

# The Model of Development for Leadership of Association for Nursing Student in Universities Under Henan Province

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## Abstract

The objectives of this research were: (1) To explore the components and variables of the model of nursing student cadres leadership development in universities under Henan Province.(2) To propose the guideline of the model of nursing student cadres leadership development in universities under Henan Province.The research was a mixed methodology research, including quantitative research and qualitative research. The survey included 328 nursing student leaders from 13 colleges. A stratified sampling method was adopted for 2272 nursing student cadres. The tools used for data collection included semi-structured interviews, five-level rating scale questionnaires, and focus group discussion records. Descriptive statistics,  $\bar{x}$ , S.D.exploratory factor analysis and content analysis were used for data analysis.

The results show that: (1)The leadership model of nursing student cadres in Henan Province is composed of the following five component:ideology;Character style; Communication and socializing; Cognitive ability; Innovative thinking;(2)There are 20 guiding principles for the guideline leadership of nursing student cadres in colleges and universities in Henan Province, including 4 guiding principles in component 1 ideology, 4 guiding principles in component 2 Character style, 4 guiding principles in component 3 Communication and socializing, 4 guiding principles in component 4 Cognitive ability, and 4 guiding principles in component 5 Innovative thinking.

**Keywords:** The Model of Leadership Development; Student Association Nursing Colleges; Henan Province

## Introduction

In today's world, multi-polarization and economic globalization are gaining momentum, science and technology are making rapid progress, and competition for talents is becoming increasingly fierce. The competition of the world economy and the competition of comprehensive national strength is essentially the competition of science and technology and the competition of national quality. The core of the world resource development has changed from the development of material resources to the development of human resources, and human resources have become the first resource and decisive factor of economic development. The primary responsibility of higher education is to train talents for society. Only by firmly establishing higher education, training and conveying more talents with rich knowledge, good character, firm faith and excellent ability for the society, can we complete the historical mission of higher education (Jack,K,2022).

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China's higher education from elite education to mass education, the number of college students has increased sharply, student management has become the basic link of talent training, student cadre training has become an important part of student management. College student cadres are the most active, the most potential, the most influential, the most attractive advanced elements of college students, is an important bridge between teachers and students, is an important force to participate in education management, and is the main backbone of future national construction. The leadership of student cadres directly affects the normal development of a series of work such as teaching, management and service (Fuster Linares, P,2020).

As an important partner in the future healthcare team, nursing students' leadership is the ability of nursing staff (including nursing students, nurses, and nursing managers) to apply their knowledge to influence others in the organization to take certain actions and behaviors to achieve the common goals of the organization. Improving the leadership of nursing student cadres is not only the need of students' own growth, but also an important topic to improve the effectiveness of student management in nursing colleges and universities. Especially when these student cadres set foot on the job, the leadership they cultivate in colleges and universities will have a more far-reaching impact on the development of nursing professional ability, improve comprehensive quality, social competitiveness, and promote innovation. Reduce turnover in the nursing workforce. Therefore, it is imperative to strengthen the training of nursing student cadres' leadership(Sayers, J, 2015).

This paper summarizes the development model of effective leadership of nursing student cadres in Henan Province, and analyzes the components of the leadership model combined with relevant theories. According to the components of the leadership model, the guiding principles of effective leadership promotion are put forward. Through the establishment of scientific and reasonable student cadre leadership and scientific management mode, the nursing student cadre can play a better role in the hospital after graduation and improve their ability to serve social health and people's medical services (Colley S. L. 2019).

## **Research Objectives**

1. To explore the components and variables of the leadership development on student association nuering colleges under Henan Province
2. To propose the guideline of the model of leadership development on student association nuering colleges under Henan Province.

## **Research Methodology**

### **1. Population and sample**

The population was 2272 nursing student cadres from 13 nursing colleges and universities in Henan Province. Stratified sampling method was adopted, and the sample size was 328 nursing student cadres. There are 10 main informants, all of whom are student management experts, counselors and student cadres in Henan Province. Student management experts and teachers are selected with more than 10 years of teaching and student management experience; Students choose freshmen, sophomores and juniors respectively; Student leaders are those who have at least 2 years of management experience in a class or student organization. The model was guided and confirmed by a group discussion of 9 student management experts. 9 management experts include professors, directors, academic leaders and head department.

They came from 10 public universities in Henan province that offer nursing majors.. They have more than 10 years of working experience and 5 years of management experience. The key informants were selected by purposive sampling method.

