AN ANALYSIS OF FACTORS INFLUENCING THE WORK EFFICIENCY OF STUDENT CADRES IN A UNIVERSITY

ZHEYAO MA

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE MASTER'S DEGREE
MAJOR SUBJECT IN PUBLIC MANAGEMENT INNOVATION
FACULTY OF LIBERAL ARTS
RAJAMANGALA UNIVERSITY OF TECHNOLOGY THANYABURI
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Thesis Title	An Analysis of Factors Influencing the Work Efficiency of Student Cadres in a University
Name-Surname	Mrs. Zheyao Ma
Program	Public Management Innovation
Thesis Advisor	Assistant Professor Supit Boonlab, D.P.A.
Thesis Co-Advisor	Assistant Professor Sanitdech Jintana, Ph.D.
Academic Year	2023

THESIS COMMITTEE

…… Chairman
(Associate Professor Pongsatean Luengalongkot, Ph.D.)

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…… Committee
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…… Committee
(Assistant Professor Supit Boonlab, D.P.A.)

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…… Dean of Liberal Arts
(Assistant Professor Nisakorn Singhasenee)
Date 5 Month July Year 2023

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ABSTRACT

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.

This study was conducted at Hainan Tropical Ocean University, China, the school where the author works. The research objectives are to: 1) survey factors of role productivity and work efficiency of student cadres in a university, 2) analyze the factors that influence the work efficiency of student cadres in a university, and 3) propose a new model for the work efficiency of student cadres in a university. The research method, a combination of qualitative and quantitative research, were literature review, semi-structured interviews, questionnaire surveys, and a combination of random sampling and stratified sampling techniques. Questionnaires and interviews were used as data collection tools. A total of 630 questionnaires were distributed and 623 questionnaires were collected, with a recovery rate of 98.8%. There were 616 valid questionnaires, with an effective rate of 97.7%. This study used an analysis software to conduct descriptive statistics, reliability and validity analysis, correlation analysis, and multiple regression analysis (stepwise).

The formula for the work efficiency model of university student cadres proposed in this study was: Work efficiency = 0.263 + 0.096*leadership + 0.297* execution + 0.071*learning + 0.320*credibility + 0.166*innovation. When conducting an F-test on the model, it was found that the model had passed the F-test ($F=1147.268$, $p<0.05$). The research results revealed that leadership, executive force, learning ability, credibility, and innovation had a significant positive impact on work efficiency.

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

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Mrs. Zheyao Ma

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CHAPTER 1

INTRODUCTION

1.1 Background and Statement of the Problem

With the vigorous development of China's national economy, people's living standards, China's cultural undertakings and cultural industry prosperity, and development, as well as higher education have entered the popularization stage. Talent has become the primary resource in China's economic and social development, service society and cultural heritage, together with teaching and scientific research, all of which its ultimate goal is in education. The core significance of its existence lies in society's desire for talent training in colleges and universities. Cultivating talents in colleges and universities has become a fundamental task of universities. Colleges and universities are the main places to provide excellent talent to society, and the main body of their service is mainly students. Therefore, student work is in the primary position in the development of institutions of higher learning. Student cadres are the new force of college student work, and they are the "key minority" among students, which play the role of bridge and link among the school, department, and class.

In the West, student cadres enjoy the right to autonomy. In addition, their authority is extensive and diversified. The training of student cadres emphasizes the concept of student-centered learning and service-oriented training first. It also 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 by student cadres receives a more important position and role to ensure that they can demonstrate outstanding leadership in their future careers (Qin, 2017). In foreign institutions of higher learning, autonomous student organizations generally include student unions, graduate student associations, and activity societies. The leaders of these organizations are called "student leaders", which is similar

to the concept of "student cadres" in China (Wen, 2021). Student cadres generally have high cultural accomplishment and organization and management ability. They actively participate in various activities organized by the school, work closely with teachers, and have made outstanding contributions to improve the quality of education (Liu, 2017).

In China, due to a 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, and the quality and effectiveness of ideological and political work among college students are closely related to the ability level 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 the communication among schools, teachers, and student groups, and also play a guiding and helping role in the self-improvement of student groups, which thanks to the outstanding exemplary role of student cadres themselves (Zhang, 2019).

As a university in Hainan Province, Hainan Tropical Ocean University is responsible for the important task of cultivating advanced talents with high level, and high quality in both integrity, and ability, together with talents with comprehensive development of morality, intelligence, physique, beauty, and labor. In recent years, the discussion on the work efficiency of college student cadres has increased year by year, and the work efficiency of college student cadres has a great impact on the endogenous power of school development.

After having read a lot of references related to the work of student cadres, the author found that the research on the work efficiency of college student cadres in China and abroad has been relatively scattered, and there has been no systematic and theoretical guidance. Based on this phenomenon, the author have decided to recruit the teachers and students of Hainan Tropical Ocean University as the participants in this research project, aiming to study the current situation of the student cadres' role in Hainan Tropical Ocean University and the problems and gaps in the work of student cadres. The study also aims

to explore the factors affecting the work efficiency of student cadres, strive to grasp the factors that have an important influence on the work efficiency of college student cadres, and dig deep into the reasons for the low efficiency of student cadres on the basis of the systematic analysis of the problems existing in the work of university student cadres in order to provide feasible countermeasures. Although the cognitive level of ability was limited, it could fill the gap of student cadres in China to some extent.

1.2 Purpose of the Study

1.2.1 To survey factors of role productivity and work efficiency of student cadres in a university.

1.2.2 To analyze the factors that influence the work efficiency of student cadres in a university.

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

1.3 Research Questions and Hypothesis

Based on the above background, the author has set the following two research questions:

1.3.1 What are the factors of role productivity influencing to work efficiency of student cadres?

1.3.2 What is the appropriate model of work efficiency of student cadres?

The hypotheses of this study are as follows:

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.

H6: Leadership, executive force, learning ability, credibility, and innovation have a significant impact on work efficiency.

1.4 Scope of Research

1.4.1 Research area

Hainan Tropical Ocean University is the only full-time comprehensive provincial applied undergraduate institution in the southernmost part of China. Its educational goal is to create an internationally influential and reputable high-level applied university with tropical characteristics.

1.4.2 Research participants

Full-time students of Hainan Tropical Ocean University, including freshmen, second-year students, third-year students and senior students together with student cadres studying in the academic year 2023.

1.4.3 Research times

The data collection period of this research commenced on March 22, 2023 and ended on May 23, 2023.

1.4.4 Research delimitation

This study focuses on the analysis of the influencing factors of the role productivity of university student cadres on their work efficiency. It covers the correlation between the leadership, executive force, learning ability, credibility, and innovation abilities of student cadres at Hainan Tropical Ocean University, work completion quality,

work completion time, work attitude, and work ability. It aims to investigate the influencing factors between the role productivity and work efficiency of student cadres, analyze the factors that affect their work efficiency and propose a new model for the work efficiency of university student cadres.

1.5 Definition of Terms

1.5.1 Leadership

Leadership refers to a kind of ability to guide and guide others' behavior, and also an ability to coordinate the relationship between the manager and subordinate. It needs correct values, courage to meet challenges and tenacious spiritual strength.

1.5.3 Learning ability

Learning ability refers to the ability that student cadres show through learning activity. Learning is an important part of their own development, and they can actively participate in learning and make continuous progress in the learning process.

1.5.4 Credibility

Credibility refers to student cadres' good moral quality, correct behavior, and words and deeds to complete the responsibility of student management.

1.5.5 Innovation

Innovation refers to student cadres' new perspective and a new way of thinking, jumping out from the existing thinking framework, instead boldly exploring the unknown possibilities, and then stimulating new ideas, and putting forward new solutions to deal with the various problems faced by the school and the society.

1.5.6 Work completion quality

Work completion quality refers to the student cadres in the implementation of the specific task of student work, abiding by the relevant rules and regulations of the school, conscientiously performing their duties, and being able to effectively complete the task in the hand within the prescribed time, and actively promoting the work.

1.5.7 Work completion time

Work completion time refers to the ability and attitude of student cadres to see whether they can complete the prescribed task in a limited time, and whether they have enough enthusiasm to complete the task.

1.5.8 Work attitude

Work attitude refers to student cadres' seriousness, responsibility, and diligence on the premise of fully understanding the policies and requirements of the development of the school, conscientiously implementing their duties, being responsible and taking the initiative.

1.5.9 Work ability

Work ability refers to student cadres' all sorts of responsibility and task when doing student work.

1.5.10 Student cadres

Student cadres refers to students who have been selected in various forms of students through self-recommendation or other recommendations. They are in certain positions and have certain responsibilities, managing some affairs and assisting teachers

to carry out teaching management work and having good physical and mental quality. As a key and important link in the construction of student organization, student cadres' work is not only an important part of student development, but also an important pillar of school development. Student cadres play an irreplaceable role.

1.5.11 Role of student cadres in universities

Role of student cadres in universities refers to the cadres selected or appointed to certain positions within the university, representing the student group to participate in school management, organize activities, and serve students in various work. These positions are aimed at cultivating students' leadership, organizational skills, communication skills, and sense of responsibility in order to provide support and assistance for the development of the school and the learning and life of students.

1.5.12 Work efficiency of student cadres in universities

Work efficiency of student cadres in universities refers to the ability and level of students engaged in student cadres' work in universities to effectively utilize their time, resources, together with abilities to fulfill their responsibilities and tasks and achieve expected goals.

1.6 Significance of the Study

1.6.1 Theoretical significance

The student cadre is an indispensable force under the background of the rapid development of universities in China and an important pillar of the reform and development of higher education and teaching. The construction of student cadres in colleges and universities is of great significance to realizing the goal of talent training and setting up the correct ideological view of student cadres. Simultaneously, a batch of new situations, and

new problems will emerge. Then, work efficiency of the student cadre team which is imminent will be improved.

Analyzing the working efficiency of student cadres in Hainan Tropical Ocean University helps to better implement the student cadres' "to serve the students wholeheartedly", cultivating a team of both integrity and ability, having a strong sense of unity, cooperation, organization and coordination ability, sense of responsibility, feelings of high level, high-quality student cadres, enriching and improving the management system, rules and regulations of the student cadres of Hainan Tropical Ocean University. This is to ensure that the school students' work is solid, stable, and orderly for the protection of students' own interests, building a harmonious campus to create a good atmosphere.

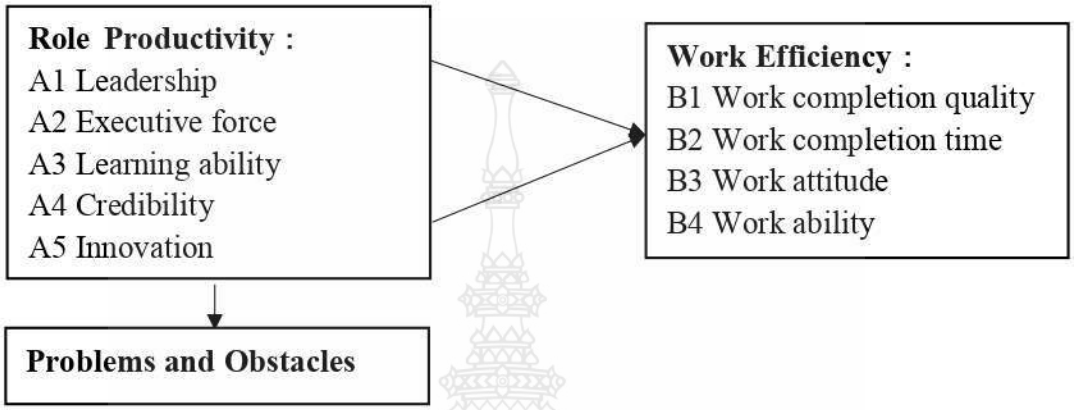
1.6.2 Practical significance

At present, the work efficiency of student cadres in colleges and universities needs to be improved, and there are many factors that hinder the progress of the work. Student cadres have a great influence on the student group, which can drive the enthusiasm and innovation of ordinary students. It is of great significance to explore the factors affecting the work efficiency to improve and enhance the work efficiency of student cadres. This study was conducted through on-the-spot interviews and questionnaire survey which was highly close to Hainan Tropical Marine college student cadres' daily work practice. It could help student cadres all-round with self-knowledge to know themselves, to constantly adjust working status, and to improve the work efficiency of student cadres and the student teamwork level.

In this research, the author collected, sorted out, classified, and analyzed the relevant literature and data on the work efficiency of college student cadres to study the factors affecting the work efficiency of student cadres in Hainan Tropical Ocean University by linking theories with practice, and enriching the theoretical research results and theoretical systems of the school, simultaneously. It also filled the gap in the research

on the work efficiency of college student cadres in China and abroad. It had a certain practical significance.

1.7 Conceptual Framework



CHAPTER 2

REVIEW OF THE LITERATURE

This chapter reviews the previous research on the work of student cadres, aiming to deeply understand the work status of college student cadres and the difficulties and obstacles encountered in the work so as to help the author to better explore the factors affecting the work efficiency of student cadres. From the background of increasing attention to higher education, how to cultivate a team of college student cadres who observe discipline with high levels and high efficiency is a subject undergoing intense study. In view of this, the author have conducted a systematic review of the studies related to the university student cadres, as shown in Table 2.1:

Table 2.1 Related studies on university student cadres

Bibliography	Author	Time
"Leading to Excellent-The Practice and Thinking of Cultivating College Student Cadres"	Chen Zhiyong	In 2011
"The Training Course for College Student Cadres"	Li Yan	In 2014
"Work Guidance for College Student Cadres in the New Media Era"	Shi Jin, Dong Huibin, China Zhao Yi, Shan Li	In 2017

These studies provided an important notion for college student cadres to grow up and become talented. They comprehensively and systematically discussed the ability training and work innovation of student cadres.

The author studied mainly from the network and other electronic literature, and the websites for hundreds of articles about university student cadre literature. Through the reading, and analyzing of literature systematically, the author found that most of the literature had focused on the university student cadres selection, training, and development. Only small parts dealt with the university student cadre leadership,

execution, credibility, learning, innovation, quality, ability, value leading force, ideal faith education, behavior deviation, honesty education, and so on. The author discovered that in December 2022, there was the amount of relevant literature as shown in Table 2.2:

Table 2.2 Volume of related literature

Query keywords	Time	Number of articles
Student cadres	1980 to present	3497 Articles
University student cadres	1985 to the present	1954 Articles
College student cadres team	1994 to present	182 Articles
Construction of university student cadres	1994 to present	362 Articles
Work efficiency	1951 to present	1986 Articles
Work efficiency of college student cadres	Up to now	0 Articles

(Note: Data Obtained by December 2022)

With the popularization of higher education, college student cadres, as the socialist builders and successors with the comprehensive development of morality, intelligence, physical education, beauty, and labor in the new era, student cadres played an important role in ideological and political education, personnel training construction, student management and other aspects. On this basis, this study explored the university student cadres from eight different angles.

2.1 The current situation of the work of student cadres in universities

With the increasing diversification of China's economic and social development, China's higher education is developing rapidly. Higher education has changed from elite education to a universal education mode and become the cradle of modern Chinese talent training.

Liang (2019) sorted out the problems in the current student cadres in the construction of college student cadres in the New Period. In his opinion, the problems

included: 1) lack of service awareness and collective consciousness, 2) lack of self-awareness and initiative, 3) lack of principles in the work, ambiguity in the boundary between public and private work, 4) being keen on work and ignoring the study and promotion, and 5) outdated selection and assessment mechanism, and backward training of cadres. The emergence of these problems also caused the student cadre efficiency to be not high; the work effect was considerably small. In combination with the current actual situation, he proposed concrete and feasible measures to strengthen the construction of university student cadres in the selection, training, management, and use of university student cadres.

Lu (2020) studied the theory of public management in Jiangxi province private university student cadre team construction research. From the perspective of public management of the problems existing in the student cadres, the construction of professional team was not strong, and low service consciousness, in the student cadre training investment, etc. He pointed out that there were two assessment mechanisms for the work efficiency of college student cadres, namely, academic priority and work priority.

2.2 Current situation of the role selection of university student cadres

Under the new situation, the cultivation of young talents in colleges and universities depends on a team of student cadres with firm political quality, outstanding learning ability, excellent academic performance, and outstanding working ability. As the main position of outstanding young talent training, student cadres are the indispensable representative of outstanding students in the talent training system of colleges and universities. They are the backbone elite in the student team, and their selection and appointment are the focus of the development of colleges and universities.

