

The Mediating Effects of Student Organization and Teacher Factors on the Relationship between University Factors and Student's Leadership in Guangdong Province

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Abstract

The objectives of this research were:(1)To develop the relationship model of University factors and Students Leadership.(2) To study mediating effects of Student organizations between University factors and Students Leadership;(3) To study mediating effects of Teacher factor between University factors and Students Leadership;(4) To test the model fit.The research was a quantitative research methodology. The scope of this study is the students of the 25 public undergraduate university in Guangdong Province. There are about 606235 students in these universities. In this study will adopt the method of multi stage sampling, with universities as stratum. According to the public universities. Total sample size appropriate in this study will be 310 students which was calculated by using the Optimal Design. Statistics used for data analysis were Confirmatory Factor Analysis and Structural Equation Model.

The research findings revealed that there is no significant correlation between university factors and students' leadership, between teacher factors and student leadership, between university factors influencing student leadership through student organizations, between university factors and the influence of teacher factors on student leadership, between the influence of university factors on student leadership through teacher factors and student organizations. However, there is significant correlation University factors and student organizations, between university factor and teacher factor, between student organizations and students' leadership, teacher factors and student organizations.

Keywords: University Factors; Students' Leadership; Teacher Factors; Student Organizations

Introduction

The National Medium - and Long-term Education Reform and Development Plan (2010-2020) points out that the goal of "focusing on improving the social responsibility of students to serve the people, the innovative spirit of exploration and being good at solving problems" and the student leadership education are substantially consistent Therefore, it is understood that the training of student leadership has become an important connotation of the quality training of college talents at a strategic level(China, 2010). Universities should cultivate outstanding professional and technical talents, as well as leaders who are responsible for national rejuvenation. The cultivation of student leadership is the shaping of students' social roles (Liu, 2021).

In China, with the continuous renewal of the concept of talent training and the gradual deepening of higher education reform, the cultivation of high -quality talents with excellent leadership ability has become an important task for Chinese universities (Zhang, 2010). Carrying out student leadership education in Chinese universities not only meet China's requirements for the training of higher education talents, but also help promote the comprehensive development of college students' comprehensive ability, and cultivate a large number of qualified builders and successors for the country.

By the beginning of the 21st century, more than 800 student leadership courses in the United States have offered universities in the United States (Astin, 2001). The presidents of world -class universities such as Yale University, Oxford University, and Cambridge University, in the process of positioning the talent training goals and school concepts of colleges and universities, all take the training of leaders as an important goal of the university.

In recent years, more and more scholars have called universities to strengthen the cultivation of student leadership. At present, the research of student leadership is mainly carried out from the aspects of education model and ability structure. There are few studies on the cultivation of leadership carrier. The purpose of this study is to explore the influencing factors of student organizations on student leadership, analysis the correlation between the influencing factors, and provide reference for the development of student leadership in colleges and universities in Guangdong Province, so as to promote the improvement of student leadership.

From the perspective of empirical research, this study is the public undergraduate comprehensive university in Guangdong Province, aiming to find out the influencing factors of university factors and student leadership. It takes student organization and teacher factors as intermediary variables to explore the relationship between them. It provides a theoretical basis for university management, student organization development, teacher development and student leadership development, and make up for the shortcomings of the current research.

Research Objectives

The purposes of this research are:

1. To develop the relationship model of University factors and Students Leadership.
2. To study mediating effects of Student organizations between University factors and Students Leadership.
3. To study mediating effects of Teacher factor between University factors and Students Leadership.
4. To test the model fit.

Literature Review

Student leadership began in the 1970s in the United States in the field of higher education, taking the cultivation of student leadership as an important mission, and taking leadership as a necessary quality for future college students. According to the literature, we found that in the past 50 years, American leadership has developed into a professional field with theoretical framework, conceptual model, practical standards and various educational methods, and has its own academic research achievements, professional associations and institutions, support platforms for practitioners, and corresponding evaluation and measurement.