### **2. Research instruments**

The researcher used a three-part questionnaire;Part 1: general information; Part 2:The questionnaire of effective leadership of nursing student cadres in Henan Province (five-point system) . Part 3:Recommendations and Comments.

The instrument starts with step (1) to develop the tool in the form of a questionnaire. Content validity and reliability were used to evaluate the quality of the questionnaire. Content validity was tested by 5 experts and analyzed using project-objective consistency (IOC). Reliability was analyzed using Cronbach's Alpha.

### **3. Data collection**

Data collection is done by researchers. There are three ways to distribute it through the Internet, email and researchers. In focus group discussions, researchers act as facilitators.

- 1) Get in touch with key information providers and get their consent.
- 2) Access or send questions by email or other means.
- 3) Summarize the discussion and write the research report.

### **4. Data analysis**

The data of demographic variables were analyzed by descriptive statistics. Descriptive statistical method is used to analyze the components of college leadership of nursing student cadres in Henan province. An exploratory factor analysis (EFA) is used to analyze the components of effective leadership.

## **Research Conceptual framework**

Leadership refers to personality traits, work motivations, social roles, self-awareness, personal values, attitudes, professional knowledge and professional skills that can measure good employees and average employees. On the basis of literature review and Chinese traditional cultural background, this paper selects the constituent elements studied by domestic scholars and recognized by many experts and scholars to be included in the research scope of the constituent elements of college student cadres' leadership ability. It is concluded that the domestic research on the components of the leadership ability of college students mainly involves five components: ideology, personality style, communication and sociability, cognitive ability and innovative thinking.

## **Research Results**

### **Section 1: Result of Content Analysis for Research Objective 1**

The researchers reviewed the literature and found 85 subvariables and 56 variables from interviews with key informants. The researchers combined the content analysis of the literature review with the analysis of semi-structured interviews with experts to identify a total of 91 variables. After the expert IOC certification, the variables with a score of less than 0.5 were eliminated, and 81 variables were finally obtained for questionnaire distribution. A research tool, the five-point scale questionnaire, was prepared.

According to statistics, there are 2272 student leaders in 13 nursing colleges in Henan Province. In this survey, the researchers sent out 328 valid questionnaires as the final questionnaire results.

**Part I: Result of Data Analysis on Questionnaire: Demographic Information**

The researchers analyzed the results of the questionnaire. there were 328 respondents in this questionnaire. There were 253 women, accounting for 77.13%; There were 75 males, accounting for 22.82%. From the grade point of view, freshman student cadres accounted for the largest proportion, a total of 135 people, accounting for 41.16%; Junior student cadres accounted for the least, 77 people, accounting for 23.48%. In terms of political outlook, the largest number of respondents were Communist Youth League members, with 263, accounting for 80.18%, followed by 47 party members (including probationary party members), accounting for 14.33%, and 18 people, accounting for 5.49%. In terms of the cumulative time served as cadres, 6.10% (20 people) were held for < half a year, 71.34% (234 people) were held for 6 months to 1 year, 11.89% (39 people) were held for 1 year to 2 years, and 10.67% (35 people) were held for > 2 years.

**Part II:the questionnaire data analysis results: variable analysis**

**Table 1** Descriptive statistics (n=328)

	Variables	$\bar{X}$	Standard Deviation (S.D.)	Level
1	Have a keen insight into the country's major policies and political events, and can achieve consistency with the central government	3.83	0.82	High
2	Be good at understanding and integrating stakeholder expectations	3.22	0.91	Moderate
3	Have strong convictions	3.81	0.87	High
4	Work hard	3.80	0.86	High
5	Always pay attention to school notices, announcements and other information	3.85	0.90	High
6	Willing to participate in social practice activities arranged by the school	3.87	0.85	High
7	Stand your ground and act decisively	3.16	0.90	Moderate
8	Have a clear plan for college	3.78	0.90	High
9	Ability to use your experience and expertise to help others grow quickly	3.84	0.89	High
10	Work on your own initiative, whether supervised or not	3.02	0.92	Moderate
11	Care and safeguard the overall interests of the team	3.54	0.87	High
12	The ability to eliminate irrelevant information to accomplish truly important goals	3.75	0.90	High
13	Be able to understand the thinking dynamics of team members and analyze their personality trends	3.72	0.89	High
14	Ability to accurately grasp individual or team goals	3.01	0.92	Moderate
15	Have a holistic view of yourself and know your strengths and weaknesses	4.23	0.96	Highest
16	Have high political accomplishment	3.78	0.90	High
17	Have a high level of authority in the team	3.14	0.95	Moderate
18	Even if there is a problem outside of my duties, I will try my best to solve it	3.85	0.85	High
19	Respect others in everything you do	3.77	0.87	High
20	Be good at prioritizing what needs to be done	3.29	0.90	Moderate
21	Feel energized at all times	3.81	0.92	High
22	Rarely care about the unprincipled faults of others	3.80	0.89	High
23	Be honest with others	3.37	0.92	Moderate
24	Lively and cheerful, willing to interact with people	3.83	0.93	High

