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Key Factors Shaping Transformational Leadership Training for Student Cadres: A Case Study from a Public Normal University in Chengdu, China

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Abstract

Purpose: The study investigates the influence of five independent variables (Self-efficacy, Perceived External Environment, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration) on their dependent variables (Transformational Leadership of university student cadres). **Research Design, Data, and Methodology:** The study used a pilot test (n=80) with a Cronbach's Alpha for reliability and the Index of Item-Objective Congruence (IOC) for validity. Multiple linear regression was used to assess 235 valid replies from the Sichuan Normal University Student Union's student cadres and the School Youth League Committee to confirm a significant association between the variables. After that, thirty students participated in a sixteen-week Intervention Design Implementation (IDI). The pre-and post-IDI quantitative findings were then compared using the paired-sample t-test. **Results:** Research indicates through multiple linear regression that the following factors significantly influence university student cadres' transformational leadership: individual consideration, intellectual stimulation, inspirational motivation, and self-efficacy. Their perception of the external environment does not impact the transformational leadership of university student cadres much. Ultimately, comparing the paired sample t-test results reveals notable variations between university student cadres' Transformational Leadership throughout the pre-and post-IDI phases. **Conclusions:** This study has demonstrated the ability of college student cadres to acquire leadership and comprehensive qualities through the growth of transformational leadership, which has made a significant contribution.

Keywords: Self-efficacy, Inspirational Motivation, Intellectual Stimulation, Individual Consideration, Transformational Leadership

JEL Classification Code: I23, J28, L2

1. Introduction

The number of college students has expanded significantly as higher education shifts from elite to mass education, and student management has emerged as a critical component of talent development and student cadre training (Lei, 2015). Under the current circumstances, important elements of the novel talent training system include strengthening the formation of student cadres in colleges and universities, enhancing the caliber of student cadres, and the team-building mechanism. Nonetheless, there are several areas for improvement and issues with how student cadres

are managed and trained in colleges and universities. (Lei, 2015).

To sum up, this article believes that addressing the issue of leadership training for student cadres is urgently necessary to provide my country's colleges and universities with high-quality education and develop the talent of their student cadres.

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2. Literature Review

2.1 Transformational Leadership of University Student Cadres

Teaching students' leadership abilities can impact their educational journey and potentially improve their performance in the job market (D'Assunção et al., 2022; Mota et al., 2018;). It was, in fact, Burns (1978) who developed the leadership and spread the paradigm using transformational and transactional leadership techniques; however, far ahead, Bass and Avolio (1997) advanced the model. As per Burns (1978), The authority style embodied by pioneers and followers' mutual understanding and attraction is known as transformative leadership.

The vitality of a transformational leader is evident in their capacity to energize and convince individuals to undertake significant tasks. As per Bass (1999), When a leader expands and engages their team members, fosters mindfulness and acceptance of the team's goals, and encourages their team members to put the team's interests ahead of their own, these are the moments when transformational leadership occurs. It follows that in any organization, there is a strong correlation between team performance and leadership style. Transformational leadership is a highly regarded leadership approach (Collins, 2014).

According to Yukl (2013), transformational leadership is the process of causing significant changes in team members' viewpoints and assumptions and motivating them to support the team's objectives. To achieve the highest levels, transformational leaders combine role models, forge unique ties with their teams, inspire them, and promote brainstorming and active observation (Rotberg, 2014; Singh & Krishnan, 2007; Somboonpakom, 2014).

2.2 Self-efficacy

Self-efficacy describes a person's conjecture and assessment of their ability to carry out a specific behavior. You are sure you can use your skills to complete a task (Nielsen & Munir, 2009). Self-efficacy is a critical component that fosters increased organizational commitment. Academic staff members' perceptions of their abilities are critical to fulfilling their teaching, research, and community participation jobs. According to the social cognitive theory, self-efficacy empowers people to endure and put forth effort in the face of hardship to achieve a goal (Rodríguez-Cifuentes et al., 2018). People with high self-efficacy demonstrate competence, are inherently driven and actively involved in their work, are resilient and persistent in the face of obstacles, and have a favorable view (commitment) towards the employer (Demir, 2020; Hameli & Ordun, 2022).

Self-efficacy has been demonstrated to affect a few individual and organizational outcomes (Busch et al., 1998; Yoon et al., 2018).