Compared with the current research situation in foreign countries, the research on student leadership education in Chinese universities and colleges began at the beginning of the 21st century. With "student leadership", "student leadership education" and other key words, it searched the full text database of Chinese academic journals, Vip Chinese journal database, Google Academic and other websites, and screened more than 100 relevant studies, including 24 studies involving the factors affecting student leadership, there are few empirical studies on the cultivation of student leadership. According to the data currently searched, most of the high-level journal papers on college students' leadership education also focus on the research of American college students' leadership education. In 2008, Fang Yufei conducted a comprehensive research on the connotation, background, historical evolution, educational purpose, curriculum structure, educational effect, theoretical basis, nature and characteristics of leadership education for college students in the United States, and put forward constructive suggestions on the necessity of developing student leadership education in China and promoting student leadership education in China (Fang, 2008). Tao Siliang studied the history of student leadership education in American universities (Siliang, 2011); Weng Wenyan and Zhao Shiming studied the world of American young students' leadership training (Wang and Zhao, 2011); Fang Yufei studied the leadership education of American students with the community as the carrier (Fang, 2008).

At present, there is relatively little research on the localization of leadership education for Chinese college students. Xu Xiaolin and others conducted a survey in six universities in Wuhan. A survey showed that college students have a strong desire for leadership, 93.6% of them said they want to be leaders, 21.6% of them said they want to be leaders, 38% said they want to be leaders, 34.0% said they want to be leaders, 70.7% of respondents said they would like to serve as student cadres. When asked "Are you satisfied with the current situation of the training of school leaders?", 52.6% were not satisfied, and only 17.3% were "satisfied" and "relatively satisfied". This study pointed out the contradiction between the strong desire of college students for leadership and the neglect of leadership quality education in colleges and universities, and put forward countermeasures starting from the reform of college curriculum system (Xu, 2004). Peking University has seen the role of cultivating students' leadership in reforming the postgraduate training model. Although some of the research involved in this article is not very detailed, it has formulated reform measures to cultivate leadership talents (Post, 2005). Luo Ailin put forward relevant suggestions on improving college students' leadership skills from three aspects: college students themselves, universities and families (Luo, 2010). Yang Yingying, starting with the survey data of the current situation of college students' leadership, analyzed the progress of college students' leadership education and the problems in the process from three perspectives of cognition, knowledge and skills. Huang Hongqiang studied the structure of leadership ability of college student cadres and pointed out the constituent dimensions (Huang, 2009).

To sum up, the research on student leadership in Chinese universities started relatively late, and the theoretical basis is basically derived from the existing research results in western countries. Many universities have begun to attach importance to student leadership education, but there is no systematic theory and mature experience at present. Most of the theoretical research stays in the summary and introduction of the

leadership education of American universities students and the description of the practice of the leadership education of universities students in a few domestic universities.

From the analysis of the large amount of relevant domestic and foreign literature research documents, we can see that today's scholars' research on university factors and student leadership has gradually increased. The research shows that many research results have proved that there is a strong correlation between the two, but from the perspective of research content, the influencing factors of university factors and student leadership mainly focus on the support of education curriculum, human resources, funds, venues and services, while the research on the relationship between the two is very few. In addition, college administrators do not attach importance to student leadership, leading to many colleges and universities have not included student leadership in the assessment indicators of student development. This also led to the slow development of student leadership.

On the basis of the above research, the research scope of this study is the public undergraduate comprehensive university in Guangdong Province, aiming to find out the influencing factors of university factors and student leadership. This study takes student organization and teacher factors as intermediary variables to explore the relationship between them. It has thus developed into a comprehensive public undergraduate university in Guangdong Province, which provides a theoretical basis for university management, student organization development, teacher development and student leadership development.