Tang (2016) asserted in the Discussion on the Selection and Management Measures of College Student Cadres that the selection of college student cadres should be based on moral quality and ability quality. The researcher appointed student cadres in

three ways through file review, recommendation by others, self-recommendation, election, and election, among which open competition was the most important method.

Zhang, Wang, & Shi (2019) affirmed that there were many problems in the selection method of new student cadres in today's society such as unclear purpose, not rigorous standards, and not scientific procedures. They suggested that the college student cadre selection system should have been composed of three indicators: the summer camp assessment, the investigation of the person in charge, and the election of freshmen classes, and the comprehensive selection and training of the five links of "announcement-registration-interview-training-assessment".

Shen (2019) stated that some student cadres in Chinese colleges and universities were obvious, bureaucratic and serious, weak sense of service. They had poor professional performance, and other problems. The study suggested that strict selection mechanisms and processes should have been adopted for student cadres. In his opinion, the selection of college student cadres should put students' thoughts in the first place. Academic performance was regarded as an important selection standard; the selection process of student cadres had to be standardized.

Based on the above literature review, it is particularly important to examine the selection of student cadres in colleges and universities, which is not only the premise of building and cultivating high-quality and high-level student cadres, but also the basis of cultivating more highly skilled talents. Only by establishing a scientific and efficient selection mechanism for student cadres in colleges and universities, and selecting student cadres who meet the development needs of the new era, can the value of student cadres be maximized.

2.3 The current situation of cultivating student cadres

Student cadre action is not only the party's reserve army, and the country's talent reserve force, but also is the main participant and coordinator of the high-quality

development of the school. Cultivating good student cadres in colleges and universities would have a profound impact on the reform and development of college education.

Gao (2018) investigated the ability cultivation of college student cadres which not only revealed that the cultivation of college student cadres' ability was guiding, practical, long-term, and different but also explained the problem of reuse and light education of student cadres training. The author proposed to demonstrate the ability training, comprehensive learning ability training, organization and coordination ability training, expression and communication ability, unity and cooperation ability, effective execution ability and strain innovation ability, and change the way of theory and practice training.

Liu (2018) ascertained that in the face of the challenges under the new situation, college student cadres mainly analyzed the training system of college student cadres from four aspects: selection and appointment mechanism, assessment mechanism, incentive mechanism, and training mechanism. The researcher suggested improving the training system of student cadres and establishing a standardized and scientific training program, determining the selection and appointment standards of student cadres, and improving the evaluation system, incentive system, and training system of student cadres.

Yu (2019) concluded that student cadres were the bridge between students and teachers, students and students, and were able to return the information that affected the stability and safety of the campus and uploaded the teachers for the first time. To strengthen the ideological education of college student cadres, it was recommended to provide a strict cadre selection system mechanism attached great importance to the comprehensive quality of student cadres, to improve the student cadre management mechanism, to increase the cultivation of student cadres, to improve the assessment of student cadre incentive, to establish the student cadre experience exchange platform, to pay attention to model demonstration, as well as to strengthen the construction of student cadre team and training.

Sun (2022) proposed how to train student cadres in the Talent Training Strategy of Student Cadres in College Education Management. In his opinion, corresponding rules and procedures should be established. Social practice and training levels including ideological and political education should be strengthened. Management mechanisms should be innovated and professional learning should be strengthened. He assured that training student cadres was just as important as student management. Therefore, different ways and methods should be adopted to train student cadres. Moreover, the training of student cadres should be brought into the long-term mechanism of student cadres' development.

According to the above research studies, there is great importance to the cultivation of student cadres in colleges and universities. But in the current situation, there are some loopholes in the process of training, therefore, it needs to improve the overall quality of student cadres, formulate clear management measures and methods, provide a special, specific college student cadre training plan, improve the student cadre training system, pay attention to training quality, training effect, and the student cadre on a regular or irregular strict examination, formulate incentive measures and punishment mechanism, as well as organize training plans to comprehensive systems according to their aptitude.

2.4 The Current Situation of Leadership of College Student Cadres

Chen (2020) claimed in the article "Research on the Leadership Training of College Student Cadres" that the leadership of student cadres played a crucial role in the formation of good school spirit. At present, there were problems in the imperfect training mechanism of college student cadres in terms of lack of quality, ability, and training environment. He also pointed out that to improve the leadership of college student cadres, it was necessary to formulate a reasonable talent training program and training systems, and on this basis, the leadership of student cadres could be fully exercised.

Han (2021) asserted that in the college student cadre leadership training from "qualitative" "positioning" "method" three angles of the problems had existed in the

college student cadre leadership training situation, and put forward the universities to implement three full education concepts, focusing on developing the role of student cadre consciousness and establishing and improving the complete system of leadership training countermeasures.

Lin (2022) pointed out that in the cultivation of leadership in universities under the perspective of "Three Complete Education", the guiding concept was relatively backward.

Wang (2018) carried out the research on the evaluation of college student cadre leadership. He found out that college student cadre leadership was based on the student cadre's leadership position. This position was also based on objective conditions, through personal leadership which guided ordinary college students to actively participate in the team or organizational change, and eventually play an influence. The leadership of college student cadres had distinct personality characteristics and unique advantages. It presented the three characteristics: the characteristics of exemplary demonstration, the characteristics of service leadership, and the characteristics of teamwork.

2.5 Current situation of executive force of student cadres in universities

Zhang (2019) revealed his findings of the study on the university student cadre ability training and role-play research that in the process of execution, student cadres should adhere to the combination of principles and mobility, and analyze specific problems. According to the activity target, it skillfully stimulated the enthusiasm of students, and coordinated the interpersonal relationship between group members, so as to enhance team cohesion.

Gao (2018), pointed out in the report entitled "Research on the Ability Training of Student Cadres in Universities" that the ability of effective implementation of student cadres, under the instructions of teachers could complete the task on time with both quality and quantity to achieve the expected results. In his opinion, the ability of student cadres to effectively perform their tasks covered three aspects: first, to conscientiously

perform their duties within a certain time range; second, to premise on ensuring the quality of work; and third, to ensure the smooth completion of the task, without delay, and timely feedback of the results of the completion which was crucial.

Li (2015) reported that student cadres had good execution for the development of contemporary college students and colleges and universities, but the current college student cadres' execution was overall low. The student cadres' work intention was not strong. They had poor work skills, strange work process of which the process control was relatively rigid. At the same time, in order to improve the implementation of student cadres in the work, the author suggested stimulating the enthusiasm of student cadres, improving their work skills and ability, having team cohesion spirit, and optimizing the work process and process control.

2.6 Current situation of credibility of student cadres in universities

Chen & Li (2018) declared in the Construction of League and College Cadres from the Perspective of Public Credibility that there were many problems in the ranks of colleges and universities such as a lack of working ability and an imperfect evaluation system, which affected the credibility of league and school cadres. In order to ensure the sustainable development of the credibility of the league and school cadres, we should have started with the strict selection and recruitment, the establishment and improvement of the training system, and improved the evaluation mechanism so as to comprehensively improve the credibility of the league and school cadres.

Luo (2019) stated that the level of the credibility of student cadres was directly related to the normal progress of student work. He added the problems of unclear responsibility, incomplete system, wrong ideological understanding; improper style, and lack of supervision mechanism of student cadres. He suggested that the selection mechanism of student cadres should be optimized. The vanguard and exemplary role of student cadres should be played; and a variety of ways should be adopted to supervise

and restrain the behavior of student cadres, and timely psychological counseling for student cadres.

2.7 The Current situation of innovation in college student cadres

Wang (2020) pointed out in the article "On the Ability Cultivation and Quality Improvement of College Student Cadres" that many student cadres only wanted to save trouble, step by step, and repeated work, for other students. There was no freshness, meaningless, and serious lack of innovative thinking and innovative spirit.

Shi & Fu (2020)' claimed in their article entitled, "Problems, influencing Factors and Countermeasures" that many student cadres lacked independent thinking in their work and only carried out the tasks assigned by teachers. They lacked initiative and innovation; and their behavior was passive.

Gao (2018) affirmed that the innovative ability of student cadres lied in how to use innovative working methods in daily work to complete tasks in a creative way. The innovative thinking and ability of student cadres not only affected their own future development but also were related to the quality and level of talent training in the school. If you blindly pursued the traditional way of students' work, it would become the students think of boring daily activities.

Therefore, in order to cultivate innovative talents in line with the needs of the time, it was necessary to start by changing the thinking mode of student cadres. Integrating the innovative ability of student cadres into students 'daily behavior activities could not only keep pace with the time but also injected new elements into the content and form of the activities so as to stimulate more students' enthusiasm for participation.

2.8 The current situation of learning ability of college student cadres

Zhang (2019) revealed that the connotation of learning ability was not limited to the mastery of academic knowledge, but also included the acceptance of new things and new knowledge, the scientific optimization of knowledge structure, and the

improvement of comprehensive skills, all of which were learning behaviors for self-improvement. He pointed out that to be a qualified college student, one had to first learn how to learn, that is, to master the correct and effective learning strategies. As a student leader, he advocated optimizing the knowledge structure, extensively engaging in various related fields, deeply exploring the main professional knowledge, actively cultivating interests and hobbies, and strengthening the ways and methods of learning, observing, analyzing, and solving problems.

In the "Exploration of the Cultivation of Sustainable Development Ability of College Student Cadres", Jin (2019) assured that college student cadres had to gain the ability to learn, which was an indispensable key element to achieving sustainable development. If student cadres wanted to become excellent managers, they should have strong learning abilities and good organization and management abilities. The scope of learning ability was not limited to learning the theoretical knowledge in the textbook but also included the practical skills needed in the workplace and daily life. College student cadres had to constantly expand their knowledge field, not limited to school learning; but after entering society, they continued to absorb new knowledge, and continued lifelong learning.

Dai (2022) affirmed in his article "Research on the Way to Improve the Ability of College Student Cadres" that students' learning results were the most intuitive embodiment of their learning ability, and were more reflected in the understanding and innovation of work. Therefore, for the student cadres in practice, the biggest benefit should be the promotion of their learning ability. At the same time, it also needed some time to accumulate experience. Whether student cadres were willing to learn, or willing to think and summarize, it would determine the knowledge and skills they eventually acquired.

2.9 Current status of work completion quality

Juran (1995) mentioned that work completion quality referred to the level of excellence, accuracy, and thoroughness with which tasks and projects had been finished. It encompassed the extent to which the outcomes met or exceeded the established standards, requirements, and expectations. High work completion quality was essential for achieving successful results, maintaining customer satisfaction, and ensuring the overall success of an organization.

2.10 Current status of work completion time

Work completion time, also known as turnaround time or lead time, referred to the amount of time it took to finish a task, project, or activity from its initiation to its completion. It was a crucial metric in assessing efficiency, meeting deadlines, and managing resources effectively. Minimizing work completion time could lead to improved productivity, customer satisfaction, and overall operational performance (Johnson, 2010).

2.11 Current status of work attitude

Although class cadres appeared extremely calm when dealing with conflict incidents, they sometimes developed negative emotions of dissatisfaction due to anxiety and irritability and exhibited an impatient attitude towards their classmates (Ahad, Mustafa, Mohamad, Abdullah, & Nordin, 2021).

2.12 Current status of work ability

The current status of work ability dealt with conducting specialized training for student cadres and establishing a sound and reasonable scientific training plan to ensure maximum training effectiveness. To improve the management level and ability of student cadres, a training plan was implemented from shallow to deep, aiming to gradually improve their management level and work ability (L1marinen, 2019).

2.13 Summary of literature reviews

Table 2.3 Summary of literature reviews

Author & Year	Research review	Adaptation
Chen Kang (2020)	Formulate a reasonable talent training program and training system	
Zhang Kun Wei (2019)	Adhere to the combination of principle and mobility, master correct and effective learning strategies	1. Leadership 2. Executive force
Chen Xiang & Li Bing (2018)	Start with the strict selection and recruitment	3. Learning ability
Shi Xiaofan & FU Yuhong (2020)	Lack independent thinking, passive behavior	4. Credibility
Joseph M. Juran (1995)	Extent to which the outcomes meet or exceed the established standards, requirements, and expectations	5. Innovation
Johnson, D. J (2010)	Crucial metric in assessing efficiency, meeting deadlines, and managing resources effectively	6. Work completion quality
Ahad, Mustafa, Mohamad, Saadah Abdullah & Nordin, (2021)	Develop negative emotions of dissatisfaction due to anxiety and irritability	7. Work completion time 8. Work attitude
Juhani llmarinen (2019)	Meet the demands of their job and maintain overall work performance	9. Work ability

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the researcher discuss in detail the sampling method, the research instruments and reliability and validity analysis, data collection and analysis

3.1 Sampling technique

In this study, the combination of random sampling and stratified sampling techniques was used, with the ordinary students of Hainan Tropical Ocean University as the research objects. The Likert questionnaire scale was made anonymously. A total of 630 questionnaires were distributed, and 623 questionnaires were recovered, with a recovery rate of 98.8%; after which the unqualified questionnaires were removed. 616 were valid questionnaires, and the effective rate reached 97.7%.

The author employed technical tools based on quantitative data. The subjects of the study were students attending Hainan Tropical Ocean University in academic year 2023. The sample group comprised 616 participants, with a confidence level of 99% at 5% of the margin of error as shown in Table 3.1. The random sampling technique with the stratified sampling technique were utilized including an accidental sampling technique as presented in Table3.2. Details of the participants were the 1st year = 319, 2nd year = 141, 3rd year = 104, and 4th year = 52 as shown in Table 3.2.

Table 3.1 Calculated size of sample

	Confidence level=95%			**Confidence level=99%**		
	Margin of error			Margin of error		
Population size	5%	2,5%	1%	5%	2,5%	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

Table 3.1 Calculated size of sample (Cont.)

	Confidence level=95%			**Confidence level=99%**		
	Margin of error			Margin of error		
Population size	5%	2,5%	1%	5%	2,5%	1%
100.000	383	1,513	8,762	659	2,585	14,227
500.000	384	1,532	9,423	663	2,640	16,055
1.000.000	384	1,534	9,512	663	2,647	16,317

Source : CheckMarket

Table 3.2 Details 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

3.2 Instrumentation

3.2.1 Questionnaire

The research instrument was mainly a questionnaire used in the survey to collect data. It was divided into three parts:

Part I Personal Information: gender, professional category, and grade of the subjects

Part II Student Cadre's Factor Characteristics Scale: according to Likert's five scoring method, the student cadre's factor characteristics scale contained 20 items, covering leadership (4 items), execution (4 items), learning (4 items), credibility (4 items), and innovation (4 items). There were five dimensions for each item which was written in a statement, including "completely disagree" representing 1, "do not agree" representing 2,"uncertain" 3, "agree" 4, and "fully agree" 5.

Part III Student Cadre's Assessment Standard Scale: four dimensions with a total of 12 items including work completion quality (3 items), work completion time (3

items), work attitude (3 items), and work ability (3 items). Using the five-point scoring method of Likert, "1-5" means "completely disagree to complete consent".

3.2.1.1 Credibility analysis of the questionnaire

The Cronbach α coefficient was used to test whether the questionnaire was feasible and credible. At present, experts generally accepted that the reliability coefficient was above 0.8, representing good reliability; whereas 0.7-0.8 indicated acceptable reliability; 0.6-0.7 indicated that the scale should be revised but still valuable. But if the amount was less than 0.6, re-formulation of the questionnaire and design items should be considered. The test results were shown in Table 3.3

Table 3.3 Reliability test results

Scale	Scale Cronbach α coefficient	Number of items on the scale
Leadership (A1)	0.906	4
Executive force (A2)	0.922	4
Learning ability (A3)	0.920	4
Credibility (A4)	0.905	4
Innovation (A5)	0.910	4
Work completion quality (B1)	0.901	3
Work completion time (B2)	0.897	3
Work attitude (B3)	0.903	3
Work ability (B4)	0.905	3
Total	**0.987**	**32**

In Table 3.3, reliability test results revealed that after the Cronbach alpha coefficient was tested, among the factor characteristics of the five dimensions of student leaders, the Cronbach alpha coefficients of the factors of leadership, executive force, learning, credibility, and innovation were 0.906, 0.922, 0.920, 0.905 and 0.910, respectively. The Cronbach alpha coefficients of the factors of the quality of work

completion, time of work completion, and work attitude and the Cronbach's alpha coefficients for quality of work done, time for work done, work attitude, and workability were 0.901, 0.897, 0.903 and 0.905, respectively. According to Cronbach's alpha coefficients, each coefficient was greater than 0.8, and Cronbach's alpha coefficient of the whole questionnaire was 0.987. This confirmed that the questionnaire scales contained high credibility; and the internal consistency of the 9 subscales was also high.