The negative and positive emotions or states we display in response to obstacles are physiological arousal. One must employ one or more self-efficacy dimensions to demonstrate high self-efficacy. Self-efficacy guarantees that workers in uncertain times stay resilient, driven, and self-assured in the face of difficulties, ultimately growing more devoted and involved in their work (Choi et al., 2021). Consequently, the following hypothesis is formulated:

H1: Self-efficacy has a significant impact on transformational leadership of university student cadres.

2.3 Perceived External Environment

The term "perceived external environment" refers to the external political, social, technological, economic, and other environments. These environments are made up of elements that are external to the business and are typically out of the immediate control of the enterprise's top management (Beugré et al., 2006). An ever-changing outside world is seen to be an effective stimulus for sensemaking (Milliken, 1990). "Typical of organizational behavior research, which, for the most part, draws an artificial boundary between organization and environment, thereby failing to consider that organizational behavior might be as much a product of the forces outside of an organization as it is a product of the organization itself" is the lack of research on the impact of the external environment on the emergence of transformational leadership (Dietz et al., 2003, p. 318).

These alterations in the external environment present new difficulties for leadership, management, and organizational structures (Beugré et al., 2006). The external environment in which the organization functions influence how effective executive activities are (Duncan, 1972).

To realign the organization and enable it to respond to changes in the external environment, revolutionary transformational leadership is needed. The managerial mindset of the revolutionary-transformational leadership style fosters the development of strategic flexibility and equips human capital with the necessary skill sets to adapt to a changing environment (Hitt, 2000). The revolutionary transformational leader also tries to influence and create external conditions (Avolio & Bass, 1988). This kind of leadership aids the company in anticipating changes in the outside world (Beugré et al., 2006). Consequently, the following hypothesis is formulated:

H2: Perceived external environment has a significant impact on transformational leadership of university student cadres.

2.4 Inspirational Motivation

By articulating the team's ideal and convincing everyone to embrace it, the leader inspires confidence in the team members by demonstrating different strategies for achieving goals and inspiring them to believe they can achieve them (Ndunge, 2014; Yukl, 2013). To produce excellent organizational outcomes, transformational leadership involves inspiring employees through idealized influence (attributed), idealized influence (action), intellectual stimulation, and customized concern (Jaroliya & Gyanchandani, 2021).

Four key components of a successful leadership style are idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, according to the philosophy of transformational leadership (Budur, 2020; Longshore & Bass, 1987; Santoso et al., 2022).

On the other hand, transformational leadership encourages workers to put aside their interests and work toward a common objective through idealized influence, intellectual stimulation, and personalized consideration (Bass & Riggio, 2006).

The four characteristics of transformational leadership—idealized influence, inspiring motivation, intellectual stimulation, and individualized consideration—have been identified as key factors influencing organizational change (Avolio & Bass, 2004; Shao et al., 2017; Watts et al., 2020; Yang et al., 2019). Consequently, the following hypothesis is formulated:

H3: Inspirational motivation has a significant impact on transformational leadership of university student cadres.

2.5 Intellectual Stimulation

By providing intellectual stimulation, the team leader enhances and broadens the intellectual capacity of their colleagues, equipping them with the necessary skills to tackle professional problems through innovative solutions and advancements (Hancott, 2005; Judge & Piccolo, 2004; Northouse, 2015). This leadership style emphasizes managing organizational change effectively, giving individual followers special attention, and inspiring them from the inside to work toward the business's overall goals (Yahaya & Ebrahim, 2016).

However, to consider the beneficial correlation between transformational leadership and proactive employee behavior, as noted in the meta-analysis by Chiaburu et al. (2014), It is reasonable to believe that leaders can positively impact the way an approach is crafted, particularly when considering the distinctive features of transformational leadership—individual consideration, intellectual stimulation, inspirational motivation, and idealized influence. This leadership style is demonstrated by sharing

objectives and visions with the workforce (Bass & Avolio, 1997). It is important in terms of increasing their drive to act. Employees can enhance their skills and expand their knowledge and resources because of the intellectual stimulation and challenges presented. One characteristic of this kind of leadership is that it pushes staff members to adopt new procedures and demands greater output from them, communicating these goals by motivating them to come up with innovative ways to operate (Wang et al., 2017). Consequently, the following hypothesis is formulated:

H4: Intellectual stimulation has a significant impact on transformational leadership of university student cadres.