Research Methodology

1. Sample of research method

The purpose of this study is to explore the influence of the factors of public undergraduate colleges and universities in Guangdong Province on student leadership, and the intermediary role of student organizations and teachers. This study mainly confirmed the direct and indirect relationship between the two through the theory, literature analysis and investigation of the current situation, and found a solution. This paper surveys the students in 25 public comprehensive colleges and universities in Guangdong Province, using multi stage sampling method to randomly select 300 students as research samples. The collected data were analyzed by multiple regression model. Therefore, this study mainly uses quantitative research methods to help confirm the relationship between university factors and student leadership. This study adopts the following methods: literature analysis, survey method and quantitative analysis.

The scope of this study is the students of the public undergraduate comprehensive university in Guangdong Province. There are 38 undergraduate universities in Guangdong Province, including 25 public undergraduate comprehensive universities (NMET, 2022). There are about 606235 students in 25 public undergraduate comprehensive universities.

In this study will adopt the method of multi stage sampling, with universities as stratum. According to the public universities, and then use a proportional simple random sampling to select samples from each universities 25 universities from 38 university by

using simple random sampling method, so total sample size appropriate in this study will be 300 students which was calculated by using the Optimal Design finally collected 310 valid questionnaires, and provides more samples for the statistical analysis of data.

2. Research design

The implementation path of this study, which is divided into three parts: problem raising, problem analysis and problem solving.

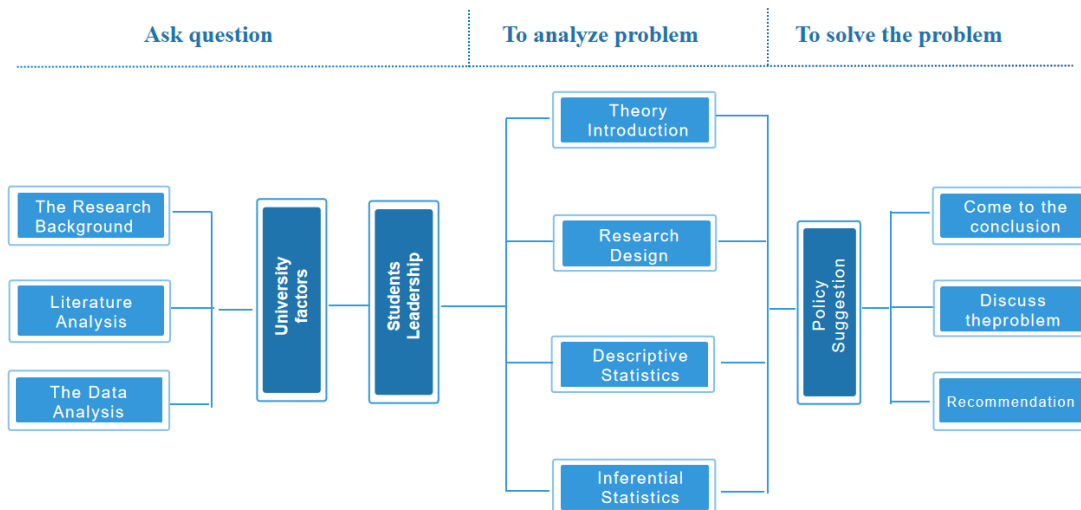


Figure 2. Design Roadmap for Research Implementation

3. Research tools

The research instrument used in this chapter contains 4 questionnaires, the name of which are:

(1)A questionnaire to the reform effectiveness of University factors. University factors which composed of 3 items, there were teaching support, policy support and campus service support.

(2)A questionnaire to the reform effectiveness of Students Leadership. Students Leadership which composed of 5 items, there were Self-cognition, Information processing ability, Task execution ability, Team cooperation ability, and Communication and coordination ability.

(3)A questionnaire to the reform effectiveness of Students' Organizational. Students' Organizational which composed of 5 items, there were motivation for participation, organization type, participation intensity, Organizational cognition, and interpersonal relationship.

(4)A questionnaire to the reform effectiveness of Teacher Factors. Teacher Factors which composed of 4 items, there were teacher management ability, professional ability, sense of responsibility, and teacher-student relationship.