3.2.1.2 Validity analysis of the questionnaire

validity of the questionnaire. Therefore, in order to better evaluate the effect of the questionnaire, the KMO value and the Bartlett sphericity should be generally investigated before the factor analysis was conducted. The greater the KMO value, the better the effect of the factor analysis. If the KMO value exceeded 0.7, and the Bartlett sphericity was lower than or equal to 0.05, the factor analysis could be done; otherwise, the factor analysis was not recommended.

Table 3.4 Analysis of scale validity

Scale	Scale KMO	The sphericity test of the Bartlett		
		Approximate chi square	df	sig.
Leadership (A1)	0.835	224.696	6	0.000
Executive force (A2)	0.819	341.211	6	0.000
Learning ability (A3)	0.828	287.093	6	0.000
Credibility (A4)	0.819	233.710	6	0.000
Innovation (A5)	0.837	196.497	6	0.000
Work completion quality (B1)	0.735	185.508	3	0.000

Table 3.4 Analysis of scale validity (Cont.)

Scale	Scale KMO	The sphericity test of the Bartlett		
		Approximate chi square	df	sig.
Work completion time (B2)	0.733	147.019	3	0.000
Work attitude (B3)	0.746	163.713	3	0.000
Work ability (B4)	0.746	197.165	3	0.000
Total	0.969			

Table 3.4 represented an analysis of scale validity. It showed that KMO values were above 0.7, and Bartlett spherical test for a significant probability was P=0.000. It passed the Bartlett sphericity test with significance level of 0.05, which indicated that the validity of the study data was suitable for factor analysis with high validity.

3.2.1.3 Strategic Planning

In order to fully understand the real performance of student cadres of Hainan Tropical Ocean University in daily work, the researcher employed a semi-structured interview method and conducted in-depth interviews with 6 respondents, including 2 ordinary students, 2 student cadres, and 2 student cadre supervisors. Following the pre-formulated interview outline, the author asked six interviewees with four questions

3.3 Procedure of data collection

First, the author collected the data of current status of work efficiency and factors affecting work efficiency of university student cadres through online survey platforms and distributed survey questionnaires. Then, she conducted through on-site interviews, using face-to-face communication technique with interviewees to understand the specific performance, main influencing factors, and how to improve the work efficiency of student cadres in universities.

3.4 Data processing and analysis

In order to analyze the data, the SPSS software program was used for data processing and analysis. Firstly, the data were imported. Secondly, the data were cleaned up. Then, descriptive statistical analysis, reliability and validity analysis, correlation analysis, and multiple regression analysis were calculated. Finally, the results were obtained, and then drawn for interpretation, conclusions and recommendations.

3.5 Statistical analysis

This study mainly used descriptive statistical analysis, reliability and validity analysis, correlation analysis and multiple regression analysis (stepwise formula), and other statistical methods. Details were described below.

(I) Descriptive statistical analysis: Through the analysis of personal information on the gender, professional category, and grade of the respondents, the researcher gained a deeper understanding of the frequency, mean, standard deviation, and percentage of the sample composition profile.

(II) Reliability and validity analysis: In order to test the stability and internal consistency level of the questionnaire structure, the Cronbach'α coefficient was used to test the reliability, validity of the factor feature scale and the assessment standard scale of work efficiency. With Alpha and KMO values as the main reference indicators, it was recommended to choose a value above 0.7.

(III) Correlation analysis: This explored the intensity relationship between multiple variables to judge whether they presented a positive or negative correlation, so as to deeply understand the interaction between them.

(IV) Multiple regression analysis: It investigated the interaction relationship between one or more independent variables and the dependent variables. This study verified the characteristics of five factors (leadership, execution, credibility, learning ability, and innovation) in predicting the work efficiency (including work completion quality, work completion time, work attitude, and work ability).

3.6 Interpretation of statistical data

$$\text{The interval from each} = \frac{\text{The highest score} - \text{The lowest score}}{\text{Level}}$$

$$= \frac{5 - 1}{5}$$

$$= 0.8$$

According to Best (1983), it could be interpreted as:

Score 4.21 - 5.00: The highest level of work efficiency and role productivity

Score 3.41 - 4.20: The high level of work efficiency and role productivity

Score 2.61 - 3.40: The medium level of work efficiency and role productivity

Score 1.81 - 2.60: The low level of the quality of work efficiency and role productivity

Score 1.00 - 1.80: The lowest level of work efficiency and role productivit

CHAPTER 4

RESULTS AND DISCUSSION

In order to obtain first-hand material on the current situation of student cadres' work efficiency in Hainan Tropical Ocean University, the researcher adopted the self-administered survey using a questionnaire on "The Work Efficiency of Student Cadres in Hainan Tropical Ocean University". She conducted a questionnaire survey on the full-time students of Hainan Tropical Ocean University, which was mainly based on five dimensions, namely, leadership, executive force, learning ability, credibility, and innovation to gain information of the current situation of the student cadres' work efficiency. The research results were presented in the following.

4.1 Basic Situation Analysis

The author performed a descriptive analysis of the sample of personal information of the valid questionnaire. As shown in Table 4.1, the results of gender were male (52.92%), and female (47.08%). Male was accounted for the majority. Among the professional categories, science (44.64%) had the highest proportion, followed by engineering (37.01%), and other categories with the lowest proportion. In terms of grade, the proportion of freshmen (51.79) was the highest, while the proportion of seniors (8.44) was the

Table 4.1 Descriptive statistics of the basic situation of the research subjects

Categories	Options	Number of samples	Percentage (%)
Gender	Male	218	45.13
	Female	265	54.87
Place of origin	Cities and towns	319	66.04
	Rural	164	33.96
Professional categories	Science and Engineering	223	46.17
	Economic Management	102	21.12
	Art	92	19.05
	Education	66	13.66
Hometown area	North China	59	12.22
	South China	57	11.80
	East China	72	14.91
	Central China	88	18.22
	Northwest	40	8.28
	Southwest	137	28.36
	Northeast	30	6.21
Status	Teacher	47	9.73%
	Student	436	90.27%
Total		**483**	**100.00**

4.2 Descriptive analysis of student cadres' characteristics

The author investigated and analyzed the factor characteristics of student cadres from five aspects: leadership, executive force, learning ability, credibility, and innovation.

From Table 4.2 to Table 4.10, it can be seen that the highest-level and the high-level groups could be divided. Firstly, the mean value of the highest-level group was between 4.210 - 4.300; the mean value of the high-level group was between 4.020-4.200.

Table 4.2 Descriptive analysis of leadership

Name	Sample capacity	Average value	Standard deviation	Level	Rank
A11.Student cadres have a strong sense of leadership.	100	4.170	0.816	high	3
A12.Student cadres can effectively implement the tasks assigned by the organization.	100	4.263	0.792	highest	1
A13.Student cadres can make reasonable plans for tasks based on the urgency level.	100	4.175	0.829	high	2
A14.Student cadres can effectively integrate various resources within the organization.	100	4.141	0.825	high	4
Overall (A1)	**100**	**4.187**	**0.720**	**high**	

Table 4.2 above presents the results of a survey on student cadres' leadership skills. It included four items: A11, A12, A13, and A14 that were rated on a scale from 1 to 5, with higher scores indicating better performance. The table also contained the sample capacity, average value, standard deviation, level, and rank for each item.

The results indicated that the highest-rated item was "A12. Student cadres can effectively implement the tasks assigned by the organization", with an average score of 4.263 and a standard deviation of 0.792. The lowest-rated item - "A14.Student cadres can effectively integrate various resources within the organization", with an average score of 4.141 and a standard deviation of 0.825.

Overall, the student cadres' leadership skills were rated as high, with an overall average score of 4.187 and a standard deviation of 0.720. The results suggested that the student cadres had a strong sense of leadership and enabled to make reasonable plans for tasks based on urgency level. However, there was room for improvement in integrating various resources within the organization.

Table 4.3 Descriptive analysis of executive force

Name	Sample capacity	Average value	Standard deviation	Level	Rank
A21.Student cadres have high enthusiasm for work, strong service awareness, and passion.	100	4.211	0.845	highest	3
A22.Student cadres have good organizational, coordination, and communication skills.	100	4.244	0.790	highest	2
A21.Student cadres have high enthusiasm for work, strong service awareness, and passion.	100	4.211	0.845	highest	3
A22.Student cadres have good organizational, coordination, and communication skills.	100	4.244	0.790	highest	2
A23.Student cadres have a strong team spirit and sense of cooperation.	100	4.261	0.817	highest	1
A24.Student cadres have a strong level of work skills.	100	4.193	0.822	high	4
Overall	**100**	**4.227**	**0.737**	**highest**	

In Table 4.3 "Executive force Power Description Analysis", the item with the highest average was "A23.Student cadres have a strong team spirit and sense of cooperation". It showed that the student cadres understood how to achieve common goals within the team, and enabled to effectively grasp resources, better played their respective roles, and effectively completed tasks. In addition, they also had good communication skills and could adjust their plans promptly according to the situation, and got along well with others.

However, the average score of the item "A24.Student cadres have a strong level of work skills" was low. This revealed that the skill level of student cadres needed to be improved. In response to this phenomenon, schools should strengthen the training of student cadres so that they were able to acquire more work skills and abilities and improve the quality of work done

Table 4.4 Descriptive analysis of learning ability

Name	Sample capacity	Average value	Standard deviation	Level	Rank
A31.Student cadres have strong self-learning ability.	100	4.138	0.839	high	4
A32.Student cadres are good at discovering and posing problems.	100	4.140	0.872	high	3
A33.Student cadres have high learning efficiency and quality.	100	4.162	0.836	high	1
A34.Student cadres have active thinking and are eager to master new knowledge and learn new skills.	100	4.149	0.854	high	2
Overall	**100**	**4.147**	**0.763**	**high**	

In Table 4.4 "Description and analysis of learning ability", the item "A33.Student cadres have high learning efficiency and quality." problem represented higher than other problems because the students generally believed that student cadres had a strong sense of responsibility, could finish the learning task, and would learn as an important work to grasp, constantly improved the learning efficiency and learning quality. The student cadre as advanced model generally had good learning habits, and could make the student cadre learning more concentrated, and also could finish tasks more efficiently. Item "A31.Student cadres have strong self-learning ability." and“A32.Student cadres are good at discovering and posing problems.” showed that the score was relatively low. Therefore, student cadres should continuously improve their quality, strengthen their autonomy and initiative in learning, actively meet new challenges, and accept new things. Concurrently, it was necessary to actively think, and be good at discovering and posing problems to promote the high-quality development of student work.

Table 4.5 Descriptive analysis of credibility

Name	Sample capacity	Average value	Standard deviation	Level	Rank
A41.Maintain a good trust relationship between student cadres and ordinary students.	100	4.229	0.843	highest	1
A42.Clear motivation for student cadres to hold positions.	100	4.193	0.840	high	3
A43.Student cadres have high comprehensive abilities and significant work results.	100	4.226	0.818	highest	2
A44.Cultivate a sound evaluation mechanism for student cadres.	100	4.149	0.863	high	4
Overall	**100**	**4.199**	**0.741**	**high**	

In Table 4.5 "Descriptive analysis of credibility", the mean score of the 41st question item "Maintain a good trust relationship between student cadres and ordinary students" was the highest. On the one hand, student cadres should take the lead, improve their quality, study hard, and care for ordinary students; on the other hand, ordinary students should respect student cadres, appreciate their dedication and maintain a friendly relationship with them. Only by encouraging student cadres and ordinary students to establish a good trust relationship, could we give full play to the positive role of student cadres in student work and promote the smooth progress of student work.

In the aspect of student cadre training, the evaluation mechanism of the school had shortcomings, resulting in the average score of "Cultivate a sound evaluation mechanism for student cadres" being lower than that of other items. The lack of an effective assessment mechanism made the work of student cadres unable to timely feedback and adjusted, thus affecting the training effect of student cadres. The enthusiasm of student cadres was not high; the work efficiency could not be improved at the same time to bring a certain impact on the training of student cadres. Therefore, the school should strengthen the evaluation mechanism of student cadres, improve the assessment

index, and build an effective incentive mechanism to promote the effective training of student cadres.

Table 4.6 Descriptive analysis of innovation

Name	Sample capacity	Average value	Standard deviation	Level	Rank
A51.Student cadres have strong innovative thinking and ability.	100	4.190	0.839	high	2
A52.Student cadres can create brand specific activities.	100	4.114	0.916	high	4
A53.Student cadres dare to criticize and doubt.	100	4.125	0.910	high	3
A54.Student cadres exert their subjective initiative and dare to showcase their talents.	100	4.230	0.819	highest	1
Overall	**100**	**4.165**	**0.774**	**high**	

Student cadres were an important part of the school. Their subjective initiative and the ability to give full play to their talents were vital key, and their performance often affected the behavior of other students. In Table 4.6, "Descriptive analysis of innovation" the average score of "A54.Student cadres exert their subjective initiative and dare to showcase their talents" was the highest, indicating that student cadres were trying their best to develop their potential, serve teachers and students, and contribute their efforts to the school.

However, the average score of "A52.Student cadres can create brand-specific activities" was relatively low. In this regard, schools should strengthen the education and training of student cadres, and improve the ability of student cadres to manage activities so that student cadres could have the ability to organize brand-characteristic activities, benefit more students and improve the image of the school. Simultaneously, the school should also actively encouraged student cadres to participate in activities, and to provide

more resources and conditions for student cadres to ensure that student cadres could better play their advantages and maximize their roles.

4.3 Descriptive analysis of the work efficiency assessment standards of student cadres

The author investigated and analyzed the assessment standards of the work efficiency of student cadres from four aspects: work completion quality, work completion time, work attitude, as well as work ability.

Table 4.7 Descriptive analysis of work completion quality

Name	Sample capacity	Average value	Standard deviation	Level	Rank
B11.Student cadres are able to complete various work tasks with high quality and achieve expected goals.	100	4.213	0.828	highest	3
B12.Student cadres have gained a lot of experience in their work.	100	4.340	0.795	highest	1
B13.The work of student cadres satisfies teachers and students in school.	100	4.239	0.794	highest	2
Overall	**100**	**4.264**	**0.728**	**highest**	

Table 4.7 shows "Descriptive analysis of the quality of work completion", the dimension of the average and standard deviation, which "B12.Student cadres have gained a lot of experience in their work" mean score was higher than other items. This means that most students thought student cadre had learned a lot from work, both broadened horizons, improved their ability, and gained valuable experience. In the actual work they also had deepened their understanding, and improved the quality of student work completed.

Student cadre was a good team on campus, with a strong sense of responsibility, and professional dedication to complete the task assigned by the teacher seriously, but

because the ability was limited; hence, sometimes they had some deficiencies, making the final work not achieve the expected purpose. This related to "B11.Student cadres are able to complete various work tasks with high quality and achieve expected goals" whose average was low. Therefore, the school should support the student cadres, and constantly improve their quality so that they enable to complete the work tasks with high quality to achieve the expected purpose.

Table 4.8 Descriptive analysis of work completion time

Name	Sample capacity	Average value	Standard deviation	Level	Rank
B21.Student cadres have a clear division of labor, each performing their own duties, and efficiently completing the tasks assigned by the teacher.	100	4.266	0.805	highest	1
B22.Student cadres can quickly carry out their work after receiving tasks.	100	4.247	0.803	highest	2
B23.Student cadres have a good physique and always maintain strong energy.	100	4.210	0.822	highest	3
Overall	**100**	**4.240**	**0.737**	**highest**	

As a bridge of communication between teachers and students, their physical quality and energy level were extremely important. With a good physique and full spirit, student cadres could maintain a high degree of activity in work and study; and work efficiency and quality level could be improved. In Table 4.8, "B21.Student cadres have a clear division of labor, each performing their duties, and efficiently completing the tasks assigned by the teacher" of which the item score was high. The finding revealed that the student cadres should take their duties as the main task to grasp, carefully complete the teacher replacement task, and the school, perform their duties, and the task to refine and clear, combined with the actual situation of reasonable arrangement of time, personal advantage, improvement of work efficiency, effective communication, and timely feedback to ensure the successful completion of the work. The average value of

"B23. Student cadres have a good physique and always maintain strong energy." was relatively low, which also indicated that most student cadres should strengthen their physical exercise, maintain physical health, and better shoulder the responsibilities and tasks that student cadres should have.