2.6 Individual Consideration

Individual concern denotes that a pioneer prioritizes the human connection, sustaining the relationship with every team member. Leaders can identify and monitor their subordinates' needs, emotions, abilities, and aspirations (Dionne et al., 2010; Jong et al., 2014; Winkler, 2010). In transformative leadership, empowerment is the outcome or content of personalized thought, but it is also connected to intellectual stimulation. The core principles of transformational leadership are empowering leaders through role models, empowering followers via effective empowerment, and permitting employee involvement in appropriate activities that foster innovative behavior within the company (Naqshbandi & Tabche, 2018).

Some academics say giving people a sense of direction and significance should lessen burnout (Boudrias et al., 2012; Hochwälder, 2007). Transformational leaders demonstrate empathy, gratitude, and the identification of creative roles by employees through thoughtful individual consideration. They give thought and assistance to staff who resolve challenges (Azim et al., 2019).

The greatest way to build EI-type skills is through individualized, hands-on workplace learning interventions, including practice, coaching, and feedback. This provides richer learning experiences and tailors the intervention to the manager's sociocultural situation (Clarke, 2006; Goleman, 2004). Consequently, the following hypothesis is formulated:

H5: Individual consideration has a significant impact on transformational leadership of university student cadres.

3. Research Methods and Materials

3.1 Research Framework

The researcher applied three model theories from Nielsen and Munir (2009), Beugré et al. (2006), Jaroliya and

Gyanchandani (2021). All three theoretical frameworks mentioned above supported and developed a conceptual framework in Figure 1.

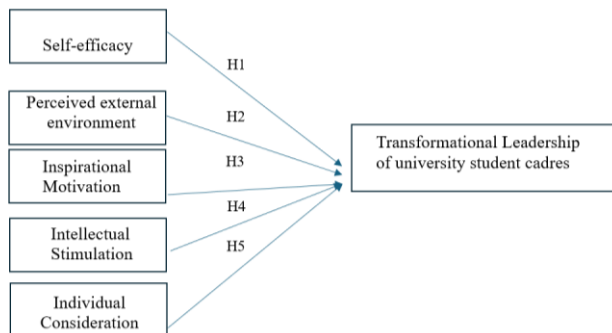


Figure 1: Conceptual Framework

H1: Self-efficacy has a significant impact on transformational leadership of university student cadres.

H2: Perceived external environment has a significant impact on transformational leadership of university student cadres.

H3: Inspirational motivation has a significant impact on transformational leadership of university student cadres.

H4: Intellectual stimulation has a significant impact on transformational leadership of university student cadres.

H5: Individual consideration has a significant impact on transformational leadership of university student cadres.

3.2 Research Methodology

There are four main steps in the research process. To gather information for the suggested conceptual framework, a survey of the full research population ($n = 235$) was first conducted. The significance of each hypothesis was then assessed using multiple linear regression with a p -value threshold of less than 0.05. As a result, theories that met the criteria for retention were kept, while those that did not were deleted.

Pre-IDI surveys were administered to the 235 students who comprised the remaining population within the supported hypotheses in the second stage. Subsequently, the third phase presented the Intervention Design Implementation (IDI), executed with a specific group of thirty participants.

In the final stage, 30 IDI participants completed the survey at the end of the process, providing the information needed to compare the pre-and post-IDI outcomes using a paired-sample t -test analysis. Thanks to this extensive methodology, the objectives and hypotheses of the research could be thoroughly examined.

3.3 Research Population, Sample Size, and Sampling Procedures

3.3.1 Research Population

This paper draws its research subjects from 19 different departments within the Student Union of Sichuan Normal University's Youth League Committee: the Youth League Committee Secretariat, Organization and Construction Department, Publicity and Research Department; Social Practice and Volunteer Service Department; Innovation and Entrepreneurship Guidance Department; Quality Development and Aesthetic Education Department; Community Management Department; Youth Research Center; Student Union Secretariat; Student Rights Service Committee; Labor and Life Service Department; Discipline Inspection Department; Girls Department; Sports Department; Network and Information Liaison Department; Psychological Services Department; Study Department; Presidium wait. There are roughly 240 students spread throughout 19 departments, with an average of 12 students per department. These pupils may be regarded as the study's research population.