The questionnaire contained 4 variables and 88 measurements. All type of questionnaires will be Likert's rating scale with 5 choices (Likert, R.1932 p.1-55). We verifies the research tools through descriptive statistical analysis, basic statistical values of analysis, fitting test and model quality test. Through online questionnaire distribution, a total of 310 valid questionnaires were collected. SPSS, Amos and Jamovi software were used to conduct adaptability analysis, path analysis (CFA) and hypothesis testing (SEM) for the model.

Research Conceptual Framework

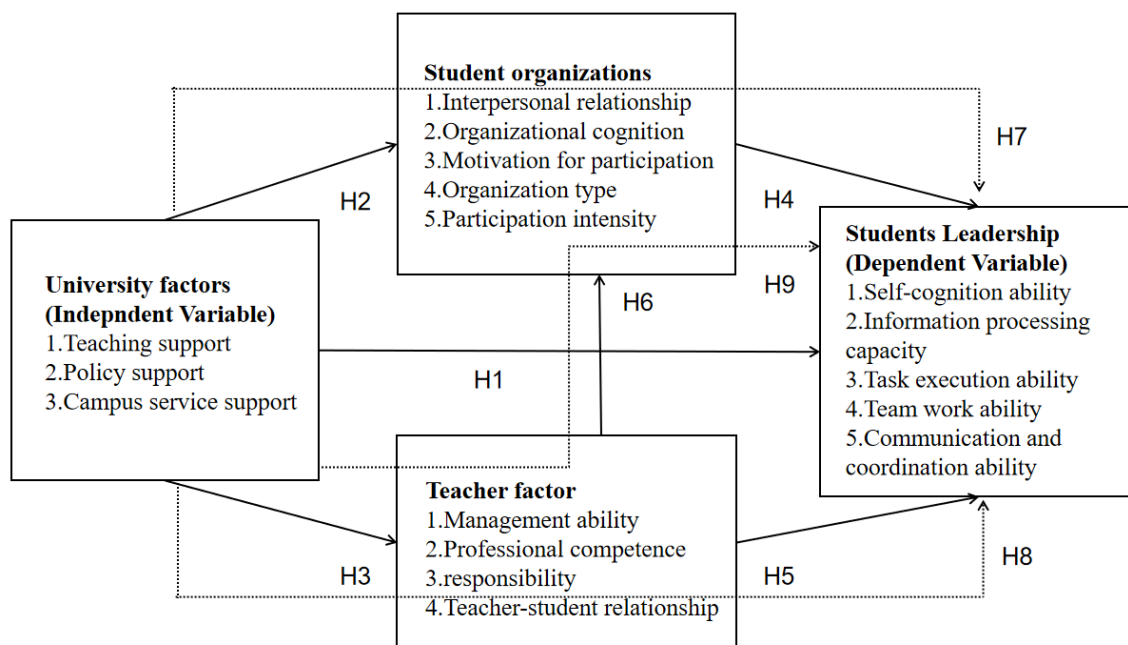


Figure 1 Research conceptual framework

The hypothesis framework of this study includes four variables, six direct assumptions and three indirect assumptions. The school factor is the independent variable, the leadership of college students is the dependent variable, and the student organization and teacher factor are the intermediary variables. The independent variable can directly affect the dependent variable, and the independent variable can also indirectly affect the dependent variable through the intermediary variable.

This paper mainly studies the influence of university factors on student leadership in Guangdong Province, and discusses the influencing factors and correlation between them. Among them, university factors are independent variables, including three aspects: teaching support, school policy and school support services. Student leadership is the dependent variable of this study, mainly including five aspects: self-cognition ability, information processing ability, task execution ability, team cooperation ability, communication and coordination ability. The student organization includes five aspects: self-cognition ability, information processing capacity, task

execution ability, team work ability, communication and coordination ability. Teacher factors include four aspects: management ability, professional ability, sense of responsibility, and teacher-student relationship.