Variables		$\bar{X}$	Standard Deviation (S.D.)	Level
25	Fulfill the vows and promises made	3.26	0.97	Moderate
26	Independent and good at making decisions	3.35	0.94	Moderate
27	Confident in leading the team and have the confidence to lead the team to complete various tasks	3.77	0.93	High
28	Willing to work as a team and work together to accomplish tasks	3.79	0.94	High
29	Be able to communicate your intentions and ideas clearly	3.84	0.91	High
30	When multitasking, you are able to organize yourself quickly and effectively	4.32	0.91	Highest
31	Like to make detailed plans before undertaking certain activities	3.78	0.85	High
32	You don't put off today's tasks until tomorrow	3.81	0.92	High
33	Be able to accept mistakes from others	3.28	0.95	Moderate
34	Whether studying or working, I can set an example for others	3.25	0.94	Moderate
35	Be willing to help others	3.67	0.89	High
36	Good at using various methods to inspire and encourage people around	3.76	0.87	High
37	When talking to others, you often pay attention to their reactions	3.78	0.97	High
38	Can guide people in different groups to achieve their goals	3.82	0.96	High
39	Strong ability to persuade others	4.42	0.89	Highest
40	Be good at building relationships through communication	3.19	0.93	Moderate
41	To participate in various group activities, and good at establishing good cooperative relations with others	3.74	0.96	High
42	Keep in touch with your friends and meet more people through them	3.78	0.76	High
43	Good at dealing with people	3.83	0.94	High
44	Ability to communicate effectively with others	4.25	0.97	Highest
45	Can accommodate different points of view	3.77	0.87	High
46	Good at mobilizing different departments to complete predetermined tasks	3.28	0.94	Moderate
47	Able to lead team members to go all out to achieve the goal	3.80	0.96	High
48	He is good at inspiring and encouraging people around him in various ways	3.82	0.95	High
49	Be able to get along well with people around you	3.88	0.88	High
50	Understand the characteristics of team members, according to their different characteristics and potential, let them take on different tasks, and make them do their work well	3.74	0.87	High
51	Be able to communicate their ideas, attitudes and information to each other accurately and completely with strong ability of publicity, expression, persuasion and infection, so as to motivate members to play a greater role	3.73	0.93	High
52	Always listen to the suggestions of team members and actively adopt and apply these suggestions	4.33	0.94	Highest
53	Be able to quickly find effective solutions to problems	3.31	0.89	Moderate
54	The decision will fully consider the resources that can be used, as well as the benefits, risks, opportunities and other factors	3.78	0.97	High
55	Can lead everyone to withstand various tests and trials, and can well grow knowledge and experience from setbacks	3.17	0.93	Moderate
56	When the team does not agree, they can strive to find a solution that is acceptable to all parties	3.82	0.95	High
57	In the work, can be properly organized, so that all kinds of personnel work clearly, clear responsibilities, tacit cooperation with each other, effective use of various resources	3.79	0.93	High

Variables		$\bar{x}$	Standard Deviation (S.D.)	Level
58	Have an understanding of things	3.78	0.85	High
59	Do things to be responsible for the consequences of decisions	3.86	0.94	High
60	Be able to help others clarify their responsibilities	3.82	0.87	High
61	Be able to communicate your intentions and ideas clearly	3.15	0.94	Moderate
62	Understand the needs of others	3.78	0.95	High
63	It allows the team to work cohesively together	3.82	0.93	High
64	Take the initiative to take responsibility in case of an accident	3.79	0.95	High
65	Be able to accept new work and new knowledge quickly, and master and apply it to practical work	3.78	0.96	High
66	Ability to actively listen to multiple perspectives and opinions	3.81	0.89	High
67	Be good at gathering valuable information from different sources	3.84	0.94	High
68	Trust the members of the organization	3.79	0.88	High
69	Have the ability to observe, understand, analyze and synthesize the surrounding things	3.22	0.92	Moderate
70	Do things have their own ideas, will not follow others	3.84	0.94	High
71	Flexible thinking, not conservative, can actively accept new ideas	3.79	0.89	High
72	Discerning, visionary	3.78	0.94	High
73	Be willing to listen to different perspectives	3.83	0.87	High
74	Look for challenging jobs to test your skills and talents	3.82	0.93	High
75	Be able to spot a good opportunity before others	3.79	0.96	High
76	Always looking for a better way of doing things	3.36	0.89	High
77	Often have creative ideas or methods of work	3.77	0.86	High
78	Be willing to experiment and take risks	3.78	0.92	High
79	Dare to be the first, dare to try new working ideas and methods	3.24	0.97	Moderate
80	Keep pace with The Times	4.56	0.93	Highest
81	Able to independently discover new things, propose new ideas, solve new problems, and make new achievements	3.80	0.95	High