Table 4.9 Description and analysis of work attitude

Name	Sample capacity	Average value	Standard deviation	Level	Rank
B31.Student cadres have a positive and proactive attitude towards work.	100	4.266	0.813	highest	1
B32.Student cadres are rigorous and conscientious in their work, not careless or lax.	100	4.218	0.821	highest	2
B33.Student cadres have a good style of work and are not contaminated with "officialdom".	100	4.208	0.898	high	3
Overall	**100**	**4.230**	**0.773**	**highest**	

From the average value and standard deviation of Table 4.9 "Description and analysis of work attitude", item "B31.Student cadres have a positive and proactive attitude towards work" had a high level of recognition. It showed that most student cadres always kept in mind the mission, i.e. trying their best to do everything. Work attitude was more serious, and also won the majority of the ordinary students' praise. The good style of the student cadre was what every teacher had expected. Nevertheless, from the average value of "B33.Student cadres have a good style of work and were not contaminated with "officialdom.", the score was low. Hence, the student cadre still needed to improve in this respect. It reflected that the student cadres of the school were often eroded by the "official atmosphere". Their behavior and attitude might affect the thoughts of other students, and create a bad atmosphere for the campus. Schools should strengthen the management of

student cadres so that they understood that the "officialdom" was not allowed, and strived to become a positive energy of student cadres.

Table 4.10 Description analysis of work ability

Name	Sample capacity	Average value	Standard deviation	Level	Rank
B41.The planning of student cadres' organizational activities is thorough and meticulous.	100	4.252	0.802	highest	2
B42.Student cadres can provide suggestions and suggestions for various developments.	100	4.240	0.815	highest	3
B43.Student cadres can coordinate various student work and possess a spirit of unity and cooperation.	100	4.297	0.815	highest	1
Overall	**100**	**4.263**	**0.743**	**highest**	

From the above Table 4.10, "B42. Student cadres can provide suggestions and suggestions for various developments" in Description analysis of work ability, the result reveals a low average score. Thus, student cadres should be encouraged to provide valuable opinions and suggestions that were beneficial to the development of the school such as how to improve school management, promote student growth, and improve the quality of education, all of which were indispensable.

Student cadres should have the responsibility of coordinating various student affairs. They not only had a sense of responsibility but also had autonomy and the spirit of unity and cooperation. Regarding to the average score of the item “B43.Student cadres can coordinate various student work and possess a spirit of unity and cooperation”, it was relatively high, indicating that student cadres performed their duties well.

Table 4. 11 Standard load factor, means and standard deviation for each variable （N=32）

Dimension	Measured items (variable)	Standard load factor	Means	S.D.
Leadership (A1)	A11.Student cadres have a strong sense of leadership.	0.834	4.170	0.816
	A12.Student cadres can effectively implement the tasks assigned by the organization.	0.850	4.263	0.792
	A13.Student cadres can make reasonable plans for tasks based on the urgency level.	0.822	4.175	0.829
	A14.Student cadres can effectively integrate various resources within the organization.	0.858	4.141	0.825
Total			**4.187**	**0.720**
Executive force(A2)	A21.Student cadres have high enthusiasm for work, strong service awareness, and passion.	0.857	4.213	0.845
	A22.Student cadres have good organizational, coordination, and communication skills.	0.868	4.244	0.790
	A23.Student cadres have a strong team spirit and sense of cooperation.	0.875	4.261	0.817
	A24.Student cadres have a strong level of work skills.	0.861	4.193	0.822
Total			**4.227**	**0.737**
Learning ability(A3)	A31.Student cadres have strong self-learning ability.	0.852	4.138	0.839
	A32.Student cadres are good at discovering and posing problems.	0.859	4.140	0.872
	A33.Student cadres have high learning efficiency and quality.	0.859	4.162	0.836
	A34.Student cadres have active thinking and are eager to master new knowledge and learn new skills.	0.874	4.149	0.854
Total			**4.147**	**0.763**
Credibility(A4)	A41.Maintain a good trust relationship between student cadres and ordinary students.	0.826	4.229	0.843

Table 4. 11 Standard load factor, means and standard deviation for each variable （N=32）(Cont.)

Dimension	Measured items (variable)	Standard load factor	Means	S.D.
	A42.Clear motivation for student cadres to hold positions.	0.838	4.193	0.840
	A43.Student cadres have high comprehensive abilities and significant work results.	0.879	4.226	0.818
	A44.Cultivate a sound evaluation mechanism for student cadres.	0.813	4.149	0.863
Total			**4.199**	**0.741**
Innovation(A5)	A51.Student cadres have strong innovative thinking and ability.	0.869	4.190	0.839
	A52.Student cadres can create brand specific activities.	0.840	4.114	0.916
	A53.Student cadres dare to criticize and doubt.	0.815	4.125	0.910
	A54.Student cadres exert their subjective initiative and dare to showcase their talents.	0.863	4.234	0.819
Total			**4.165**	**0.774**
Work completion quality(B1)	B11.Student cadres can complete various work tasks with high quality and achieve expected goals.	0.882	4.213	0.828
	B12.Student cadres have gained a lot of experience in their work.	0.838	4.341	0.795
	B13.The work of student cadres satisfies teachers and students in school.	0.887	4.239	0.794
Total			**4.264**	**0.735**
Work completion time(B2)	B21.Student cadres have a clear division of labor, each performing their own duties, and efficiently completing the tasks assigned by the teacher.	0.874	4.266	0.805
	B22.Student cadres can quickly carry out their work after receiving tasks.	0.866	4.247	0.803
	B23.Student cadres have a good physique and always maintain strong energy.	0.848	4.208	0.822
Total			**4.240**	**0.737**

Table 4. 11 Standard load factor, means and standard deviation for each variable （N=32）(Cont.)

Dimension	Measured items (variable)	Standard load factor	Means	S.D.
	B31.Student cadres have a positive and proactive attitude towards work.	0.895	4.266	0.813
	B32.Student cadres are rigorous and conscientious in their work, not careless or lax.	0.887	4.218	0.821
	B33.Student cadres have a good style of work and are not contaminated with "officialdom".	0.829	4.208	0.898
Total			**4.230**	**0.773**
Work ability(B4)	B41.The planning of student cadres' organizational activities is thorough and meticulous.	0.879	4.252	0.802
	B42.Student cadres can provide suggestions and suggestions for various developments.	0.859	4.240	0.815
	B43.Student cadres can coordinate various student work and possess a spirit of unity and cooperation.	0.879	4.297	0.815
Total			**4.263**	**0.743**

According to Table 4.11, after calculating all variables, the average values of the items obtained have been comprehensively summarized. For each variable, its comprehensive score was obtained by averaging the responses to the corresponding items.

4.4 Correlation analysis

In this study, the correlation analysis was conducted via the Pearson coefficient, and through the expression of the correlation coefficient r, we could infer the closeness between the two variables. Usually, when the correlation coefficient r exceeded 0.4, it was inferred that there was a tight correlation between the two.

Table 4.12 Correlation analysis of student cadres' factor characteristics

	A1	A2	A3	A4	A5
A1	1				
A2	0.883**	1			
A3	0.856**	0.881**	1		
A4	0.861**	0.882**	0.896**	1	
A5	0.839**	0.864**	0.891**	0.903**	1

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

According to "Correlation Analysis of Factor Characteristics of Student Cadres" in Table 4.12, the Pearson correlation analysis test shows that there was a significant positive correlation between leadership factors and executive factors in the factor characteristics of student cadres ($r=0.883$, $p<0.05$), indicating that there was a mutual positive impact between leadership factors and executive factors. The higher the degree of influence of leadership factors, the greater the degree of influence of executive factors, and vice versa. In addition, there was a significant positive correlation between leadership factors and learning ability, credibility, and innovation factors. The correlation values were 0.856, 0.861, and 0.839, respectively, with p-values less than 0.05. This indicated that in the characteristics of factors, leadership factors also had a mutually positive relationship with learning ability, credibility, and innovation factors. The greater the influence of leadership factors, the greater the degree of influence. The degree of influence of factors such as learning ability, credibility, and innovations was also higher, and vice versa.

Table 4.13 Correlation analysis of the assessment criteria for work efficiency of student cadres

	B1	B2	B3	B4
B1	1			
B2	0.893**	1		
B3	0.862**	0.875**	1	
B4	0.858**	0.866**	0.876**	1

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

According to Table 4.13 "Correlation analysis of the assessment criteria for work efficiency of student cadres", based on Pearson correlation analysis test, it could be seen that in the assessment standards of the work efficiency of student cadres, work completion quality factor and work completion time factor were positively correlation ($r=0.893$, $p<0.05$). This means that work completion quality factors and work completion time factors positively influenced each other. The greater the impact of work completion quality factors, the greater the impact of the work completion time factor, and vice versa. Besides, we could also find significant positive associations among quality factors of work completion and work ability factors and work attitude factors. The correlation coefficient values were 0.858 and 0.862. All the p-values were less than 0.05. It showed that in the assessment standard of the work efficiency of student cadres, the quality factors of work completion also positively influenced the work ability factors and work attitude factors. The greater the impact of work completion quality factors, the greater the work ability factors and work attitude factors, and vice versa.

To sum up, the correlation analysis could be briefly summarized in Table 4.14.

Table 4.14 Correlation analysis

	M	SD	A1	A2	A3	A4	A5	B1	B2	B3	B4
A1	4.188	0.721	1								
A2	4.228	0.737	0.883**	1							
A3	4.147	0.763	0.856**	0.881**	1						
A4	4.199	0.742	0.861**	0.882**	0.896**	1					
A5	4.166	0.774	0.839**	0.864**	0.891**	0.903**	1				
B1	4.264	0.736	0.833**	0.871**	0.843**	0.873**	0.866**	1			
B2	4.240	0.737	0.830**	0.877**	0.846**	0.878**	0.856**	0.893**	1		
B3	4.231	0.773	0.823**	0.861**	0.844**	0.867**	0.844**	0.862**	0.875**	1	
B4	4.263	0.743	0.836**	0.859**	0.857**	0.885**	0.849**	0.858**	0.866**	0.876**	1

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

(**p<0.01 A1=Leadership A2=Executive force A3=Learning ability
A4=Credibility A5=Innovation B1=Work completion quality
B2=Work completion time B3=Work attitude B4=Work ability)

From Table 4.14 "Correlation analysis", leadership, executive force ability, learning ability, credibility, and innovation, work completion quality, work completion time, work attitude, and work ability were all significant with strong level correlations.

4.5 Multiple regression analysis

In order to test the hypothesis, the author used regression analysis for model test, and set several influencing factors in the model to explore the influence of different factors on the simultaneous action of dependent variables. Therefore, the multiple regression model had a more general significance.

Assuming that a dependent variable y was influenced by k independent variables $x_1, x_2, \ldots x_k$, the n observed values were $(y_a, x_{1a}, x_{2a}, \ldots, x_{ka})$, $a = 1,2,\ldots,n$.

Therefore, the model had the following structural form:

$$y_a = \beta_0 + \beta_1 x_{1a} + \beta_2 x_{2a} + \ldots + \beta_k x_{ka} + \varepsilon_a$$

In formula:

$\beta_0, \beta_1, \ldots \beta_k$ is an undetermined parameter ;

ε_a is a random variable.

If $b_0, b_1, \ldots, b_k$ is the fitted value of $\beta_0, \beta_1, \beta_2 \ldots, \beta_k$, then the regression equation is

$$\hat{y} = b_0 + b_1 x_1 + b_2 x_2 + \ldots + b_k x_k$$

4.5.1 Multiple regression analysis with work completion quality as the dependent variable

The R square value of the model was 0.823, which means that leadership, executive force, learning ability, credibility and innovation could explain 82.3% of the change in the work completion quality.

Table 4.15 Model summary for work completion quality analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.873[a]	0.762	0.761	0.359
2	0.899[b]	0.807	0.807	0.323
3	0.906[c]	0.821	0.820	0.311
4	0.907[d]	0.823	0.822	0.310

a. Predictors: (Constant), credibility

b. Predictors: (Constant), credibility, executive force

c. Predictors: (Constant), credibility, executive force, innovation

d. Predictors: (Constant), credibility, executive force, innovation, leadership

e. Dependent Variable: Work completion quality

Table 4.15 presents a model summary for the work completion quality analysis. The model summary shows the results of four different models, each of which contained different predictors.

The R square value indicated the proportion of variance in the dependent variable (work completion quality) that could be explained by the independent variables (predictors). The higher the R square value, the better the model fits the data. In this case, the R square values ranged from 0.762 to 0.823, indicating that the models explained a relatively high proportion of the variance in work completion quality.

The adjusted R square value was a modified version of the R square value that took into account the number of predictors in the model. It was a more conservative estimate of the proportion of variance explained by the model. The adjusted R square values ranged from 0.761 to 0.822, indicating that the models still explained a relatively high proportion of the variance in work completion quality even when accounting for the number of predictors.

Overall, the results suggested that credibility, executive force, innovation, and leadership were all important predictors of work completion quality. The models with

more predictors generally had higher R square. Adjusted R square values indicated that adding more predictors improved the model's ability to explain variance in work completion quality.

Table 4.16 Work completion quality analysis using ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	253.637	1	253.637	1961.177	0.000[b]
	Residual	79.408	614	0.129		
	Total	333.045	615			
2	Regression	268.890	2	134.445	1284.633	0.000[c]
	Residual	64.154	613	0.105		
	Total	333.045	615			
3	Regression	273.505	3	91.168	937.110	0.000[d]
	Residual	59.539	612	0.097		
	Total	333.045	615			
4	Regression	274.103	4	68.526	710.344	0.000[e]
	Residual	58.942	611	0.096		
	Total	333.045	615			

a. Dependent Variable: Work completion quality
b. Predictors: (Constant), credibility
c. Predictors: (Constant), credibility, executive force
d. Predictors: (Constant), credibility, executive force, innovation
e. Predictors: (Constant), credibility, executive force, innovation, leadership

Table 4.16 presents the ANOVA results of the work completion quality analysis. The ANOVA table shows the sum of squares, degrees of freedom, mean square, F-value, and significance level for each model.

The F-value was a measure of the significance of the regression model. It was calculated by dividing the mean square of the regression by the mean square of the residual. A higher F-value indicated that the model was more significant. In this case, all four models had very high F-values, ranging from 710.344 to 1961.177; all had a very low significance level ($p < 0.001$), indicating that the models were highly significant.

Overall, the ANOVA results suggested that all four models were highly significant and explained a significant amount of variance in work completion quality. As

more predictors were added to the model, the sum of squares for the regression increased, indicating that including more predictors improved the model's ability to explain variance in work completion quality.