Research Results

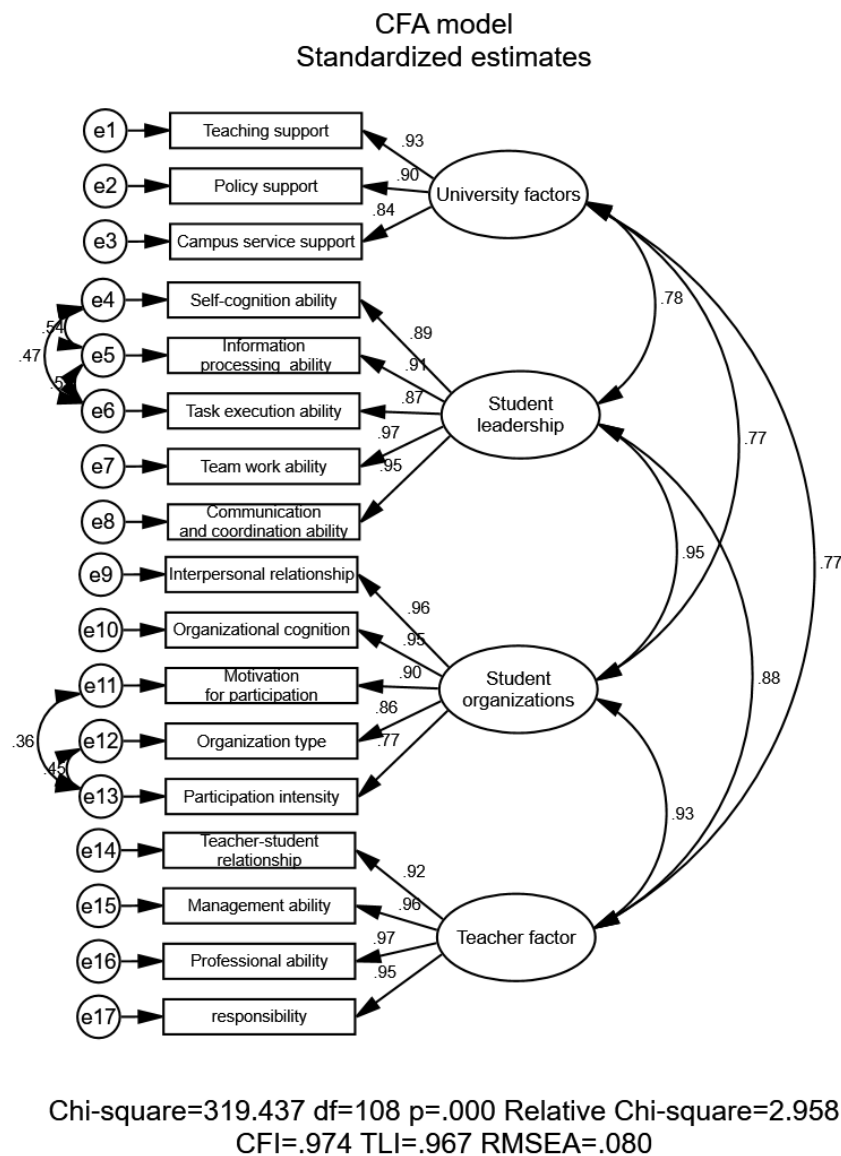


Figure 3 CFA model

Table 1 Hypothesis testing of Structural Equation Model

Hypotheses	Indirect Path	Unstandardized Estimate	Standardized Estimate	P-Value
Direct effect				
H1	UF=> SL	0.113	0.036	0.001
H2	UF=>SO	0.138	0.041	***
H3	UF=> TF	0.755	0.05	***
H4	SO=> SL	0.862	0.077	***
H5	TF=> SL	-0.115	0.07	0.102
H6	SO=> TF	0.833	0.044	***
Indirect effect				
H7	UF => SO => SL	0.119	0.135*	0.021
H8	UF=> TF=> SL	-0.087	-0.099	0.103
H9	UF=> TF=> SO=> SL	0.542	0.635***	0.001

Significance of Estimates: *p<0.050, **p<0.010, *** p < 0.001

Hypothesis 1 (UF=>SL): There were some positive relationships between University Factors and Student Leadership, the estimated path coefficient was 0.113 which was statistically significant (p = 0.001). This hypothesis wasn't accepted.