From Table 1, the arithmetic mean ( $\bar{x}$ ) of the 81 questions ranged from 3.54 to 3.88, and the standard deviation (sd) ranged from 0.76 to 0.98, indicating that respondents' opinions on this variable varied greatly.

**Table 2** The KMO test and the Bartlett's test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.937
Bartlett's Test of Sphericity	Approximate california	24873.057
	df	3225
	Sig.	0.000

As can be seen from the above table, KMO is 0.937, greater than 0.6, which meets the prerequisite requirements of factor analysis, indicating that this data can be used for factor analysis research. The data passed Bartlett sphericity test ( $p < 0.05$ ), indicating that the study data was suitable for factor analysis.

**Table 3** Eigenvalues, Percentage of Variance, Percentage of Cumulative Variance

Component	Rotation sums of squared Loadings		
	Eigenvalues	Percentage of Variance	Percentage of Cumulative
1	18.14	24.38	24.38
2	14.67	19.56	43.94
3	12.79	15.38	59.32
4	7.37	8.73	68.05
5	3.20	3.22	71.27

Extraction method: principal component analysis

The above table analyzes the situation of factor extraction and the amount of information extracted by factor extraction. As can be seen from the above table, a total of 5 factors were extracted from the factor analysis, and the variance interpretation rates of these 5 factors after rotation were 24.38%, 43.94%, 59.32%, 68.05% and 71.27%, respectively. The interpretive rate of the pre-round cumulative variance was 71.27%, indicating that enough information was extracted and the validity of the scale was considered good.

In addition, after the rotation axis of each major component in factor loading and variable description, Table 4 shows the situation.

**Table 4** The factor loading, variables described in each of the main components after rotating the axis.

variable	Component				
	1	2	3	4	5
1. Have a high level of authority in team	0.78				
2. Have a holistic view of yourself and know your strengths and weaknesses	0.76				
3. Be good at understanding and integrating stakeholder expectations	0.74				
4. Ability to accurately grasp individual or team goals	0.73				
5. Have strong convictions	0.73				
6. Willing to participate in social practice activities arranged by school	0.72				
7. Care and safeguard the overall interests of the team	0.72				
8. Work hard	0.70				
9. Always pay attention to school notices, announcements and other information	0.69				
10. Have a keen insight into the country's major policies and political events, and can achieve consistency with the central government	0.68				
11. Have high political accomplishment	0.68				
12. The ability to eliminate irrelevant information to accomplish truly important goals	0.65				
13. When necessary, individual interests can be sacrificed for the collective good of the organization	0.63				
14. Have a clear plan for college	0.63				
15. Stand your ground and act decisively	0.60				
16. Work on your own initiative, whether supervised or not	0.49				
17. Even if there is a problem outside of my duties, I will try my best to solve it	0.44				
18. Be able to understand the thinking dynamics of team members and analyze their personality trends	0.43				