3.3.2 Sample size

The researcher confirmed pilot test reliability after randomly assigning 30 student cadres to complete the survey. Next, using 240 student cadres from Sichuan Normal University as the research population, the researcher obtained 235 valid responses. Using multiple linear regression, the researcher examined the link between the independent and dependent variables. Thirty. The researcher chose 30 willing student cadres participating in the IDI intervention stage.

3.3.3 Sampling Procedures

The researcher conducted several sampling and related sampling procedures as follows:

Sampling 1: Sampling for pilot survey and pilot test

The researcher sampled 30 students randomly by asking them to fill out the questionnaire and give feedback on a pilot survey and pilot test.

Sampling 2: Sampling for Pre-survey

A researcher from Sichuan Normal University gave computerized questionnaires to 240 students from different Student Union and Youth League Committee departments. After reviewing every response, the researchers determined that 235 were legitimate.

Sampling 3: Sampling for IDI

The researcher randomly selected and sampled 30 voluntary student cadres to implement IDI.

3.4 Research Instruments

3.4.1 Design of Questionnaire

The researcher designed the survey questionnaire by following three steps.

Step1: Identifying questionnaire sources from two openly published articles (Lawrence et al., 2018; Li & Shi, 2005)

Step2: Adjusting and Presenting survey questionnaires on Chinese university student cadres Context.

Step3: Implementing IOC.

3.4.2 Components of Questionnaire

Survey questionnaire items were composed of the following three parts:

Part 1: Screening Questions. There were screening questions to filter out the non-research population.

Part 2: Basic info Questions. Questions, including gender, grade, and position of student leaders, obtained basic information about the study population.

Part 3: Pre-survey Questions. A total of 240 Sichuan Normal University student cadres were asked questions to determine the current level of IV and DV.

3.4.3 IOC Results

The researcher implemented the Index of Item-Objective Congruence (IOC) after inviting three independent specialists, researchers, or physicians. The three specialists are associate professors at Sichuan Normal University in China and are all of Chinese descent. During the IOC process, independent experts, researchers, and physicians scored +1 for congruent, 0 for questionable, and -1 for incongruent. All of the questionnaire items in this study had a coefficient of determination greater than 0.67, so the researcher kept them all.

3.4.4 Pilot survey and Pilot test results

The researcher randomly recruited 30 students to complete a pilot survey and give feedback. Afterward, the researcher implemented Cronbach's Alpha's internal consistency reliability test, which requires values equal to or greater than 0.67 (Sekaran, 1992). Therefore, the table below demonstrates the approved results for the high reliability of each construct.

Table 1: Pilot Test Result

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Self-efficacy (SE)	5	Nielsen and Munir (2009)	0.695	Questionable

Variables	No. of Items	Sources	Cronbach's Alpha	Strength of Association
Perceived external environment (PEE)	3	Milliken (1990)	0.868	Good
Inspirational Motivation (IM)	6	Ndunge (2014)	0.837	Good
Intellectual Stimulation (IS)	6	Hancott (2005)	0.817	Good
Individual Consideration (IC)	6	Winkler (2010)	0.894	Good
Transformational Leadership of university student cadres (TLUSC)	3	Bass and Avolio (1980)	0.872	Good

4. Results and Discussion

4.1 Results

4.1.1 Demographic Profile

The researcher demonstrated the demographic profile of the entire research population (n=235), followed by the selected students' group (n=30), who participated in IDI, as shown in Table 2.

Table 2: Demographic Profile

Entire Research Population (n=235)		Frequency	Percent
Gender	Male	56	23.81%
	Female	179	76.19%
Grade	Freshman year	186	79.15%
	sophomore year	41	17.45%
	Junior year	4	1.7%
	Senior year	4	1.7%
Total		235	100%
IDI Participants (n=30)		Frequency	Percent
Gender	Male	24	80.70%
	Female	6	19.30%
Total		30	100%

4.1.2 Results of multiple linear regression

A researcher conducted multiple linear regression (MLR) on 235 survey questionnaire results to determine whether each hypothesis was supported. There were five research hypotheses. Based on the variance inflation factor (VIF) analysis, multicollinearity is not a concern since the VIF value is below 5 (Hair et al., 1995). The R-squared (R^2) in a multiple linear regression model with five independent variables can account for 55.9% of the variability in Transformational Leadership of university student cadres.