Hypothesis 2 (UF=>SO): There were some positive relationships between University Factors and Student Organizations, the estimated path coefficient was 0.138 which was statistically significant (p < 0.001). This hypothesis was accepted.

Hypothesis 3 (UF=> TF): There were some positive relationships between University Factors and Teacher Factor, the estimated path coefficient was 0.755 which was statistically significant (p < 0.001). This hypothesis was accepted.

Hypothesis 4 (SO=>SL): There were some positive relationships between Student Organizations and Student Leadership, the estimated path coefficient was 0.862 which was statistically significant (p < 0.001). This hypothesis was accepted.

Hypothesis 5 (TF=>SL): There were some positive relationships between Teacher Factor and Student Leadership, the estimated path coefficient was -0.115 which was statistically significant (p < 0.001). This hypothesis wasn't accepted.

Hypothesis 6 (SO=>TF): There were some positive relationships between Student Organizations and Teacher Factor, the estimated path coefficient was 0.833 which was statistically significant (p < 0.001). This hypothesis was accepted.

Hypothesis 7 (UF=>SO=>SL): There were some positive relationships between University Factors, Student Organizations and Student Leadership, the estimated path coefficient was 0.119 which was statistically significant ($p < 0.050$). This hypothesis wasn't accepted.

Hypothesis 8 (UF=>TF=>SL): There were some positive relationships between University Factors, Teacher Factor and Student Leadership, the estimated path coefficient was -0.087 which wasn't statistically significant ($p > 0.050$). This hypothesis wasn't accepted.

Hypothesis 9 (UF=>TF=>SO=>SL): There were some positive relationships between University Factors, Teacher Factor, Student Organizations and Student Leadership, the estimated path coefficient was 0.542 which wasn't statistically significant ($p > 0.050$). This hypothesis wasn't accepted.

This section presents the data of this research, used the research method of quantitative analysis for the statistical analysis of the data. A descriptive analysis of the data from this research hand was first performed using SPSS software. The variables and potential variables were then analyzed, and AMOS and JAMOSI software were used to analyze the data, and tested the CFA and SEM models. After analyzing the hypothesis of direct and indirect effects in this research, the final results showed that among the nine hypotheses in this research, the hypothesis of H2,H3,H4 and H6 was accepted, but the hypothesis of H1,H5,H7,H8 and H9 does not valid.

Discussion

From the research perspectives, the main findings are as follows:

H1: There is no significant correlation between university factors and students' leadership. The reason for not accepting the hypothesis may be that the survey objects are different, for example, students and teachers pay different attention to the content. In different studies, the conclusions of the above internal factor variables are very different. Zhang Xiaojing (2017), Yang Yingying (2017) and Tao Siliang (2014) found that leadership courses in colleges and universities are important indicators affecting the improvement of students' leadership, and whether universities offer leadership courses has become an important indicator to consider the influence of university factors on students' leadership. Because the subjects of this study are students, the research results are different from those of the three scholars.

H2: University factors affect the improvement of student organizations. Wang Yinan (2013), Wang Jiaojiao (2022), Li Chunyan, (2017), Ning Wei, Wang Zaijun (2022), Li Chaoyang (2013), and most other scholars have pointed out that the development of student organizations cannot be separated from the support of universities. Student organization is a systematic project, and many scholars will improve student organization through university factors. The results of this study are similar to the discovery of many scholars, that is, the university factors have a positive relationship with the student organization.

H3: The university factor has a significant influence on the teacher factor. Soni (2021), Jiao Xianyan (2022) Fan Xin (2020), Liang Yupeng (2019), Wang Qiaoling (2019), Xu Yanhong (2017) and other scholars have pointed out that the development of teachers is inseparable from the support of colleges and universities, affecting the main development of teachers 'development of teachers' development. The factors mainly make important references to teachers from the aspects of professional ability, personal quality, and sense of responsibility. The results of this study are similar to the discovery of many scholars, that is, the university factor and teacher factors have a positive relationship.