variable	Component				
	1	2	3	4	5
19.Independent and good at making decisions		0.76			
20.You don't put off today's tasks until tomorrow		0.75			
21.Be honest with others		0.74			
22.Like to make detailed plans before undertaking certain activities		0.73			
23.Lively and cheerful, willing to interact with people		0.73			
24.Respect others in everything you do		0.73			
25.Confident in leading the team and have the confidence to lead the team to complete various tasks		0.72			
26.Whether studying or working, I can set an example for others		0.72			
27.Rarely care about the unprincipled faults of others		0.72			
28.Be good at adjusting your words and actions according to changes in surrounding information		0.72			
29.Be good at prioritizing what needs to be done		0.72			
30.Fulfill the vows and promises made		0.68			
31.When multitasking, you are able to organize yourself quickly and effectively		0.67			
32.Be able to accept mistakes from others		0.66			
33.Feel energized at all times		0.49			
34.Willing to work as a team and work together to accomplish tasks		0.43			
35.Good at dealing with people			0.75		
36.To participate in various group activities, and good at establishing good cooperative relations with others			0.74		
37.Able to lead team members to go all out to achieve the goal			0.74		
38.Be good at building relationships through communication			0.73		
39.Always listen to the suggestions of team members and actively adopt and apply these suggestions			0.73		
40.Can guide people in different groups to achieve their goals			0.73		
41.Ability to communicate effectively with others			0.72		
42.Good at mobilizing different departments to complete predetermined tasks			0.72		
43.Be able to communicate their ideas, attitudes and information to each other accurately and completely with strong ability of publicity, expression, persuasion and infection, to motivate members to play a greater role			0.72		
44.Good at using various methods to inspire and encourage people around			0.72		
45.Keep in touch with your friends and meet more people through them			0.72		
46.When talking to others, you often pay attention to their reactions			0.72		
47.Understand the characteristics of team members, according to their different characteristics and potential, let them take on different tasks, and make them do their work well			0.70		
48.Can accommodate different points of view			0.69		
49.Be able to get along well with people around you			0.68		
50.Strong ability to persuade others			0.68		
51.Be willing to help others			0.49		
52.Different communication methods will be adopted according to the characteristics of different objects			0.43		
53.Do things to be responsible for the consequences of decisions				0.74	
54.It allows the team to work cohesively together				0.73	

variable	Component				
	1	2	3	4	5
55.The decision will fully consider the resources that can be used, as well as the benefits, risks, opportunities and other factors				0.73	
56.Do things have their own ideas, will not follow others				0.73	
57.Be able to quickly find effective solutions to problems				0.73	
58.Trust the members of the organization				0.73	
59.Be able to communicate your intentions and ideas clearly				0.72	
60.Can lead everyone to withstand various tests and trials, and can well grow knowledge and experience from setbacks				0.72	
61.Take the initiative to take responsibility in case of an accident				0.71	
62.Be good at gathering valuable information from different sources				0.70	
63.Be able to accept new work and new knowledge quickly, and master and apply it to practical work				0.70	
64.In the work, can be properly organized, all kinds of personnel work clearly, responsibilities, tacit cooperation with each other, effective use of various resources				0.69	
65.Have the ability to observe, understand, analyze and synthesize the surrounding things				0.69	
66.When the team does not agree, they can strive to find a solution that is acceptable to all parties				0.68	
67.Ability to actively listen to multiple perspectives and opinions				0.68	
68.Be able to help others clarify their responsibilities				0.48	
69.Understand the needs of others				0.42	
70.Able to regulate emotions in a timely manner				0.41	
71.Flexible thinking, not conservative, can actively accept new ideas					0.75
72.Dare to be the first, dare to try new working ideas and methods					0.75
73.Able to independently discover new things, propose new ideas, solve new problems, and make new achievements					0.75
74.Be able to spot a good opportunity before others					0.73
75.Often have creative ideas or methods of work					0.73
76.Be willing to listen to different perspectives					0.70
77.Always looking for a better way of doing things					0.70
78.Be willing to experiment and take risks					0.68
79.Keep pace with The Times					0.68
80.Discerning, visionary					0.67
81.Look for challenging jobs to test your skills and talents					0.43

According to the research criteria, when the number of variables contained in a component is less than 3, the component will be deleted. Entries with factor loads below 0.5 are also deleted, and entries with scores above 0.5 are retained. As can be seen from the above table, all components contain more than 3 variables, but the factor load of some items is lower than 0.5. Therefore, 11 items 16、17、18、33、34、51、52、68、69、70and 81need to be deleted. The factor load values of the remaining items are all higher than 0.5, indicating that there is a strong correlation between the research project and the factor, and the factor can effectively extract information.

