and innovation can the work efficiency of student cadres be maximized. Moreover, a study by Wang and Li (2019) shows that leadership and learning ability are positively related to work efficiency among employees in Chinese state-owned

enterprises. Similarly, a study by Gao, Hu and Liang (2018) reveals that leadership and learning ability are positively related to work efficiency among nurses in Chinese hospitals.

Conclusion

Through investigation and analysis of the hypothetical factors affecting the work efficiency of university student cadres, it can be found that there is a clear relationship between the hypothetical issues of leadership, execution, learning ability, credibility, and innovation. The analysis results can also serve as a reference for universities to develop student cadre training plans and improve the efficiency of student cadre work. The issue of efficiency in the work of student cadres in universities has become an important social concern, which has a significant impact on social progress and cultural development. This requires universities to quickly introduce relevant regulations for the cultivation and use of student cadres. Today's student cadres also need to keep up with the times and possess strong work and professional abilities to fully realize their value.

Recommendations

I) Suggestions for Individual Student Cadres

Student cadres should constantly maintain active thinking, master the latest knowledge, learn new skills, keep up with the times, and improve their learning abilities. They should improve their own quality and organizational coordination ability, establish prestige in the organization, and enhance its leadership. They need to transform their way of thinking, cultivate their initiative and creativity, integrate innovative abilities into daily behavioral activities, and stimulate their innovative spirit. Student cadres should stimulate their work enthusiasm, enhance their work willingness, improve their work skills and abilities, and promote the improvement of their execution ability. They also need to enhance ideological awareness, correct their work style, and enhance their credibility among university staff and students.

II) Suggestions for Universities

Universities should actively organize various resources, achieve effective integration of internal resources, fully leverage the role of student cadres, enhance their sense of responsibility, and create a good atmosphere to better promote the development of universities. Universities should ensure that student cadres can receive reasonable evaluations in their work, establish and improve a mechanism for assessing and supervising student cadres, standardize their management, and urge them to fulfill their duties and responsibilities. Universities should fully motivate student cadres to apply scientific methods in guiding practice, explore more effective work methods, and ensure that they can complete various work tasks with high quality and achieve expected goals.

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