H4: Student organizations influence the improvement of students' leadership. Li Jinlin, Wang Fangguan (2010), Zhang Xiaojing (2017), Li Xiayan (2016), Zhang Xueqin (2020), Zhu Yu (2018), Zhang Junliang (2018), Tao Siliang (2014), Xu Xiaolin (2004) and other researchers believe that student organizations are against Chinese college students The development of leadership has a positive impact. Student organizations are important platforms and carriers to improve student leadership. They affect students' leadership capabilities through student organization activities, and have a positive impact on the improvement of student leadership capabilities. The results of this study are similar to the discovery of many scholars, that is, student organizations and student leadership have a positive relationship.

H5: There is no significant correlation between teacher factors and student leadership. The possible reasons for the rejection of the hypothesis are statistical variables such as teachers' insufficient attention to students and teachers' professional ability. The conclusions of different studies on the above internal factor variables are quite different. In his study, Wang Fang pointed out that many teachers have insufficient knowledge of their leadership role models, which leads to a reduction in the self-requirements of teachers' self-identities and ultimately weakens the role of teacher role models in student leadership development (Wang, 2012). In her master's thesis, Huang pointed out that negative evaluations by teachers will deal a major blow to students' confidence and enthusiasm, and inhibit the development of student leadership. (Huang et al., 2018). Secondly, Xu Heqing pointed out that teachers play an important role in education, which requires teachers to have rich professional experience and high theoretical level. For example, teachers' professional competence is insufficient and they cannot provide positive influence to students (Xu, 2020).

H6: Teacher factors have a significant impact on student organizations. Yu Hong (2007), Wang Yinan (2013), Wang Jiaojiao (2022), Li Chunyan (2017), Ning Wei, Wang Zaijun (2022), PI Li (2010), Zhang Junliang (2018) and other researchers believe that teacher factors have a positive impact on the development of student organizations. Teacher factor is an important factor affecting student organization. They influence students' leadership ability through student organization activities and have a positive impact on the improvement of students' leadership ability. The development of student organizations cannot be separated from the guidance of professional teachers, whose professional ability and time have a great impact on student organizations. The results of this study are similar to many scholars' discovery, that is, there is a positive correlation between student organization and teacher factors.

H7: There is no significant correlation between university factors influencing student leadership through student organizations. According to the investigation and analysis, Chen Tao and Gao Wenjing (2012) found that among the factors affecting students' leadership, on the whole, external factors and internal factors were significantly correlated. Among the internal factors, family friction has a negative correlation with students' leadership. Internal factors of students' own characteristics and participation in social activities will affect students' leadership development. It can be seen that the influence of university factors and student organizations on student leadership is situational and different, and different university factors will have different impacts on different student research objects.

H8: There is no significant correlation between university factors and the influence of teacher factors on student leadership. Yang Haiyan pointed out in her research that besides university factors, family factors and social factors are also important factors affecting students' leadership (Yang 2020). It can be seen that the influence of university factors on students' leadership is situational and different, and different influencing factors will have different results for different student objects.

H9: There is no significant correlation between the influence of university factors on student leadership through teacher factors and student organizations. First of all, the possible causes of unreceiving assumptions, such as individual differences and students' job factors, and subjective factors. In different studies, there are great differences in the conclusions of the internal factors variables. Zhang Xiaojing and Wu Qiuxiang found in the study based on whether the students were the only children and students (Zhang 2017), and their leadership would be different. Secondly, Yang Yugang found that the gender was found in the study. Family factors are an important influencing factor (Yang, 2013).

Conclusion

There is no significant correlation between university factors and students' leadership, between teacher factors and student leadership, between university factors influencing student leadership through student organizations, between university factors and the influence of teacher factors on student leadership, between the influence of university factors on student leadership through teacher factors and student organizations. However, there is significant correlation University factors and student organizations, between university factor and teacher factor, between student organizations and students' leadership, teacher factors and student organizations.