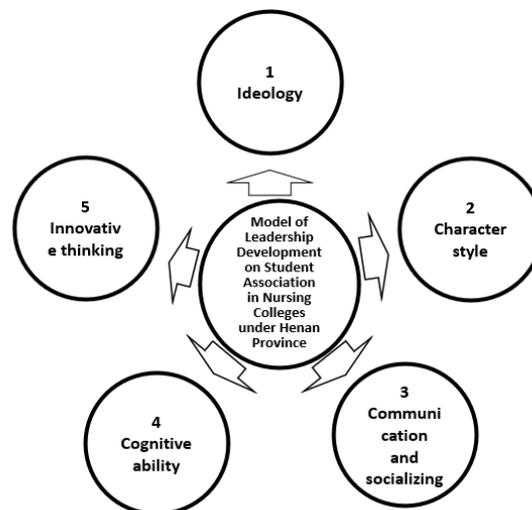
As can be seen from Table 5, there are five components of the leadership of college nursing student cadres in Henan Province; component 1,15 variables; component 2,14 variables; component 3,16 variables; component 4 has 15 variables and component 5 has 10 variables.

**Table 5** Data analysis results of the components of the questionnaire

Order	Components	Number of Variables	Factor Loading
1	Component 1	15	0.60-0.78
2	Component 2	14	0.66-0.76
3	Component 3	16	0.68-0.75
4	Component 4	15	0.68-0.74
5	Component 5	10	0.67-0.75
	Total	70	0.60-0.78

On the basis of exploratory factor analysis (EFA), we extract the variables and analyze the key components, and conclude that there are five components of the leadership of college nursing student cadres in Henan Province. The researchers then used the value of the factor load factor to determine the correspondence between the variable and the component, excluding the case of factor load below 0.5, and named each component according to the correspondence between the variable and the component. The five components are named "ideology", "character style", "communication and socializing", "cognitive ability" and "innovative thinking".

On the basis of the analysis results, this paper uses exploratory factor analysis to analyze the constituent elements of student leaders' leadership. The summary is shown in the figure.



**Figure 2** Efficient leadership model of nursing student cadres

**Section 2: Result of Data Analysis on Research Objective 2**

Through qualitative research, quantitative research and factor analysis, the guidelines of college leadership of nursing student cadres in Henan Province are obtained. A total of nine experts with more than five years of work experience participated in the focus group discussion. Finally, the relevant contents are summarized, and 20 guiding principles for the effective leadership of nursing student cadres in colleges and universities in Henan Province are obtained, including 4 guidelines for Ideology management, 4 guidelines for Character style management, 4 guidelines for Communication and socializing communication, 4

guidelines for Cognitive ability management, and 4 guidelines for Innovative thinking.

**1. Ideology**

(1) Schools should strengthen the ideological education of student cadres. (2) Schools should provide more practical opportunities for student cadres. (3) The school should establish a perfect incentive mechanism to encourage student cadres to actively participate in work and improve their ideological consciousness. (4) Schools should strengthen the communication between teachers and students and improve the ideological consciousness of student cadres.

**2.Character style**

(1) Student leaders should establish correct values.(2) Student cadres should pay attention to self-improvement. (3) Student cadres should pay attention to team building. (4)Student leaders should pay attention to self-expression.

**3. Communication and socializing**

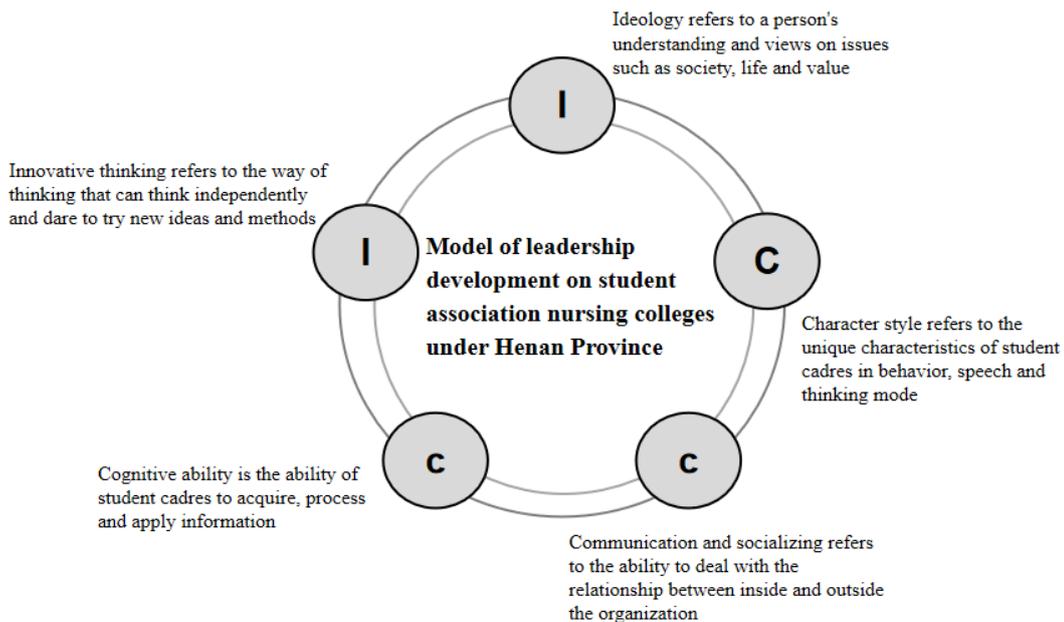
(1) Provide communication skills training. (2) Schools can organize various activities to provide students with practical communication and social opportunities.(3) Schools should encourage student leaders to give feedback and reflection after each activity so that they can learn and improve from it.(4)The school should strive to create an open, inclusive and respectful communication environment for student leaders to learn and grow in such an environment.