Table 3: The multiple linear regression of five independent variables on transformational leadership of university student cadres.

Variables	Standardized Coefficients Beta value	t-value	p-value	VIF	R ²
Self-efficacy (SE)	0.1814	2.98	0.003*	1.92	0.559
Perceived external environment (PEE)	-0.0952	-1.88	0.061	1.33	
Inspirational Motivation (IM)	0.2321	3.13	0.002*	2.86	
Intellectual Stimulation (IS)	0.3228	4.25	<.001**	3.00	
Individual Consideration (IC)	0.1673	2.44	0.015*	2.44	
Transformational Leadership of university student cadres					

Note: p-value <0.05*, p-value <0.001**

In sum, H1, H3, H4, and H5 were supported for the five hypotheses, while H2 was not. Perceived external environment (PEE) has no significant impact on the Transformational Leadership of university student cadres (TLUSC). In these circumstances, the researcher removed the independent variable, perceived external environment (PEE), and made related adjustments. Therefore, the hypotheses were developed in stages based on results from multiple linear regression analyses. Afterwards, IDI was conducted to follow below hypotheses:

H6: There are significant mean differences in Self-efficacy (SE) between the pre- and post-IDI stages.

H7: There are significant mean differences in Inspirational Motivation (IM) between the pre- and post-IDI stages.

H8: There is a significant mean difference in Intellectual Stimulation (IS) between the pre- and post-IDI stages.

H9: There is a significant mean difference in Individual Consideration (IC) between the pre- and post-IDI stages.

H10: There is a significant mean difference in the Transformational Leadership of university student cadres (TLUSC) between the pre- and post-IDI stages.

4.2 IDI Intervention Stage

The IDI Intervention plan lasted for 16 weeks. It was based on quantitative and qualitative data collected at the pre-IDI stage to achieve the purpose of this research, which was to cultivate and improve the transformational leadership of student cadres. The Researcher illustrated IDI intervention in chronological order, as illustrated in Figure 2.

Table 4: IDI Activities

NO.	Time and Duration	Implementation Project
1	Week 1	team building
2		Target setting
3		SWOT Diagnostic Analysis Tool
4	Weeks 2-8 (7 weeks in total)	Education and training (group or individual)

NO.	Time and Duration	Implementation Project
5	Weeks 9-12 (4 weeks in total)	Practical exercises (group)
6	Weeks 13-14 (2 weeks in total)	Mentoring exchange (group or individual)
7	Weeks 15-16 (2 weeks in total)	Interview and summary

4.3 Results Comparison between Pre-IDI and Post-IDI

The researcher implemented a paired-sample t-test analysis on all five variables to identify whether there were any differences between transformational leadership of student cadres between the pre-IDI and post-IDI phases. The tables below illustrate paired-sample t-test analysis on five variables as follows:

Table 5: Paired-Sample T-Test Results

Variables	Mean	SD	SE	p-value
Self-efficacy				
Pre-IDI	4.03	0.579	0.1058	0.046
Post-IDI	4.39	0.692	0.1263	
Inspirational Motivation				
Pre-IDI	3.86	0.622	0.1135	< .001
Post-IDI	4.47	0.495	0.0904	
Intellectual Stimulation				
Pre-IDI	3.98	0.599	0.1094	< .001
Post-IDI	4.48	0.427	0.0780	
Individual Consideration				
Pre-IDI	3.89	0.498	0.0909	< .001
Post-IDI	4.48	0.485	0.0885	
Transformational Leadership of university student cadres				
Pre-IDI	3.90	0.607	0.1109	< .001
Post-IDI	4.49	0.538	0.0982	

Table 5 illustrates the results of the paired-sample t-test analysis of pre-IDI and post-IDI comparison as follows:

There was a significant increase in Efficacy Between the post-IDI (M=4.39, SD=0.692, SE=0.1263) stage and the pre-IDI (M=4.03, SD=0.579, SE=0.1058) stage, while P=0.046 and the mean value difference between the post-IDI stage and the pre-IDI stage was 0.36. Therefore, H6 supported the idea that there is a significant mean difference in self-efficacy between pre- and post-IDI.