Recommendations

1. For policy development

The Outline of the National Medium - and Long-Term Education Reform and Development Plan (2010-2020) points out that the goal of "focusing on improving students' sense of social responsibility for serving the people, the courage to explore the spirit of innovation and the ability to solve problems" is basically consistent with student leadership education. The cultivation of students' leadership has become an important goal for the cultivation of college talents' quality (China, 2010). Colleges and

universities should train excellent professional and technical personnel and train leading figures who bear the responsibility of national rejuvenation. Training students' leadership has become a new requirement for national strategic talent training, social sustainable development and students' personal growth, which has far-reaching significance for the development of the country and individuals.

Higher education is an important way to cultivate high-quality talents. Therefore, this study can strengthen the leadership education of college students in Guangdong Province and provide reference opinions for formulating policies, so as to formulate relevant policies and service supports that are more in line with the leadership development of students.

2. For practical development

The researchers also came to different conclusions from different angles. Especially at the beginning of this century, with the deepening of higher education reform and the continuous opening of ideas, in order to improve the comprehensive ability of students, higher leadership education has shown a new situation of blooming. However, the ambiguity of the concept of student leadership is still a major problem plaguing higher education in China, such as: lack of perfect curriculum training system, lack of professional teacher guidance, insufficient support for student organizations in universities. There is no doubt that different factors lead to different student leadership, so guiding the school's practice and talent training under the guidance of the right concept of student leadership training is the most spiritual thing that affects the quality of university running. The improvement of student organization will inevitably promote the corresponding change of student leadership. The improvement of students' leadership discussed in this paper is mainly based on higher education ideas that have a comprehensive impact on the whole university education, especially the new educational ideas that have a greater impact on the leadership of Guangdong students.

Teachers and student organizations are the main carriers to cultivate students' leadership. Colleges and universities should pay more attention to teachers and student organizations. For example : (1) Improve teachers' welfare, so that teachers can put more energy and time on students. (2) Strengthen the venue and financial support for student organizations, and provide activity venues and financial guarantees for student organizations to carry out activities.

Suggestion

This study has strong practical and specific theoretical significance. However, in the actual research process, due to the author's limited time and lack of ability, the research objects were only some public universities in Guangdong Province, and the factors of private universities were not considered, so the psychological factors of the population would be very different. On the other hand, there is no correlation between the dependent variable of student leadership and the mediating variable of teacher leadership. The dimensions of the university factor are difficult to measure because there is no clear operational definition. In the existing literature, there are many different views on student leadership from the perspective of student organizations. The author

can only design the dimensions and questionnaire from the existing theoretical basis and the practical experience of students' leadership. This inevitably leads to the inherent defects in the constructed models and research assumptions.

(1) The dimensions of influence on students' leadership include internal and external factors. In addition to school and social factors, the influence of family factors is reflected in different degrees in different students. Under the background that universities are cultivating leaders who are responsible for national rejuvenation, students' leadership of transformational leadership has attracted more and more attention. The various behavior characteristics of student leadership must be closely related to student organization and teacher factors.

(2) The main goal of student organization is to cultivate and improve students' leadership, and the premise of improving student organization is that the school should provide professional teacher guidance and venue and fund support for student organization. Professional instructors provide professional guidance to student organizations, which can affect students' leadership. Instructors vary in professional quality, responsibility, ability, personality, experience, and psychological and physiological conditions. To organize this work well, we must understand the differences among teachers and allocate them reasonably to make up for the shortcomings.

(3) With the development of college students' leadership, the cultivation and practice of student leadership become more important and complex. The students' leadership training has gradually changed from the relatively simple general school training to the teaching mode of off-campus activities, social services and home-school linkage. The research shows that the degree of emphasis on students' leadership, whether students' leadership courses are offered or not, and whether students' organizations undertake the work of educating students directly affect the quality of college personnel training and the realization of training objectives. The construction of college students' leadership training should be improved from the reform of education and teaching concept, the improvement of teachers' professional ability and the promotion of students' organization.

In subsequent work, the author will continue to focus on all of the above issues.

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