**4. Cognitive ability**

(1) Cultivate critical thinking of student cadres.(2) Improve the information processing ability of student cadres. (3) Improve the self-management ability of student cadres. (4)Enhance the ability of student cadres to solve problems.

**5. Innovative thinking**

(1) Strengthen innovative education.(2) Provide an innovative environment.(3) Cultivate critical thinking.(4) Encourage teamwork.



**Figure 2** Five components and guidelines

## Discussion

Based on the research objectives, the discussion will be presented as follows:

### Section 1 Discussion about major findings of objective 1

In Section 1, Combined with literature review and semi-structured interviews with 10 key informants, The researchers constructed the componental framework of effective leadership of nursing student cadres in Henan province from five components : Ideology, Character style, Communication and socializing, Cognitive ability and Innovative thinking.

component 1: Ideology. First of all, we must clarify the goal of ideological cultivation of student cadres. This goal should be to train student cadres to have a correct world outlook, outlook on life and values, so that they can strengthen their confidence in the socialist road, theory, system and culture. At the same time, it is necessary to train them to have good moral character and be able to influence and lead other students with noble moral character. Secondly, we should adopt effective methods to cultivate the ideological consciousness of student cadres. This includes through classroom teaching, practical activities, community activities and other ways, so that student cadres in the study of their own ideological quality. According to the study of Mang rulkar, R. S., & Steiner, B. (2020:145) Finally, we should establish a perfect ideological training mechanism for student cadres. This includes the establishment of sound student cadre selection mechanism, training mechanism, assessment mechanism, so that the ideological cultivation of student cadres can be carried out in an orderly manner. In general, the cultivation of student cadres' ideology is a systematic project, which requires our joint efforts in order to achieve practical results. Only in this way can we cultivate a team of high-quality student cadres and make greater contributions to the development of the school. The results of this study are consistent with the theoretical research results of Li Xiujuan, (2015:112).

component 2: Character style. the personality characteristics and leadership style of student leaders have an important impact on their work efficiency and team cohesion. Zhang Kunwei, (2019:117) found that Good student leaders usually have an open and inclusive leadership style. They respect every team member, encourage them to express their opinions and suggestions, and create an open and equal working environment. They also have the flexibility to adjust their leadership style according to the characteristics and needs of their team members to achieve the best results. The results of this study are consistent with the theory or research results of Li Xiujuan, (2015:89). At the same time, excellent student leaders also have a forward-looking leadership style. They not only focus on the current work, but also anticipate future challenges and opportunities, and formulate long-term development strategies. Therefore, we should respect and appreciate the personality characteristics and leadership style of each student leader, and at the same time encourage and support their continuous growth and progress in study and work.

component 3: Communication and socializing. First of all, student leaders need to have good communication skills. In their daily work, they need to communicate effectively with teachers, classmates and other departments in order to better complete their tasks. Secondly, The study of Wang Ruiyao (2020:53) found that student cadres need to have strong social skills. In organizing activities and coordinating work, they need to deal with different people and build good interpersonal relationships. This requires them to have the interpersonal skills to get along with people of different personalities and backgrounds; Team work ability, able to work with team members to complete tasks; Leadership and coordination

ability, able to play a leading role in the team, coordinate the resources of all parties to ensure the smooth progress of activities. The results of this study are consistent with the theory or research results of Zhang Kunwei, (2019:212) In short, if student leaders want to play a greater role in campus life, they need to constantly improve their communication, social interaction and leadership.