There was a significant increase in Inspirational Motivation between post-IDI (M=4.47, SD=0.495, SE=0.0904) stage and pre-IDI stage (M=3.86, SD=0.622, SE=0.1135), while P<0.001 and mean value difference between post-IDI stage and Pre-IDI stage was 0.61. Therefore, H7 supported the idea that there is a significant mean difference in inspirational motivation between pre- and post-IDI.

There was a significant increase in Intellectual Stimulation between post-IDI ($M=4.48$, $SD=0.427$, $SE=0.0780$) stage and pre-IDI stage ($M=3.98$, $SD=0.599$, $SE=0.1094$), while $P<0.001$ and mean value difference between post-IDI stage and Pre-IDI stage was 0.5. Therefore, H8 supported the idea that there is a significant mean difference in intellectual stimulation between pre- and post-IDI.

There was a significant increase in Individual Consideration between post-IDI ($M=4.48$, $SD=0.485$, $SE=0.0885$) stage and pre-IDI stage ($M=3.89$, $SD=0.498$, $SE=0.0909$), while $P<0.001$ and mean value difference between post-IDI stage and Pre-IDI stage was 0.59. Therefore, H9 supported the idea that there is a significant mean difference in individual consideration between pre- and post-IDI.

There was a significant increase in Transformational Leadership of university student cadres between post-IDI ($M=4.49$, $SD=0.538$, $SE=0.0982$) stage and pre-IDI stage ($M=3.90$, $SD=0.607$, $SE=0.1109$), while $P<0.001$ and mean value difference between post-IDI stage and Pre-IDI stage was 0.59. Therefore, H10 supported the idea that there is a significant mean difference in transformational leadership of university student cadres between pre- and post-IDI.

According to the paired-sample t-test results demonstrated above, the researcher came up with the following conclusions. First, all five variables had a significant mean difference between the post-IDI stage and the pre-IDI stage. Second, the researcher found that there was a significant increase in Transformational Leadership of university student cadres between the pre-IDI and post-IDI phases.

5. Conclusions, Recommendations and Limitations

5.1 Conclusions & Discussions

The study investigated the influence of four independent variables, namely Self-efficacy, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration, on one dependent variable, Transformational Leadership of university student cadres. The research employed a comprehensive research design, data collection, and methodology to draw meaningful conclusions.

The research design incorporated the use of the Index of Item-Objective Congruence (IOC) for validity and Cronbach's Alpha in a pilot test to ensure the reliability of the measurement instruments. This rigorous approach to measurement strengthened the credibility of the research. Data were collected from 235 valid responses from Student cadres of the Sichuan Normal University Youth League

Committee and Student Union. They were subjected to multiple linear regression analyses to verify the significant relationships between the independent and dependent variables. Moreover, a 16-week Intervention Design Implementation (IDI) was carried out with 30 selected student groups. Post-ID data were collected and compared with pre-ID data using a paired-sample t-test.

The research results show that certain factors significantly affect the transformational leadership of college student leaders. Specifically, Self-efficacy, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration significantly impact the Transformational Leadership of university student cadres. On the other hand, the Perceived external environment has no significant impact on the Transformational Leadership of university student cadres. This shows that focusing on Self-efficacy, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration can improve the Transformational Leadership of university student cadres.

The findings from the paired-sample t-test for comparison showed a significant difference in Transformational Leadership of university student cadres between the post-ID and pre-ID stages. This suggests the 16-week Intervention Design Implementation positively and statistically significantly impacted student cadres' Transformational Leadership.

In summary, this study, which has a setting in Chengdu, China, offers a significant addition by highlighting the possibility of cultivating transformational leadership among university student cadres, which can contribute to developing leadership and comprehensive qualities. The study's thorough methodology, in-depth research, and useful consequences offer insights into the variables that can improve university student cadres' capacity for transformational leadership. These results can inform instructional strategies and interventions that help university students acquire critical abilities that will ultimately help them thrive in a world that is becoming more inventive and competitive.

5.2 Recommendations

The results of this study show that improving Self-efficacy, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration can indeed improve the transformational leadership of college student cadres. The following suggestions will be made from five aspects.