Table 4.17 Work completion quality analysis using coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	St. Error	Beta		
1	(Constant)	0.629	0.083		7.546	0.000
	credibility	0.866	0.020	0.873	44.285	0.000
2	(Constant)	0.381	0.078		4.901	0.000
	credibility	0.468	0.037	0.472	12.549	0.000
	executive force	0.453	0.038	0.454	12.073	0.000
3	(Constant)	0.371	0.075		4.953	0.000
	credibility	0.285	0.045	0.287	6.352	0.000
	executive force	0.366	0.038	0.367	9.535	0.000
	innovation	0.276	0.040	0.291	6.887	0.000
4	(Constant)	0.334	0.076		4.383	0.000
	credibility	0.258	0.046	0.260	5.621	0.000
	executive force	0.316	0.043	0.316	7.320	0.000
	innovation	0.262	0.040	0.276	6.505	0.000
	leadership	0.100	0.040	0.098	2.488	0.013

a. Dependent Variable: Work completion quality

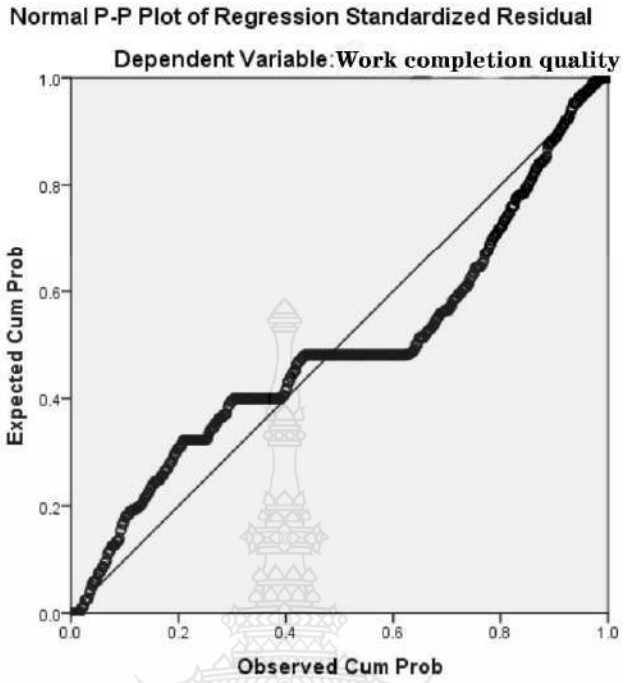


Figure 4.1 Work completion quality of Normal p-p plot of regression standardized residual

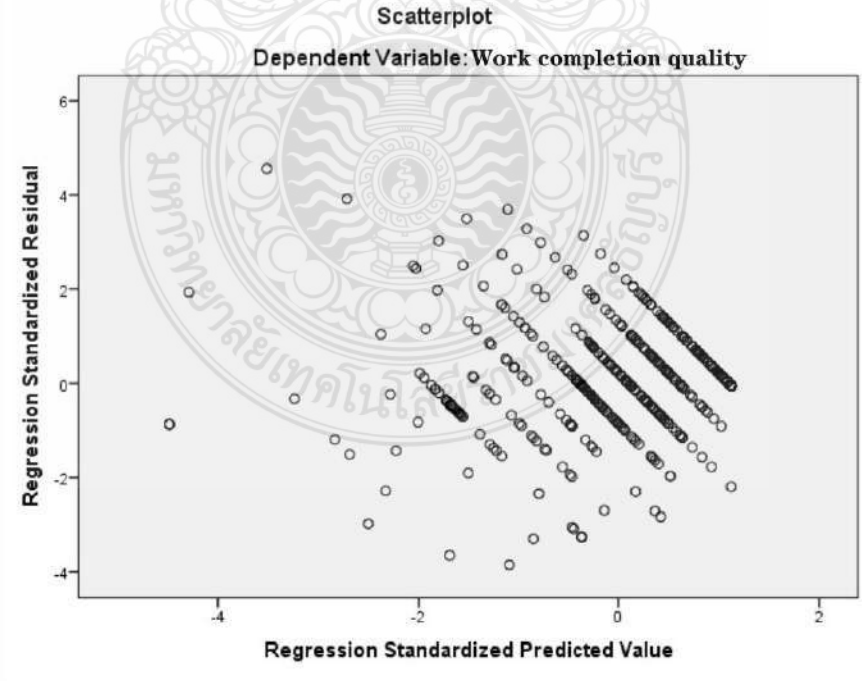


Figure 4.2 Work completion quality of scatterplot

Table 4.17 presents the coefficients for the work completion quality analysis. The coefficients table shows the unstandardized coefficients, standardized coefficients, t-values, and significance levels for each model.

The unstandardized coefficients represented the change in the dependent variable (work completion quality) associated with a one-unit change in the independent variable. The standardized coefficients represented the change in the dependent variable associated with a one-standard deviation change in the independent variable.

The t-value measured the significance of the relationship between the independent variable and the dependent variable. A higher t-value indicated a stronger relationship between the variables. In this case, all of the t-values were high and significant ($p < 0.05$), indicating that all of the independent variables (credibility, executive force, innovation, and leadership) were significantly related to work completion quality.

Overall, the results suggest that credibility, executive force, innovation, and leadership were all important predictors of work completion quality. As more predictors were added to the model, the standardized coefficients generally decreased in magnitude, indicating that the effect of each predictor became smaller when accounting for the other predictors in the model. However, all of the predictors remained significant even when accounting for each other.

4.5.2 Multiple regression analysis with work completion time as the dependent variable

Based on gradual regression, the model R square value of the variable was 0.825, which means that leadership, executive force, learning ability, credibility and innovation could explain 82.5% of the change in the work completion time.

The result of Table 4.18 below suggested that each model was a good fit for the data, as indicated by the high R and R-squared values. As more predictors were

added to the model, the R-squared value increased, indicating that the additional predictors were contributing to a better fit of the model.

Overall, the results suggested that credibility, executive force, and innovation were all important predictors of work completion time. The adjusted R-squared value increased with each model, indicating that each additional predictor was contributing to a better fit of the model. The standard error of the estimate decreased with each model, indicating that the accuracy of the predictions was improving as more predictors were added to the model.

Table 4.18 Summary of work completion time model

Model	R	R Square	Adjusted R Square	St. Error of the Estimate
1	0.878[a]	0.771	0.771	0.352
2	0.905[b]	0.819	0.818	0.314
3	0.908[c]	0.825	0.824	0.309

a. Predictors: (Constant), credibility

b. Predictors: (Constant), credibility, executive force

c. Predictors: (Constant), credibility, executive force, innovation

d. Dependent Variable: Work completion time

The model F was tested by the stepwise method. It was found that the model had passed the F test ($F=959.931$, $p=0.000 <0.05$). Thus, the regression was performed using the ANOVA test.

Table 4.19 Work completion time using ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	257.994	1	257.994	2072.114	0.000[b]
	Residual	76.448	614	0.125		
	Total	334.442	615			
2	Regression	273.759	2	136.879	1382.719	0.000[c]
	Residual	60.683	613	0.099		
	Total	334.442	615			
3	Regression	275.825	3	91.942	959.931	0.000[d]
	Residual	58.617	612	0.096		
	Total	334.442	615			

a. Dependent Variable: Work completion time
b. Predictors: (Constant), credibility
c. Predictors: (Constant), credibility, executive force
d. Predictors: (Constant), credibility, executive force, innovation

Among the factors affecting work completion time, the significant influence degree of leadership and learning ability was not obvious; as a result, it was excluded from the variable analysis in the regression. Executive force, credibility and innovation all had a significant positive impact on the work completion time. Among them, executive force had the highest positive impact on work completion time.

Table 4.20 Work completion time using Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	0.574	0.082		7.019	0.000
	credibility	0.873	0.019	0.878	45.520	0.000
2	(Constant)	0.322	0.076		4.258	0.000
	credibility	0.469	0.036	0.472	12.925	0.000
	executive force	0.461	0.037	0.461	12.620	0.000
3	(Constant)	0.316	0.074		4.242	0.000
	credibility	0.346	0.044	0.348	7.788	0.000
	executive force	0.402	0.038	0.402	10.569	0.000
	innovation	0.185	0.040	0.194	4.644	0.000

a. Dependent Variable: Work completion time

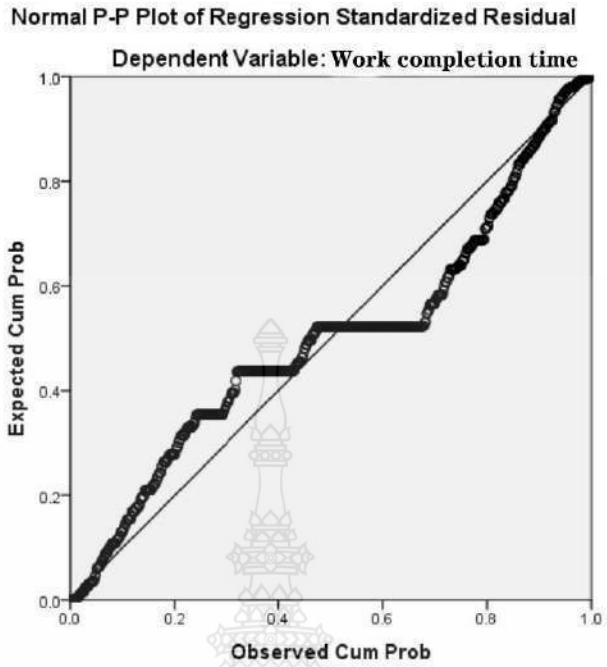


Figure 4.3 Work completion time of Normal p-p plot of regression standardized residual

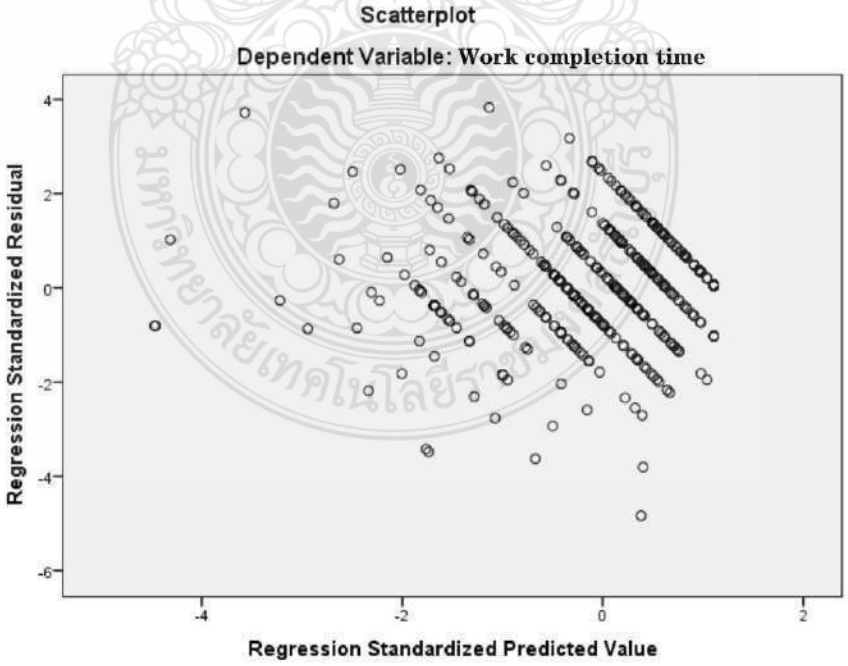


Figure 4.4 Work completion time of scatterplot

Table 4.20 presents the coefficients for the work completion time analysis. The coefficients table reveals the unstandardized coefficients, standardized coefficients, t-values, and significance levels for each model.

The unstandardized coefficients represented the change in the dependent variable (work completion time) associated with a one-unit change in the independent variable. The standardized coefficients represented the change in the dependent variable associated with a one-standard deviation change in the independent variable.

The t-value measured the significance of the relationship between the independent variable and the dependent variable. A higher t-value indicated a stronger relationship between the variables. In this case, all of the t-values were high and significant ($p < 0.05$), indicating that all of the independent variables were significantly related to work completion time.

Overall, the results suggested that credibility, executive force, and innovation were all important predictors of work completion time. As more predictors were added to the model, the standardized coefficients generally decreased in magnitude, indicating that the effect of each predictor became smaller when accounting for the other predictors in the model. However, all of the predictors remained significant even when accounting for each other.

Besides, the results suggested that higher levels of credibility, executive force, and innovation were associated with shorter work completion times. This information could be useful for project managers who want to optimize their team's performance and reduce project completion time.

4.5.3 Multiple regression analysis with work attitude as dependent variable

The linear regression analysis with leadership, executive force, learning ability, credibility and innovation as independent variables and work attitude as the dependent variable is displayed in the following table. The square value of model R was

0.803, which means that leadership, executive force, learning ability, credibility and innovation could explain 80.3% of the reasons for the change in work attitude.

Overall, the results suggested that credibility, executive force, innovation, learning ability, and leadership were all important predictors of work attitude. The adjusted R-squared value increased with each model, indicating that each additional predictor was contributing to a better fit of the model. The standard error of the estimate decreased with each model, indicating that the accuracy of the predictions was improving as more predictors were added to the model.

Table 4.21 Summary of work attitude model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.867[a]	0.752	0.752	0.385
2	0.891[b]	0.794	0.793	0.351
3	0.894[c]	0.800	0.799	0.346
4	0.895[d]	0.802	0.800	0.345
5	0.896[e]	0.803	0.801	0.344

a. Predictors: (Constant), credibility
b. Predictors: (Constant), credibility, executive force
c. Predictors: (Constant), credibility, executive force, innovation
d. Predictors: (Constant), credibility, executive force, innovation, learning ability
e. Predictors: (Constant), credibility, executive force, innovation, learning ability, leadership
f. Dependent Variable: Work attitude

In the F-test of the model, the model was found to be F-tested (F=497.346, p=0.000 <0.05).

Table 4.22 Work attitude using ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	276.555	1	276.555	1862.810	0.000[b]
	Residual	91.155	614	0.148		
	Total	367.711	615			
2	Regression	291.827	2	145.913	1178.710	0.000[c]
	Residual	75.884	613	0.124		
	Total	367.711	615			
3	Regression	294.045	3	98.015	814.283	0.000[d]
	Residual	73.666	612	0.120		
	Total	367.711	615			
4	Regression	294.792	4	73.698	617.526	0.000[e]
	Residual	72.919	611	0.119		
	Total	367.711	615			
5	Regression	295.278	5	59.056	497.346	0.000[f]
	Residual	72.432	610	0.119		
	Total	367.711	615			

a. Dependent Variable: Work attitude
b. Predictors: (Constant), credibility
c. Predictors: (Constant), credibility, executive force
d. Predictors: (Constant), credibility, executive force, innovation
e. Predictors: (Constant), credibility, executive force, innovation, learning ability
f. Predictors: (Constant), credibility, executive force, innovation, learning ability, leadership

The model formula was: working attitude =0.142 + 0.091 * leadership + 0.314 * executive force + 0.105 * learning ability+ 0.319 * credibility + 0.145 * innovation, the regression coefficient of leadership reached 0.091 (t=2.025, p=0.043 <0.05); leadership could significantly affect the work attitude. The regression coefficient value of executive force reached 0.314 (t=6.348, p=0.000 <0.01), and the executive force had a significant positive impact on working attitude. The regression coefficient value of learning ability reached 0.105 (t=2.152, p=0.032 <0.05), and learning ability had an obvious positive effect on working attitude. The regression coefficient value of the credibility reached 0.319 (t=6.030, p=0.000 <0.01), and the credibility had a very obvious positive impact on the working attitude. The regression coefficient value of innovation was 0.145

(t=3.067, p=0.002 <0.01), which would have a significant positive impact on work attitude.