component 4: Cognitive ability. Cognitive ability refers to the ability of an individual to acquire, process and use information, including attention, memory, thinking ability, language ability and problem solving ability. These skills are crucial for student leaders, as they need to process large amounts of information, make decisions, and solve various problems. There is a close relationship between the cognitive ability of student leaders and leadership. First, cognitive ability is the foundation of leadership. Only with good cognitive ability can student leaders accurately understand and analyze problems and make wise decisions. Second, The results of this study are based on the theory or research of Li Wenhua, (2019:23): cognitive skills enhance leadership. cognitive ability and leadership influence each other. On the one hand, excellent leadership can improve the cognitive ability of student cadres. On the other hand, excellent cognitive ability can also enhance students' leadership. Therefore, we should pay attention to the cultivation of cognitive ability of student cadres to enhance their leadership.

component 5: Innovative thinking. As the leaders in the school, student leaders' innovative thinking and leadership directly affect the work efficiency and results of the team. Through innovative thinking, student leaders can come up with new working methods and strategies to enhance the team's work efficiency and results. In general, student leaders' innovative thinking and leadership are mutually reinforcing. Innovative thinking can help student cadres to improve their leadership, and strong leadership can stimulate student cadres' innovative thinking. The research direction is consistent with Shang Jinmei, Zhang Mingyue, Yu Longjiao, (2019:67). Therefore, student leaders should focus on cultivating their own innovative thinking and leadership in order to enhance their leadership ability and team efficiency.

## **Section 2 Discussion about major findings of objective 2**

There are 20 guiding principles for the effective leadership of nursing student cadres in colleges and universities in Henan Province, including 4 guiding principles in the ideological part, 4 guiding principles in the personality part, 4 guiding principles in the communication and social part, 4 guiding principles in the cognitive ability part, and 4 guiding principles in the innovative thinking part.

## **Recommendations**

### **Part I: Suggestions for policy formulation**

1. Develop training plans: Schools and education departments should develop training plans for student cadres and provide leadership training courses to help student cadres improve their leadership skills.

2. Establish a practice platform: Schools and education departments should provide a practice platform for student cadres to exercise their leadership and improve their comprehensive quality in practical work.

3. Formulate incentive policies: Schools and education departments should formulate incentive policies to commend and reward student leaders with excellent performance and stimulate their enthusiasm and enthusiasm for work.

4. Cultivate innovative thinking: Encourage team members to put forward new ideas and suggestions, and constantly improve working methods and processes. Pay attention to industry trends, learn advanced management concepts and methods, and enhance the competitiveness of the organization.

### **Part II: Recommendation for Practical Applications**

1. Self-awareness and improvement: Understand your strengths and weaknesses, and clarify your values and goals. Through self-reflection and feedback from others, we can continuously improve our overall quality.

2. Study leadership theory: Read books, articles, and research reports on leadership to understand the fundamentals and practices of leadership. You can take some leadership training courses to systematically learn leadership knowledge.

3. Develop communication skills: As a student leader, it is necessary to communicate effectively with classmates, teachers and other members of the organization. Learn to listen to others' opinions, express their own views, and be good at coordinating and resolving contradictions.

4. Improve teamwork ability: learn to play their own advantages in the team, respect and support team members, and complete tasks together. Team spirit and collaboration can be fostered by participating in team activities.

5. Enhance decision-making ability: Learn to analyze problems, weigh pros and cons, and make wise decisions. In the face of difficulties and challenges, we must have the courage to take responsibility and dare to take responsibility.

6. Create a good image: As a student leader, we should set an example and establish good moral quality and professional ethics. Pay attention to personal image and behavior to win the respect and trust of others.

7. Constantly reflect and summarize: regularly reflect and summarize my work, find out existing problems and deficiencies, and timely adjust working methods and strategies. Improve your leadership skills through continuous learning and practice.

### **Part III: Recommend for Further Research**

First, although this paper constructs the leadership model of college student cadres, there is no fully mature and acceptable college student leadership scale in China, which can more accurately measure the leadership quality of college students. Therefore, developing a complete multi-componental college student leadership scale has deep theoretical and practical significance.

Second, most of the existing studies focus on how to cultivate the leadership of student leaders from the perspective of educators, and pay less attention to the understanding and development needs of student leaders themselves on leadership, which may lead to the limitations of research results in practical application. Future studies should further expand the diversity of research perspectives.

Third, the current theoretical system of student cadre leadership is not perfect, and the lack of in-depth discussion on the connotation, structure and development law of student cadre leadership limits the theoretical value and application value of research results, which is the direction we should further study and explore in the future.

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