5.2.1 Enhance the system of instruction

To enhance the transformational leadership training that student cadres receive, it is imperative that the student cadres' training system be further improved, that their training behavior be standardized, that pre-job training, in-

service training, and regular assessment be combined, that short-, mid-and long-term training plans be established, and that the foundation and practicability of the content of the student cadres' transformational leadership training be combined. Create training files for student cadres, keep track of the entire process, design training programs and projects that align with the many stages of students' development, and encourage institutionalization, normalization, and project-based learning. Simultaneously, focus on the interactions and communication between the departments of teaching, management, and organizational studies in colleges and universities; enhance relationships with businesses, communities, and other organizations; form a 360-degree, all-encompassing engagement in the training system; and raise the efficacy of the transformational leadership training that student cadres receive.

5.2.2 Enhance the evaluation mechanism

In addition to being a crucial tool for managing student cadres, student cadre examinations in colleges and universities serve as a valuable resource for developing and instructing student cadres in transformational leadership. Student cadres must be properly categorized based on the attributes of their posts, with an emphasis on evaluation. The current student cadre supervision, work responsibility, democratic life meeting, work regular meeting, file management, financial management, information feedback, responsibility investigation, and other systems need to be further improved to standardize student cadres' work behavior. These systems include the public opinion survey and others. Provide a systematic approach to the development of student organizations. To support the full implementation of transformational leadership training, it is also necessary to incorporate the transformational leadership of student cadres into the assessment content, place significance on the scientific evaluation of the leadership index system, and intentionally view the transformational leadership assessment result as a valuable index for student cadres to utilize.

5.2.3 Enhance the student cadres' general management system

Develop and enhance the "unified leadership of the school, centralized management of the league and school, and assistance from relevant departments" student cadre overall management mechanism. Encourage more departments to join in training student cadres for transformational leadership promotion. Create a management mechanism of overall coordination and joint management.

The school sets the goals and guiding principles for student cadres receiving transformative leadership training. The school has given the Youth League Committee the task

of creating the student cadres' transformative leadership training plan and the related work objectives, management duties, detailed plans, organization, and implementation, etc. The Youth League Committee receives assistance from other departments in setting up a contact meeting mechanism. Promote the efficacy and scientific of the student cadre transformational leadership development process by coordinating the relationships between the project's human, financial, material, and business aspects.

5.2.4 Enhance the student cadres' oversight and management system

The process of training student cadres for transformational leadership in colleges and universities is a methodical and prolonged endeavor that necessitates the gradual establishment and enhancement of the supervision and evaluation framework of "process supervision, teacher supervision and student supervision, and organizational supervision and evaluation" in the context of leadership development practice and investigation. Develop a systematic approach to overseeing and managing the entire student growth process. This involves monitoring the current situation and the early, middle, and late stages and outcomes of the transformational leadership training that student cadres have received. Corresponding documentation should be established, and any inadequacies should be corrected promptly to ensure efficacy and science. The primary method of integrating teacher and student supervision is to highlight the supervisory responsibilities of student leaders' immediate superiors, peers, and residents of their dorms.

Student leaders' everyday activities and lives should also be included in supervising leadership conduct. The issue of inadequate growth of transformative leadership is identified through observation of their everyday morals, aptitude, diligence, performance, honesty, and study, as well as their lifestyle and work style. Boost the impact of training in transformative leadership. The goal of organizational supervision and evaluation is to support the implementation of the supervision function through research, questionnaires, evaluations, and other means. It also involves evaluating and consulting students' peers and peers in the dorm based on how well they performed in assessing their direct superiors.

5.2.5 Enhance the student cadre incentive system

The process of teaching college student cadres' transformative leadership is a dynamic one. To help students fully comprehend the issues and limitations of their leadership behaviors, promptly providing feedback to student cadres, developing evaluation files, and explaining assessment laws are essential. Enhancing the scientific assessment and incentive mechanism of student cadres, as well as the evaluation, reward, and punishment systems, regular duty reporting, regular summaries, defects review,

and improvement of deficiencies, are all necessary for evaluating the transformational leadership of student cadres. Use the potential to be motivated positively and negatively, and allow motivation's good and bad roles to be fully explored in science. Positive rewards like affirmation, praise, job promotion, party membership recommendation, employment recommendation, and the awarding of honorary titles, along with material rewards under certain conditions, should be fully utilized in the training of student cadres' daily leadership behaviors in order to foster the positive influence on the enhancement of student cadres' transformational leadership. At the same time, negative reinforcements such as one-on-one conversations, constructive criticism on a small scale, demotion, and resignation orders must be used to encourage the repair of their leadership behavior and the ongoing development of their areas of weakness. Encouraging the healthy growth of student cadres requires improving the transformational leadership training program's reward system.