Table 4.23 Work attitude using coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	St. Error	Beta		
1	(Constant)	0.435	0.089		4.868	0.000
	credibility	0.904	0.021	0.867	43.160	0.000
2	(Constant)	0.187	0.085		2.207	0.028
	credibility	0.506	0.041	0.486	12.475	0.000
	executive force	0.454	0.041	0.432	11.107	0.000
3	(Constant)	0.180	0.083		2.158	0.031
	credibility	0.379	0.050	0.364	7.605	0.000
	executive force	0.393	0.043	0.375	9.208	0.000
	innovation	0.192	0.045	0.192	4.292	0.000
4	(Constant)	0.176	0.083		2.120	0.034
	credibility	0.338	0.052	0.324	6.477	0.000
	executive force	0.354	0.045	0.338	7.825	0.000
	innovation	0.152	0.047	0.152	3.230	0.001
	learning ability	0.121	0.048	0.120	2.502	0.013
5	(Constant)	0.142	0.085		1.684	0.093
	credibility	0.319	0.053	0.306	6.030	0.000
	executive force	0.314	0.049	0.299	6.348	0.000
	innovation	0.145	0.047	0.145	3.067	0.002
	learning ability	0.105	0.049	0.104	2.152	0.032
	leadership	0.091	0.045	0.085	2.025	0.043

a. Dependent Variable: Work attitude

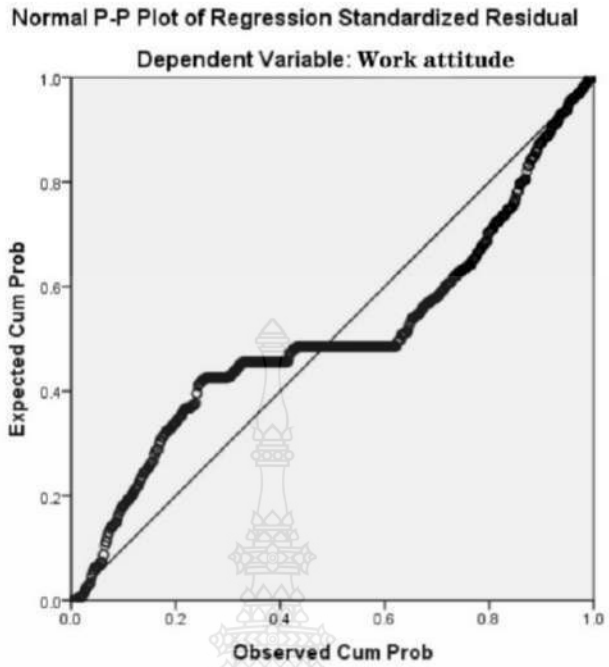


Figure 4.5 Work attitude of Normal p-p plot of regression standardized residual

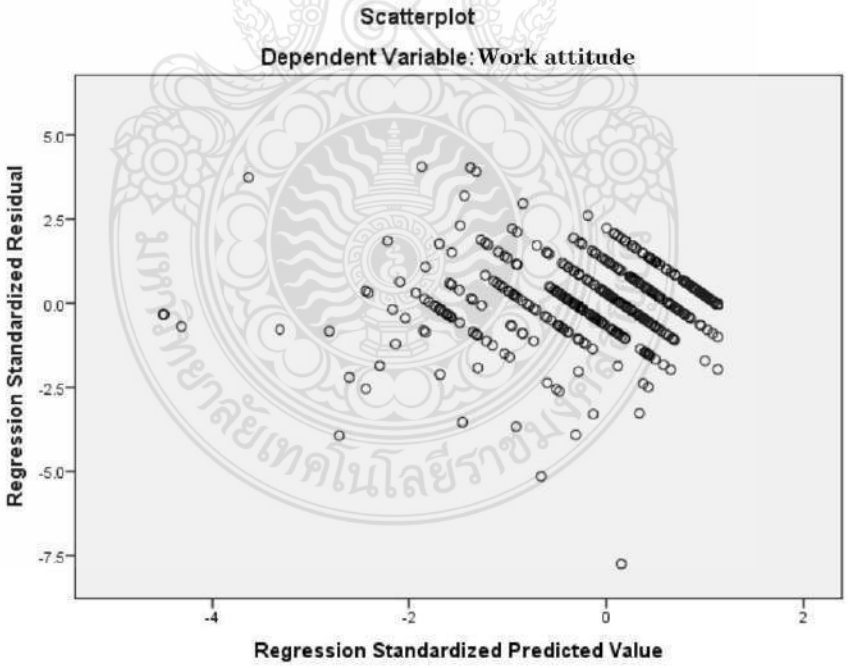


Figure 4.6 Work attitude of scatterplot

4.5.4 Multiple regression analysis with work ability as dependent variable

The results of linear regression analysis with leadership, executive force, learning ability, credibility and innovation as independent variables and working ability as dependent variables are displayed in the following table. The calculation formula of the model is presented as follows:

Work ability =0.286 + 0.131 * leadership + 0.200 * executive force + 0.134 * learning ability + 0.390 * credibility + 0.094 * innovation, model R square value of 0.822, which meant leadership, executive force, learning ability, credibility and innovation could explain 82.2% of the change in work ability.

Table 4.24 Summary[f] of work ability model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.885[a]	0.783	0.782	0.346
2	0.900[b]	0.811	0.810	0.324
3	0.904[c]	0.817	0.816	0.318
4	0.906[d]	0.820	0.819	0.316
5	0.906[e]	0.822	0.820	0.315

a. Predictors: (Constant), credibility

b. Predictors: (Constant), credibility, executive force

c. Predictors: (Constant), credibility, executive force, learning ability

d. Predictors: (Constant), credibility, executive force, learning ability, leadership

e. Predictors: (Constant), credibility, executive force ability, learning ability, leadership, innovation

f. Dependent Variable: Work ability

In the F-test of the model, the model was found to be F-tested (F=561.574, p=0.000 <0.05).

Table 4.25 Work ability using ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	265.988	1	265.988	2211.404	0.000[b]
	Residual	73.852	614	0.120		
	Total	339.841	615			
2	Regression	275.476	2	137.738	1311.801	0.000[c]
	Residual	64.365	613	0.105		
	Total	339.841	615			
3	Regression	277.598	3	92.533	909.823	0.000[d]
	Residual	62.243	612	0.102		
	Total	339.841	615			
4	Regression	278.714	4	69.679	696.487	0.000[e]
	Residual	61.126	611	0.100		
	Total	339.841	615			
5	Regression	279.188	5	55.838	561.574	0.000[f]
	Residual	60.653	610	0.099		
	Total	339.841	615			

a. Dependent Variable: Work ability
b. Predictors: (Constant), credibility
c. Predictors: (Constant), credibility, executive force
d. Predictors: (Constant), credibility, executive force, learning ability
e. Predictors: (Constant), credibility, executive force , learning ability, leadership
f. Predictors: (Constant),credibility, executive force, learning ability, leadership, innovation

Table 4.25 presents the ANOVA results of the work ability analysis. The ANOVA table shows the sum of squares, degrees of freedom, mean square, F-value, and significance level of each model.

The F-value measured the significance of the relationship between the independent variables and the dependent variable. A higher F-value indicated a stronger relationship between the variables. In this case, all of the F-values were high and significant ($p < 0.05$), indicating that all of the independent variables were significantly related to work ability.

Overall, the results suggested that credibility, executive force, learning ability, leadership, and innovation were all important predictors of work ability. As more

predictors were added to the model, the F-value generally increased, indicating that the effect of each predictor became stronger when accounting for the other predictors in the model.

Table 4.26 Work ability using Coefficient[s]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	St. Error	Beta	t	Sig.
1	(Constant)	0.540	0.080		6.723	0.000
	credibility	0.886	0.019	0.885	47.026	0.000
2	(Constant)	0.345	0.078		4.429	0.000
	credibility	0.573	0.037	0.572	15.332	0.000
	executive force	0.358	0.038	0.355	9.506	0.000
3	(Constant)	0.337	0.077		4.391	0.000
	credibility	0.467	0.044	0.466	10.726	0.000
	executive force	0.276	0.041	0.274	6.715	0.000
	learning ability	0.193	0.042	0.198	4.567	0.000
4	(Constant)	0.285	0.078		3.678	0.000
	credibility	0.433	0.044	0.432	9.750	0.000
	executive force	0.213	0.045	0.211	4.733	0.000
	learning ability	0.165	0.043	0.169	3.863	0.000
	leadership	0.138	0.041	0.134	3.341	0.001
5	(Constant)	0.286	0.077		3.699	0.000
	credibility	0.390	0.048	0.389	8.043	0.000
	executive force	0.200	0.045	0.198	4.423	0.000
	learning ability	0.134	0.045	0.138	2.988	0.003
	leadership	0.131	0.041	0.127	3.167	0.002
	innovation	0.094	0.043	0.098	2.182	0.029

a. Dependent Variable: Work ability

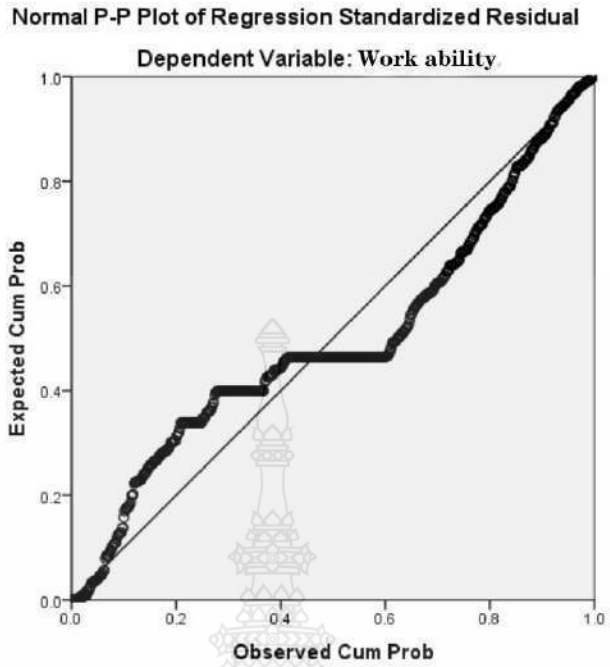


Figure 4.7 Work ability of normal p-p plot of regression standardized residual

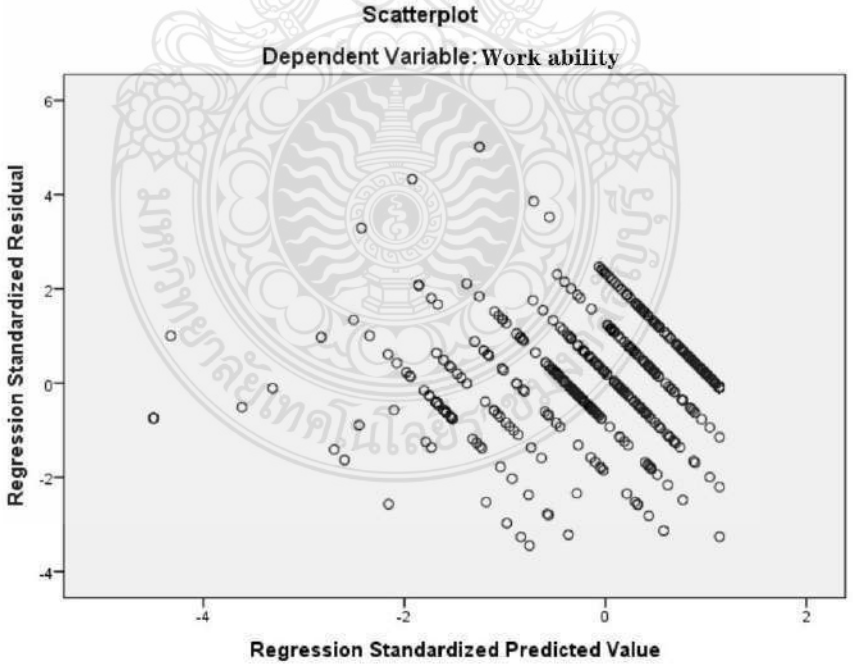


Figure 4.8 Work ability of scatterplot

The regression coefficient value of leadership was 0.131 (t=3.167, p=0.002 <0.01), which revealed a significant positive effect of leadership on work ability. The regression coefficient of executive force reached 0.200 (t=4.423, p=0.000 <0.01), so executive force had a significant positive impact on working ability. The regression coefficient value of learning ability reached 0.134 (t=2.988, p=0.003 <0.01), which indicated that learning ability had a significant positive effect on working ability. The regression coefficient value of credibility reached 0.390 (t=8.043, p=0.000 <0.01), indicating that credibility had an obvious positive impact on working ability. The regression coefficient value of innovation was 0.094 (t=2.182, p=0.029 <0.05), so innovation had a significant positive impact on work ability.

Overall, the results suggested that credibility, executive force, learning ability, leadership, and innovation were all important predictors of work ability. As more predictors were added to the model, the standardized coefficients generally decreased in magnitude, indicating that the effect of each predictor became smaller when accounting for the other predictors in the model. However, all the predictors remained significant even when accounting for each other.

4.5.5 Summary of models

Credibility, executive force, innovation, and leadership were significant factors that had a significant impact on the quality of work completion. In addition, they constituted an important component of work quality. During the F-test, it was found that the model passed the F-test, and the results revealed that F=710.344, p=0.000<0.05, thus providing its ultimate effectiveness. Due to the R square of the model being 0.822, the model could explain 82.2% of the relationship between variables.

In the analysis of work completion time as the dependent variable, credibility, executive force, and innovation all had a significant positive impact on work completion time, with executive force having the most prominent positive impact. During the F-test, it was found that the model passed the F-test and its F value was 959.931,

p=0.000<0.05, indicating the effectiveness of the model. After the ANOVA test, we drew the conclusion of regression. Due to the R square of the model being 0.825, the model could explain 82.5% of the relationship between variables.

When analyzing the influencing factors of work attitude, more than five factors, including credibility, executive force, innovation, learning ability, and leadership were included, all had a significant positive impact on work attitude. The positive impact of credibility was the most significant. During the F-test, it was found that the model had passed the F-test (F=497.346, p=0.000<0.05). This result showed that our model had high reliability and was effective and feasible. When the R-squared value was 0.803, it could be inferred that leadership, executive force, learning ability, credibility, and innovation had a significant impact on 80.3% of work attitude.

In the analysis of factors that affected work ability, credibility, executive force, learning ability, leadership, and innovation all had a significant positive impact on work ability, which could not be ignored. The coefficient of influence of credibility on work ability was as high as 0.390, and its impact on work efficiency was the most significant. During the F-test, it could be concluded that the model had passed the F-test (F=561.574, p=0.000<0.05), which indicated that our model showed a high degree of reliability. The R-squared value of the model was 0.822, representing five factors: leadership, executive force, learning ability, credibility, and innovation. It could explain 82.2% of the changes in work ability.

Table 4.27 Summary of ANOVA and coefficients models

Model	B	S td. Error	β	t	p	F	R^2	ChangeR^2
1	0.334	0.076		4.383	0.000	710.344	0.823	0.822
	0.258	0.046	0.260	5.621	0.000			
	0.316	0.043	0.316	7.320	0.000			
	0.262	0.040	0.276	6.505	0.000			
	0.100	0.040	0.098	2.488	0.013			
2	0.316	0.074		4.242	0.000	959.931	0.825	0.824
	0.346	0.044	0.348	7.788	0.000			
	0.402	0.038	0.402	10.569	0.000			
	0.185	0.040	0.194	4.644	0.000			
3	0.142	0.085		1.684	0.093	497.346	0.803	0.801
	0.319	0.053	0.306	6.030	0.000			
	0.314	0.049	0.299	6.348	0.000			
	0.145	0.047	0.145	3.067	0.002			
	0.105	0.049	0.104	2.152	0.032			
	0.091	0.045	0.085	2.025	0.043			
4	0.286	0.077		3.699	0.000	561.574	0.822	0.820
	0.390	0.048	0.389	8.043	0.000			
	0.200	0.045	0.198	4.423	0.000			
	0.134	0.045	0.138	2.988	0.003			
	0.131	0.041	0.127	3.167	0.002			
	0.094	0.043	0.098	2.182	0.029			

Dependent Variable: Work efficiency

According to Table 4. 28, it can be seen that taking leadership, execution, learning ability, credibility, and innovation as independent variables and work efficiency as dependent variable for linear regression analysis, the result revealed that the model formula was: work efficiency= 0. 263+ 0. 096* leadership+ 0. 297* execution+ 0. 071* learning ability+ 0. 320 * credibility+ 0. 166 * innovation. The R-squared value of the model was 0. 904, which meant leadership, execution, learning ability, and credibility,

innovation could explain 90.4% of the changes in work efficiency. When conducting an F- test on the model, it was found that it had passed the F- test (F= 1147. 268, p= 0. 000<0. 05) . Leadership, execution, learning ability, credibility, and innovation all had a significant positive impact on work efficiency.

Table 4.28 Linear regression analysis of work characteristics on work efficiency (n=616)

	B	β	t	p	Total
(Constant)	0.263	-	4.850	0.000**	-
A1	0.096	0.098	3.328	0.001**	0.182
A2	0.297	0.308	9.353	0.000**	0.146
A3	0.071	0.076	2.246	0.025*	0.138
A4	0.320	0.334	9.428	0.000**	0.125
A5	0.166	0.181	5.477	0.000**	0.145
R^2		0.904			
adj. R^2		0.903			
F		F (5,610) =1147.268, p=0.000			

Dependent Variable: Work efficiency
* p<0.05 ** p<0.01

Table 4.29 Summary of multiple regression model

				Change Statistics		
Model	R	R Square	Adjusted R Square	R Square Change	F Change	P
1	0.920[a]	0.896	0.846	0.846	3382.172	0.000
2	0.944[b]	0.892	0.891	0.045	256.093	0.000
3	0.948[c]	0.899	0.898	0.007	43.252	0.000
4	0.949[d]	0.901	0.900	0.002	13.834	0.000
5	0.950[e]	0.902	0.901	0.001	4.901	0.027

According to Table 4.29, based on the review of multiple regression models, neither the R-squared nor adjusted R-squared of the model revealed significant fluctuations. This indicated that the model was stable and effective and could effectively predict sample data. The R-squared variation value of Model 1 was 0.846; the variation

value of Model 2 was 0.045; the variation value of Model 3 was 0.007; the variation value of Model 4 was 0.002; the variation value of Model 5 was 0.001, and the significance level of F did not exceed the 0.05 level. Therefore, it could be concluded that they all were significant.