5.3 Limitations for Future Research

While the study on the influence of independent variables on Transformational Leadership of university student cadres, it is essential to acknowledge its limitations to guide future research in this area. These limitations suggest potential avenues for further investigation and research refinement:

Sample Size and Demographics: The shortcomings of the research are obvious. During the questionnaire survey stage, due to time and management constraints, the number of respondents was 235, mainly cadres of the Youth League Committee and the Student Union of Sichuan Normal University. Although the questionnaire covered the school's main and representative student cadres, things could still be improved. For example, the college-level student cadres of the 26 secondary colleges of the school were not surveyed and interviewed, and there was no large-scale survey and statistics on the situation of student cadres of other colleges and universities in the region, which made the sample of this study small. In selecting survey subjects, we mainly focused on school-level student cadres because the survey subjects were randomly selected. Therefore, the promotion and practice of the research conclusions still need further demonstration.

Variables and Relationships: While reading a great deal of pertinent literature, I also combined my knowledge of leadership development and transformational leadership theory to conduct in-depth research, thinking, and refining. Based on this, I formed a model framework for studying transformational leadership of college student cadres. However, due to my lack of experience and vision during the research process, the overall research level of the paper still needs to be further deepened and improved in future

research, and the research results still need to be tested and corrected in practice.

Theory and Practice: Cadres of college students are an extremely transient group. They possess both the more fundamental qualities of students and the qualities that leaders ought to possess. As a result, the development and instruction of transformational leadership in college student cadres must be tightly aligned with the university's mission and goals and the public's need for talent development in higher education. Certain distinctions exist. Owing to visual limitations, this study should have addressed this topic in detail; additional evidence will need to be gathered in subsequent studies.

Next Research : Many academic fields, including management, organizational behavior, psychology, sociology, and systems science, are involved in the transformational leadership training of college student leaders and related concerns. Research on leadership, both scientific and applied, is a developing topic. This work contains certain undesirable elements regarding structural arrangement, analysis and reasoning, and writing because of time, data, and issue comprehension constraints. Some locations have not received enough in-depth investigation. These are a few that, in my opinion, warrant further investigation: First, based on the focus of current research, it is necessary to combine transactional leadership theory, visionary leadership theory, charismatic leadership theory, and other leadership theories in order to provide student cadres with transformational leadership training. This is in addition to the popularization of leadership qualities. In order to investigate and develop a more efficient training system appropriate for the present training and talent demands of college student cadres, conduct a comparative study on the effects of leadership training of college student cadres under the supervision of theory. Second, from the standpoint of research methodology, there is a need for additional exploration of the integration of qualitative and quantitative research in examining the transformational leadership of student cadres. More scientific and quantitative research techniques are required, particularly when it comes to quantitative studies on the transformational leadership of student cadres—a variety of efficient techniques to confirm study findings from several perspectives. As a result, it will be important to combine more quantitative and qualitative analysis in the future, as well as to further reference and assemble research-appropriate questionnaires by the needs of the study, confirm the validity and reliability of the research from a variety of angles, and support future scientific research—large-scale application. The third concerns the inventiveness and application of interdisciplinary research concepts and expertise. Knowing how to use multidisciplinary knowledge and methods to conduct systematic research using multivariable data is an

important topic for future in-depth discussion. Leadership trait theory, leadership behavior theory, contingency theory, and new leadership theory have some guidance and application value for the transformational leadership training of college student cadres. Fourth, as a systematic effort, developing college student leaders' transformational leadership skills and expediting the development of professional courses and disciplines are additional concerns that need future consideration and in-depth debate.

The transformational leadership training of college student cadres is a need for scientific talent cultivation and a trend for scientific human resources development and management. College and university student managers must consistently update instructional concepts and apply leadership and management theories scientifically. They utilized domestic and international cutting-edge leadership theories and tools to increase the scope and depth of talent development. On the one hand, higher education can effectively fulfill the functions of enhancing the knowledge and skill levels of workers and managers, enhancing the caliber of members within social organizations, and providing talent and intellectual support for social progress and development through student cadres' transformation and leadership training.

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