4.6 Summary of interviews

This interview summary part contains responses from two student leaders, two regular students, and two instructors. According to work efficiency of student cadres summary, there are five problems as shown in the following Table 4.30.

Table 4.30 Summary of interviews

Problems of work efficiency	Characteristics	Countermeasure
1 Weak leadership	1.1 Lack of leadership awareness and methodological skills 1.2 Lack of a global perspective 1.3 Lack of overall coordination ability 1.4 Low work ability and level 1.5 In urgent and complex situations, one may fall into panic and confusion	1.1 Pay attention to the cultivation of leadership ability and the improvement of comprehensive ability 1.2 Strengthen the cultivation of their own quality cultivation and psychological quality 1.3 Cultivate a strong sense of responsibility and a rigorous work style
2Weak executive force ability	2.1 Low ideological awareness 2.2 Lack of initiative and organization in doing things, resulting in procrastination 2.3 Information sharing and communication between teachers and student leaders is not smooth enough.	2.1 Actively complete the work and provide follow-up tracking service 2.2 Strengthen the communication with others, and achieve humanistic care

Table 4.30 Summary of interviews (Cont.)

Problems of work efficiency	Characteristics	Countermeasure
3Lack of innovation	3.1 Ideological rigidity 3.2 Lack of critical thinking and innovation 3.3 Activities are unattractive and lack of openness. 3.4 Innovative thinking and innovation is weak.	3.1 Strengthen innovation education 3.2 Provide more space for innovation
4 Lack of learning ability	4.1 Lack of working methods and skills 4.2 Not familiar with the workflow 4.3 Lack of active mastery of new knowledge and skills 4.4 Lack of planning and thinking for their own development 4.5 Learning efficiency and learning quality is not high.	4.1 Strengthen self-learning, improve their own ability level 4.2 Master the latest knowledge and skills to enhance their own competitive strength
5 Low credibility	5.1 Having conflicts and distrust with ordinary students 5.2 Lack of sufficient prestige and persuasion 5.3 Simple and rough working methods 5.4 Explanation and poor communication with students	5.1 Attach importance to the communication and cooperation between students 5.2 Improve communication and fulfilment of responsibilities

4.6.1 Weak leadership

Overall, this point highlights various aspects of weak leadership, including a lack of awareness, inadequate skills, limited perspective, coordination difficulties, lower competence, and vulnerability to pressure.

"The leadership ability of some student cadres in the current school is relatively weak, lack of leadership awareness and methods and skills, and some student cadres are not clear, which leads to the inability to provide timely and effective guidance and help students." (Respondent R1, Ordinary student, 2023).

"Their vision is limited to immediate and transient benefits and they lack long-term planning for the future, so they often remain superficial and are unable to gain insight into deeper difficulties." (Respondent V1, Student cadre, 2023).

"Some student leaders have failed to make full use of the synergy of resources and capabilities, and have occasionally triggered conflicts between various activities, affecting the normal work process and efficiency." (Respondent R2, Ordinary student, 2023).

4.6.2 Weak executive force ability

Overall, this point highlights various aspects of weak executive force ability, including a lack of ideological awareness, poor initiative and organization, improper work attitude, communication difficulties, and ineffective information sharing.

"The lack of resourcefulness and boldness of student leaders in higher education in the process of dealing with problems leads to a lack of flexibility in thinking."(Respondent R2, Ordinary student, 2023).

"Due to the fact that student cadres in colleges and universities are more passive in performing their tasks, lack of enthusiasm, procrastination, and improper attitude, the tasks cannot be completed in time, which leads to a lack of confidence and unwillingness to actively participate in the work."(Respondent V1, Student cadre, 2023).

"Teachers are often not fully aware of the suggestions and demands of the student leaders, which leads to the inability of the student leaders to be informed of the ideas of the teachers. (Respondent M2, Teacher, 2023).

4.6.3 Lack of innovation

Overall, this point highlights various aspects related to a lack of innovation and critical thinking, including ideological rigidity, difficulty with generating new ideas, resistance to new experiences, and weakness in innovative thinking.

"Some student leaders are too conservative to try new things, resulting in their mode of thinking being restricted to a certain range. Due to the lack of innovative thinking, they are unable to organically integrate new ideas into student work, thus failing to give full play to their potentials and roles."(Respondent V1, Student cadre, 2023).

"Due to the lack of attention to thinking training, they are more inclined to blindly accept theoretical knowledge rather than thinking deeply about theories and applying them in practice so as to identify problems and find effective solutions."(Respondent M2, Teacher, 2023).

"Some of the activities carried out by student leaders lacked diversity, participation and enthusiasm, and they tended to follow a strict programme of step-by-step activities that lacked openness and did not allow participants to experience interesting experiences." (Respondent R2, Ordinary student, 2023).

4.6.4 Lack of learning ability

Overall, this point highlights various aspects related to a lack of effective working methods, unfamiliarity with workflows, passive learning approaches, insufficient planning for personal development, and lower learning efficiency and quality. Addressing these areas can contribute to improve performance, growth, and success in one's work.

"As a result of the epidemic, some student leaders lacked formal training and effective management skills, as well as the ability to think independently and be familiar with work processes." (Respondent M1, Teacher, 2023).

"Some student leaders lack a proactive attitude in the learning process and fail to adapt to new changes in a timely manner, resulting in a lack of in-depth understanding of new knowledge and skills, an inability to organically integrate what they have learnt, as well as a lack of interdisciplinary learning skills." (Respondent R2, Ordinary student, 2023).

"As student leaders are often occupied with activities, they have no time to think deeply about their career development. In addition, due to their heavy responsibilities and workload, student leaders are often overwhelmed by trivial and pressing issues, thus preventing them from focusing on their own growth and development and making it difficult for them to formulate effective planning programmes." (Respondent R1, Ordinary student, 2023).

"Without timely and strong support from teachers and schools, the study habits of some college student leaders will be seriously affected and their learning outcomes will be greatly reduced."(Respondent V1, Student cadre, 2023).

4.6.5 Low credibility

Overall, this point highlights various aspects related to a lack of effective communication, cooperation, and leadership between student cadres and ordinary students. Addressing these areas can contribute to improve relationships, trust, and success in student work within universities.

"Some ordinary students are skeptical about what student leaders say and the duties they are expected to perform because they are concerned about the possibility of poor decision-making by university student leaders in the conduct of school affairs."(Respondent M2, Teacher, 2023).

"Very often, student leaders forget that their original heart and mission is to serve students, and some of them fail to solve the problems faced by students in a timely manner and lack the awareness of serving students. In addition, student leaders

fail to really stimulate the initiative of students and fail to formulate a scientific programme of activities according to the actual situation." (Respondent V1, Student cadre. 2023).

"Some student leaders fail to appreciate the demands of ordinary students, and students may be skeptical about the explanations given by student leaders, which may be too brief. Furthermore, student leaders may ignore the opinions and suggestions of students due to ambiguous definitions of their duties, thus negatively affecting the trust of student leaders." (Respondent R2, Ordinary student, 2023).

This section provides suggestions from two student leaders, two regular students, and two mentors on how to improve the effectiveness of student leaders in higher education.

1) Ways to improve your leadership skills: 1) Pay attention to the cultivation of leadership ability and the improvement of comprehensive ability, 2) Strengthen the cultivation of their own quality cultivation and psychological quality, and 3) Cultivate a strong sense of responsibility and a rigorous work style.

2) Ways to improve executive force: 1) Actively complete the work and provide follow-up tracking service, and 2) Strengthen the communication with others, to achieve humanistic care.

3) Ways to increase innovation: 1) Strengthen innovative education and enhance practical skills, and 2) Provide more space for innovation.

4) Ways to improve your learning ability: 1) Strengthen Self-learning, improve their own ability level, and 2) Master the latest knowledge and skills to enhance their own competitive strength.

5) Ways to enhance credibility: 1) Attach importance to the communication and cooperation between students, and 2) Improve communication and fulfilment of responsibilities.

CHAPTER 5
DISCUSSION AND RECOMMENDATION

This section presents summary of participants, conclusions on factor analysis, discussions, recommendations for improvement and further study, limitations of the study, and directions for future research.

5.1 Summary of participants

The participants or sample of the study were categorized by gender, faculty, and grade (year of study). Most of the gender was male (52.92%); female (47.08%). The professional category was science (44.64%), with the highest proportion, followed by engineering (37.01%), humanities (12.34%), and others (6.01%). The proportion of freshmen (51.79%) was the highest, followed by sophomores (22.89%), juniors (16.88%), and seniors (8.44%).

5.2 Conclusion on factor analysis

The conclusions of the factor analysis were drawn and presented below.

5.2.1 Leadership factors

The score for student cadres' ability to effectively implemented tasks assigned by the organization was 4.263, with a standard deviation of 0.792. Therefore, the ability of student cadres to effectively assign tasks was most prominent among leadership factors. Secondly, the score of student cadres being able to make reasonable plans for tasks based on urgency was 4.175, with a standard deviation of 0.829. The score for student cadres with strong leadership awareness was 4.170, with a standard deviation of 0.816. The score for student cadres who could effectively integrate various resources

within the organization was 4.141, with a standard deviation of 0.825. The resource integration and leadership awareness abilities of student cadres were relatively weak.

5.2.2 Execution factors

The score of high school student cadres with strong team spirit and cooperation awareness in the surveyed group was 4.261, with a standard deviation of 0.817. The score of student cadres with good organizational, coordination, and communication skills was 4.244, with a standard deviation of 0.790. Therefore, student cadres exhibited good teamwork spirit, cooperation awareness, and organizational coordination and communication skills. The work skill level score of student cadres was relatively low, with a score of 4.193 and a standard deviation of 0.822. Therefore, the work skills of student cadres could be further improved.

5.2.3 Learning ability factors

The student cadres with higher learning efficiency and quality scored the highest, with a score of 4.162 and a standard deviation of 0.836. Secondly, student cadres had active thinking and desired to master new knowledge and learn new skills, with a score of 4.149 and a standard deviation of 0.854. The score of student cadres who were good at discovering and posing problems was 4.140, with a standard deviation of 0.872. The score of student cadres with strong self-learning ability was 4.138, with a standard deviation of 0.839. Students had relatively low scores in terms of autonomous learning ability. Student cadres had relatively high levels of performance in learning efficiency and quality.

5.2.4 Credibility factors

The score for maintaining a good trust relationship between student cadres and ordinary students was 4.229, with a standard deviation of 0.843. The score of student cadres with high comprehensive abilities and significant work effectiveness was 4.226, with a standard deviation of 0.818. Therefore, the level of trust between student cadres

and the evaluation of their comprehensive abilities were relatively high. The score of the clarity of student cadres' job motivation was 4.193, with a standard deviation of 0.840. The score of cultivating student cadres with a sound evaluation mechanism was 4.149, with a standard deviation of 0.863. Therefore, the degree of clarity in motivation of student cadres to hold positions and the degree of cadre evaluation mechanism was relatively insufficient.

5.2.5 Innovative factors

The score of daring to showcase one's talents was 4.234, with a standard deviation of 0.819. The score of student cadres with strong innovative thinking and ability was 4.190, with a standard deviation of 0.839. Student cadres had shown outstanding performance in exerting their initiative and ability. The score of student cadres daring to criticize and doubt was 4.125, with a standard deviation of 0.910. The score of student cadres to create brand specific activities was 4.114, with a standard deviation of 0.916. Therefore, the ability of student cadres to create brand specific activities needs to be improved.

5.2.6 Work completion quality

Student cadres had gained a lot of experience in their work and had the highest score, followed by the satisfaction of teachers and students in school, with a score of 4.239 and a standard deviation of 0.794. The score of student cadres who enabled to complete various work tasks with high quality and achieve expected goals was 4.213, with a standard deviation of 0.828. Student cadres had the highest degree of experience in their work. The degree of high-quality completion of various tasks was relatively low.

5.2.7 Work completion time

Student cadres had a clear division of labor, and enabled to perform their respective duties, and efficiently complete tasks assigned by teachers, with the highest score of 4.266 and a standard deviation of 0.805. Secondly, student cadres were able to

quickly carry out their work after receiving tasks, with a score of 4.247 and a standard deviation of 0.803. The student cadres with the lowest score had good physical fitness and always maintained strong energy. Therefore, student cadres need to strengthen their physical fitness.

5.2.8 Work attitude

The score of student cadres who had a positive attitude towards work and were proactive was 4.266, with a standard deviation of 0.813. The score of student cadres who were rigorous and conscientious in their work, not careless or slack, was 4.218, with a standard deviation of 0.821. The score of student cadres with excellent work style and no exposure to "officialdom" was 4.208, with a standard deviation of 0.898. Therefore, student cadres need to be serious and rigorous in their work attitude, strengthen their work style, and pay attention not to be contaminated with "officialdom".

5.2.9 Work ability

The score of student cadres who could coordinate various student work and possessed a spirit of unity and cooperation was 4.297, with a standard deviation of 0.815. The score for meticulous and meticulous planning of student cadres' organizational activities was 4.252, with a standard deviation of 0.802. The score of student cadres who could provide suggestions and suggestions for various development was 4.240, with a standard deviation of 0.815. Therefore, there should be praise by the team spirit value of student cadres in coordinating work. Suggestions and suggestions for various developments can be further improved.

5.3 Factor characteristics

After analyzing the factor load coefficients of variables, it could be seen that the factor load coefficients of leadership were between 0.822 and 0.858. The factor load

coefficient for student cadres to effectively integrate various resources within the organization was the highest, with a coefficient of 0.858. The factor load distribution range of execution force was between 0.857 and 0.875. The factor load coefficient of student cadres with strong team spirit and cooperative consciousness was the highest. The factor load coefficient range of learning ability was between 0.852 and 0.874, with student cadres having active thinking and eager to master new knowledge and learn new skills having the highest factor load coefficient value. The factor load range of credibility was between 0.813 and 0.879. Among them, the factor with high comprehensive ability and significant work effectiveness among student cadres had the highest degree of load coefficient. The factor load coefficient of innovation was between 0.815 and 0.869. The factor load coefficient of student cadres with strong innovative thinking and innovation ability was the highest. The highest factor loads for work completion quality, work completion time, work attitude, and work ability were 0.887, 0.874, 0.895, and 0.879, respectively.

5.4 Discussion

The three objectives of this empirical research were to: 1) survey factors of role productivity and work efficiency of student cadres, 2) analyze the factors that affect the efficiency of student cadres' work, and 3) propose a new model for the work efficiency of student cadres in universities.

In this study, leadership, executive force, learning ability, credibility, and innovation were used as independent variables, whereas work completion quality was used as a dependent variable for regression analysis. It was found that credibility, executive force, innovation, and leadership had a significant positive impact on work completion quality while learning ability had no significant impact on work completion quality. In the actual work of student cadres, the majority of student groups would naturally follow when they saw the status of student cadres in their work. Their efficient

executive force ability could affect the motivation of other students, and credibility and leadership complemented each other. Leaders who had established deep prestige in the group and had had authority in the group had strong leadership in carrying out their work, which was very effective in promoting work. The innovative behavior of student cadres in their work could help improve work efficiency (Victoria, 2022), contributed more methods to work, and thus promoted effective improvement of work quality.

By conducting regression analysis with leadership, executive force, learning ability, credibility, and innovation as independent variables and work completion time as dependent variable, it was found that credibility, executive force, and innovation had a significant positive impact on work completion time while leadership and learning ability did not have a positive impact. The research results indicated that the credibility, executive force, and innovation of student cadres could positively promote work hours. Firstly, student cadres had credibility, which made it easier for students to develop a sense of trust in them (Ecker & Antonio, 2021) and followed their instructions to carry out their work. The executive force's ability demonstrated the responsibility of student cadres to lead by example. The stronger the executive force ability of student cadres, the more they could highlight their work attitude. Innovation could reduce the cost of time for efficient work.

By conducting regression analysis with leadership, executive force, learning ability, credibility, and innovation as independent variables and work attitude as dependent variables, it was found that leadership, executive force, learning ability, credibility, and innovation all had a significant positive impact on work attitude. We generally affirmed that the key to efficient work was to have a positive and upward work attitude, which could greatly affect the quality of work. A positive work attitude could stimulate workers' enthusiasm, allowing them to devote themselves more wholeheartedly to their work, and also stimulated employees' innovation, allowing them to unleash their talents in the face of challenges. The high-quality factors such as leadership, executive force, learning ability, credibility, and innovation possessed by student cadres themselves

could positively affect work attitudes and drove the work enthusiasm of the group (Prasetyo, 2022).

By conducting regression analysis with leadership, executive force, learning ability, credibility, and innovation as independent variables and work ability as the dependent variable, it was found that leadership has a significant positive impact on work ability, the executive force had a significant positive impact on work ability; and learning ability had a significant positive impact on work ability. Credibility had a significant positive impact on work ability; and innovation had a significant positive impact on work ability (Liu, 2014). From the analysis, the independent variables in this research had a significant positive impact on the dependent variable's work ability, indicating that the excellent qualities possessed by student cadres whether reflected in the credibility established in daily life or in leadership and executive force were mutually reinforcing. Their consistent learning ability and innovation abilities could help establish and exert the excellent qualities of student cadres, thereby affecting their work ability.

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, learning ability, credibility, and innovation all had a significant positive impact on work efficiency. Among them, credibility had the most significant impact on work efficiency (0.323) while learning ability had the weakest coefficient of impact on work efficiency (0.07). Credibility could explain the 84.6% impact on work efficiency. Credibility and executive force had an 89.2% impact on work efficiency while credibility, executive force, and innovation had an 89.9% impact on work efficiency. Credibility, executive force, innovation, and leadership had a 90.1% impact on work efficiency while credibility, executive force, innovation, leadership, and learning ability had a 90.2% impact on work efficiency.

Therefore, to improve the work efficiency of student cadres in universities, firstly, it was necessary to establish trust between student cadres and classmates, as well as to give student cadres a good reputation and influence among classmates. This was the foundation for improving the work efficiency of student cadres. Secondly, it was also necessary to cultivate the leadership awareness and executive force ability of student cadres so that they could master innovation and cooperation awareness. Thirdly, and more importantly, it was necessary to strengthen skill training for student cadres, cultivate their ability to learn independently, improve learning ability efficiency, and promote the development of work efficiency. Fourthly, only by combining leadership, executive force, learning ability, credibility, and innovation could the work efficiency of student cadres be maximized.

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

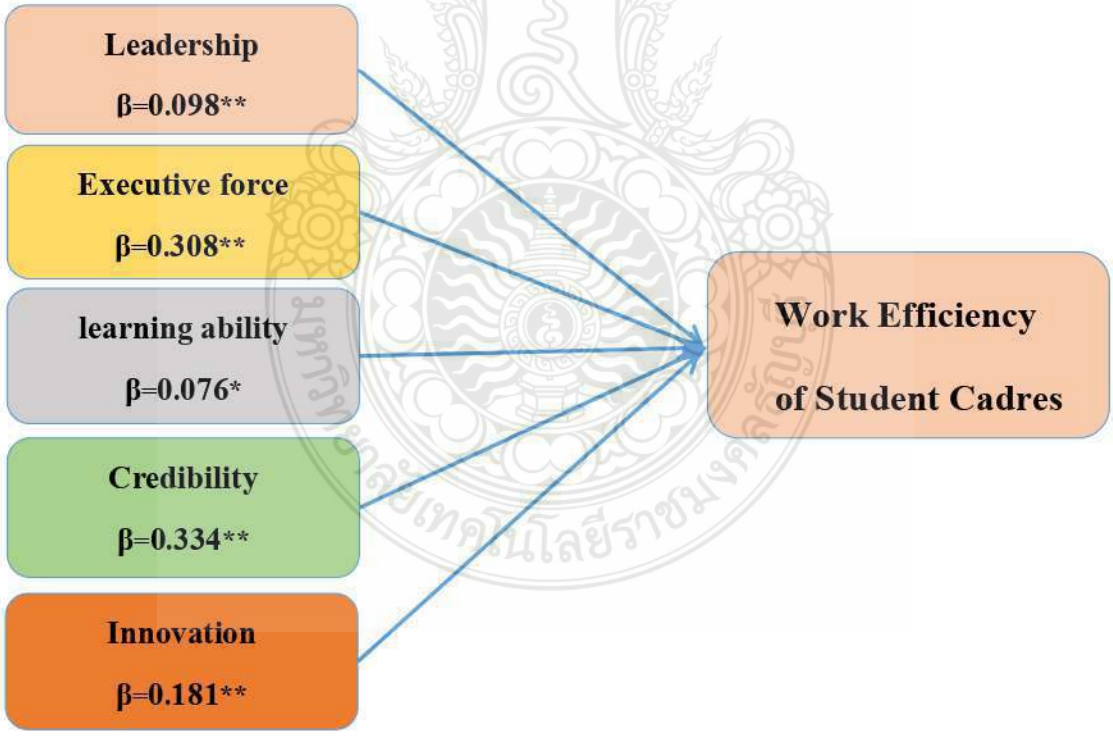


Figure 5.1 Model of student leaders' work efficiency in university

** $p<0.01$ * $p<0.05$, $R^2 = 0.902$

By analyzing the model of work efficiency for university student cadres, it was found that leadership (p=0.001), executive force (p=0.000), credibility (p=0.000), and innovation (p=0.000) had a significant impact on work efficiency (p<0.01) while learning ability (p=0.025) had less effect on work efficiency (P<0.05). Therefore, for schools, 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.

5.5 Conclusions

This study has adopted a combination of quantitative and qualitative research methods. The research objectives were to: 1) investigate the factors that affected the productivity and work efficiency of student cadres' roles, 2) analyze the factors that affected the work efficiency of student cadres, and 3) propose a new model for the work efficiency of student cadres in universities. The research subjects were 630 teachers and students of Hainan Tropical Ocean University.

The research tools consisted of a survey questionnaire and interview forms on the work efficiency of student cadres at Hainan Tropical Ocean University. Sample information was collected through the distribution of paper questionnaires (offline) and the use of questionnaire star software (online). The questionnaire contained variables such as leadership, execution, learning, credibility, innovation, and work completion quality, work completion time, work attitude, and work ability. The questionnaire was tested for reliability by three scholars and validated for validity through 32 samples, with a value between 0.733 and 0.837. The total sample value is 0.949. The author used statistical devices including descriptive statistics, correlation statistics, and multiple regression analysis (stepwise) for the analysis of data.

Data analysis was conducted by using SPSS program (26.0 version) for descriptive statistics (goal 1), including frequency, mean, percentage, standard deviation, correlation analysis (goal 1), and multiple regression analysis (goals 1 and 2).

Leadership, execution, learning, credibility, and innovation was used as independent variables, whereas work efficiency as dependent variable for linear regression analysis. The model formula was:

Work efficiency=0.263+0.096*leadership+0.297*execution+0.071*learning+ 0.320*credibility+0.166*innovation.

The R-squared value of the model was 0.904, which means that leadership, execution, learning, and credibility, innovation could explain 90.4% of the changes in work efficiency. When conducting an F-test on the model, it wasfound that it had passed the F-test (F=1147.268, p=0.000<0.05). Leadership, execution,learning, credibility, and innovation all had a significant positive impact on work efficiency.

5.6 Recommendation

5.6.1 Recommendations for Improvement

(I) Student cadres should strengthen their exercise to make their physique more robust to maintain strong energy and make greater contributions to the development of the school.

(II) As an important force in schools, student cadres can provide constructive suggestions for the development of student work and school development, help schools actively promote campus cultural construction, and exert positive social influence;

(III) Student cadres should set a good example, adhere to a fair, objective, and selfless attitude, not be burdened by bureaucratic style, be practical and realistic, not prioritize selfishness, set an example, and strictly abide by the school's rules and regulations.

(IV) Student cadres should continuously improve their professional abilities, master effective communication skills, and improve their work skills through their own efforts and experience;

(V) Student cadres should strive to learn new knowledge, formulate clear learning plans, plan their learning time reasonably, continuously improve their professional literacy, master the skills of analyzing and of thinking about problems, and improve their self-learning ability.

(VI) Student cadres should utilize favorable conditions to create distinctive brands and activities to showcase their spiritual outlook, values, and abilities. They should also stimulate their enthusiasm and innovative abilities, and society to fully recognize the value of student cadres.

5.6.2 Recommendations for Further Studies

(I) Schools should actively organize various resources, achieve effective integration of internal resources, fully leverage the role of student cadres, enhance student cadres' sense of responsibility, and create a good atmosphere to better promote the development of the school.

(II) To ensure that student cadres receive reasonable evaluations in their work, schools should establish and improve a mechanism for assessing and supervising student cadres, standardize their management, and urge them to fulfill their duties and responsibilities.

(III) Schools should fully mobilize the enthusiasm of student cadres to adhere to scientific methods to guide practice, explore more effective work methods, and ensure that they can complete various work tasks with high quality and achieve expected goals.

5.7 Limitation of the Study

Although the above conclusions have been drawn in this study, considering that its depth and precision was still needed to be improved. However, there are multiple constraints mainly involving the following aspects:

(I) Regarding to various research conditions, research time, and the limited personal energy of the researcher, the researcher only conducted a questionnaire survey on the higher education institutions she was engaged in. Thus, the broad representativeness of the survey results was insufficient to meet practical needs.

(II) Given the limitations of the author's personal knowledge level, theoretical level, and research ability, this study aims to explore the influencing factors of the work efficiency of university student cadres and propose a series of strategic suggestions to further improve the work efficiency of university student cadres. However, these suggestions require further research and improvement in the future.

(III) The interviewees interviewed were not fully covered, and the interview content did not reach sufficient depth and breadth, resulting in certain limitations.

5.8 Direction for Future Research

Based on the research findings in this study, further research is needed to be explored in the following areas.

(I) Future research should focus on expanding the breadth and depth of the sample in order to explore relevant issues more comprehensively. In order to improve the effectiveness of the scale, teachers and students at different levels of universities in China should be studied to obtain more feedback and data.

(II) Future research prospects are broad, not only in higher education institutions, but also in social groups such as enterprises, communities, and public institutions. It is beneficial to gain a comprehensive understanding of the current situation of student cadres in their work from multiple perspectives.

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APPENDIX

Appendix A
Questionnaire on Work Efficiency of Student Cadres of Hainan Tropical Ocean University

Dear Respondents :

Hello! Firstly, thank you for taking the time out of your busy schedule to participate in this survey. This questionnaire aims to understand the work efficiency and current situation of university student cadres, and obtain relevant data from it. We sincerely hope that you can complete the following questions based on your true situation and feelings. The authenticity of your answers is crucial for learning. Your answer will only be used for the analysis of this study and will remain anonymous, so please fill it out at any time. Finally, thank you for your support and cooperation!

Part I: Individual information

1. What is your gender? A.Male B.Female
2. Your major category?A. Engineering B. Science C. Liberal arts D. Other
3. What is your year? A. Freshman B. Sophomore C. Junior D. Senior

Part II: Factor Characteristics Scale for Student Cadres

Strongly disagree- 1 mark, Disagree - 2 marks, Uncertain - 3 marks, Agree - 4 marks, Strongly agree - 5 marks.

Factor	Title item	Strongly disagree 1	Disagree 2	Uncertain 3	Agree 4	Strongly agree 5
Leadership (A1)	A11.Student cadres have a strong sense of leadership.	1	2	3	4	5
	A12.Student cadres can effectively implement the tasks assigned by the organization.	1	2	3	4	5
	A13.Student cadres can make reasonable plans	1	2	3	4	5

	for tasks based on the urgency level.					
	A14.Student cadres can effectively integrate various resources within the organization	1	2	3	4	5
Executive force (A2)	A21.Student cadres have high enthusiasm for work, strong service awareness, and passion	1	2	3	4	5
	A22.Student cadres have good organizational, coordination, and communication skills.	1	2	3	4	5
	A23.Student cadres have a strong team spirit and sense of cooperation.	1	2	3	4	5
	A24.Student cadres have a strong level of work skills.	1	2	3	4	5
Learning ability (A3)	A31.Student cadres have strong self-learning ability.	1	2	3	4	5
	A32.Student cadres are good at discovering and posing problems.	1	2	3	4	5
	A33.Student cadres have high	1	2	3	4	5

	learning efficiency and quality.					
	A34.Student cadres have active thinking and are eager to master new knowledge and learn new skills.	1	2	3	4	5
Credibility (A4)	A41.Maintain a good trust relationship between student cadres and ordinary students.	1	2	3	4	5
	A42.Clear motivation for student cadres to hold positions.	1	2	3	4	5
	A43.Student cadres have high comprehensive abilities and significant work results.	1	2	3	4	5
	A44.Cultivate a sound evaluation mechanism for student cadres.	1	2	3	4	5
Innovation (A5)	A51.Student cadres have strong innovative thinking and ability.	1	2	3	4	5
	A52.Student cadres can create brand-specific activities.	1	2	3	4	5

	A53.Student cadres dare to criticize and doubt.	1	2	3	4	5
	A54.Student cadres exert their subjective initiative and dare to showcase their talents.	1	2	3	4	5

Part III: Assessment Standard Scale for Work Efficiency of Student Cadres

Please read the following content to determine the assessment criteria for the work efficiency of student cadres, 1-5 means strongly disagree to strongly agree, please answer and check the box according to your specific feelings.

Assessment criteria	Title item	Strongly disagree to Strongly agree				
Work completion quality (B1)	B11.Student cadres are able to complete various work tasks with high quality and achieve expected goals.	1	2	3	4	5
	B12.Student cadres have gained a lot of experience in their work.	1	2	3	4	5
	B13.The work of student cadres satisfies teachers and students in school.	1	2	3	4	5
Work completion time (B2)	B21.Student cadres have a clear division of labor, each performing their own duties, and efficiently completing the tasks assigned by the teacher.	1	2	3	4	5
	B22.Student cadres can quickly carry out their work after receiving tasks.	1	2	3	4	5
	B23.Student cadres have a good physique and always maintain strong energy.	1	2	3	4	5
Work attitude (B3)	B31.Student cadres have a positive and proactive attitude towards work.	1	2	3	4	5
	B32.Student cadres are rigorous and conscientious in their work, not careless or lax.	1	2	3	4	5

	B33.Student cadres have a good style of work and are not contaminated with "officialdom".	1	2	3	4	5
Work ability (B4)	B41.The planning of student cadres' organizational activities is thorough and meticulous.	1	2	3	4	5
	B42.Student cadres can provide suggestions and suggestions for various developments.	1	2	3	4	5
	B43.Student cadres can coordinate various student work and possess a spirit of unity and cooperation.	1	2	3	4	5

Appendix B Outline of the interview

Hello! I am a Master's student in Public Administration and I am currently conducting a study on the efficiency of student cadres in higher education. In order to better understand the current situation of student cadres in universities, their work efficiency and their shortcomings, I would like to make recommendations on strategies in conjunction with the questionnaire survey. I would like to conduct this interview. I hope you can give me objective and honest answers to the questions I am going to ask you, as your answers will be of great significance to my research.

Content of the interviews :

Question	Question item
Question 1	How do you think the work efficiency of student cadres in your school is? What are the specific manifestations?
Question 2	What do you think is the reason for the low work efficiency of student ?cadres
Question 3	Are there any problems or obstacles for student cadre members when working?And why?
Question 4	What efforts do you think student cadres in your school should make to improve work efficiency?

Biography

Name - Surname	Mrs Zheyao Ma
Date of Birth	June 22,1997
Address	Faculty of Liberal Arts, Rajamangala University of Technology Thanyaburi, Pathumthani,12110
Education	Master of Arts (2021-2023)
Telephone Number	18389868236
Email Address	zheyao_z@mail.rmutt.ac.th