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The Psychological Motivation of Student Cadres to Participate in University
Management: An Empirical Study

Shi Rui

Doctor of Management

Supervisor:
PhD Nelson Antonio, Professor,
ISCTE University Institute of Lisbon

February, 2022



**BUSINESS
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Marketing, Operations and General Management Department

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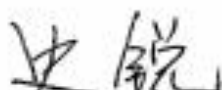
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Abstract

University student cadres are the backbone of university students, as well as a major force of Chinese universities in advocating students to achieve self-education, management, and service. However, the problems of bureaucratism, administrativism, aristocratism and over-entertaining have manifested in some student cadres. Psychological motivation can stimulate the spiritual motivation, cultivate correct value orientation, form a positive view of life, and develop good behaviors. Therefore, conducting research on psychological motivation of student cadres is of great significance to enhancing the management of cadres.

This research sorts out the situation of student organizations and student cadres of Chinese universities, reviews relevant theories of psychological motivation, clarifies the connotation of psychological motivation and management performance, designs student cadres' motivation management questionnaires, constructs student cadre motivation management theoretical model and verifies the five dimensions of psychological motivation and the three dimensions of management performance. It analyzes the influence and path of different motivation dimensions on management performance dimensions and puts forward five policy recommendations.

Keywords: University Student Cadres; Psychological Motivation; Management Performance

JEL: I21; I1

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Resumo

Os quadros (cadres) estudantis universitários constituem, não só, a espinha dorsal dos estudantes universitários, como também, a força principal das universidades chinesas para defender a autoeducação, a gestão e o serviço. Contudo, os problemas associados à burocracia, ao administrativismo e ao excesso de entretenimento estão presentes em alguns quadros estudantis.

Em nossa opinião, a motivação psicológica pode, não só, estimular a motivação espiritual, como dar uma orientação correta, formar uma visão de vida positiva e desenvolver bons comportamentos. Por todas estas razões, a pesquisa sobre a motivação psicológica dos quadros estudantis é de grande interesse para a melhoria da sua gestão.

Esta pesquisa descreve a situação das organizações estudantis e dos quadros estudantis nas universidades Chinesas, revê as principais teorias sobre motivação psicológica, clarifica a conotação entre a motivação psicológica e o desempenho de gestão, elabora questionários sobre a motivação dos quadros para a gestão, constrói um modelo teórico sobre a motivação dos quadros estudantis para a gestão e verifica as cinco dimensões da motivação psicológica e as três dimensões do desempenho da gestão. Analisamos também a influência e o trajeto das diferentes dimensões da motivação nas dimensões do desempenho da gestão e propomos cinco recomendações.

Palavras-Chave: Quadros estudantis universitários; Motivação psicológica; Desempenho da Gestão

JEL: I21; I1

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摘 要

高校学生干部是中国高校在倡导大学生实现自我教育、自我管理、自我服务工作的主要依靠力量。但部分学生干部中存在“机关化、行政化、贵族化、娱乐化”的问题。心理激励能够激发大学生的精神动力，培育正确的价值取向、形成积极的人生观、养成良好的行为习惯。开展学生干部心理激励研究对加强学生干部的管理有着十分重要的意义。

本文梳理中国高校学生组织和学生干部情况，回顾心理激励相关理论，明确心理激励和管理绩效内涵，设计学生干部激励管理问卷，构建学生干部激励管理模型，验证了心理激励的五个维度和管理绩效的三个维度，围绕不同激励维度对管理绩效维度的影响和路径进行了分析，并提出了五条政策建议。

关键词：高校学生干部；心理激励；管理绩效

JEL: I21; I1

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After the thesis proposal, data collection, outline drafting, the first draft written, from my own profound learning to the supervisor's opinion modification, all kinds of feelings are accompanied by the final draft of the thesis. However, due to the limited time, energy, knowledge and level, some deficiencies remain after the completion of the thesis, which has become my never-ending motivation for research in the future.

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史锐

2022年2月

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Chapter 1: Introduction

A country prospers if its youth is thriving; a country is strong if its youth is robust. The country and the nation are promising only when its younger generation is aspiring, capable and willing to take up responsibility. University students are the most active and dynamic force among the youth, shouldering the great task of realizing the “China Dream”. And the student cadres are the backbone of university students, as well as a major force of Chinese universities in advocating students to achieve self-education, management and service. Affected by negative factors within and outside China, however, the problems of bureaucratism, administrativism, aristocratism and over-entertaining have manifested in some cadres (CPC Central Commission for Discipline Inspection, 2016).

In the first collective study of the Political Bureau of the 18th CPC Central Committee, Xi Jinping pointed out, “In real life, some party members and cadres have various problems. In the final analysis, it is a loss of faith and spirit.” If young cadres lack spiritual support, they will lose their direction in their work (Xi, 2012). The "Outline of the "Healthy China 2030" Plan" proposes to establish a sound health promotion and education system, strengthen the construction of spiritual civilization, and cultivate good living habits (CPC Central Committee, State Council of China, 2016). The "Guiding Outline for Mental Health Education for College Students" emphasizes that it is necessary to guide students to correctly understand righteousness and benefit, group and self, success and failure, gains and losses, and cultivate students' self-esteem, self-confidence, rational peace, and a positive and healthy mentality (Ministry of Education, China, 2018).

Under such a context, it is extremely urgent to enhance and improve the management of university student cadres. The management based on psychological motivation theory has been one of the explorations. Psychological motivation can improve the self-motivation capability of student cadres, and can also stimulate students mentally, help them cultivate scientific ideas, sound value, a positive view of life and good behaviors. Therefore, conducting research on psychological motivation of student cadres is of great significance to enhancing the management of cadres.

1.1 Research background

1.1.1 Source-trace of student associations in Chinese universities

1.1.1.1 Historical origin

The Qin dynasty was the first centralized feudal dynasty that unified China in its history, establishing the supremacy of imperial power. The emperor, along with his unquestionable authority, “was not only the ruler of political governance, but also the model of moral education and parent of his subjects”. The policy of “banning idling” took away people’s freedom of mobility, migration, assembly, association, alliance, teaching and speech (Guo, 2006).

After the Qin dynasty, the emperor Wu of Han Dynasty banned all other schools of thought, the dynasties of Sui and Tang adjusted Confucianism and eliminated its heathenism, whereas Song, Ming and Qing dynasties advocated cultural absolutism (Liu, 1992). As a result, the student associations confronted great obstacles. The associations were insufficient in numbers and types, they could only engage in discussions of academic affairs and interests and hobbies.

In the rise of the “academy system” in the Song dynasty, associations were formed out of the academic discussions under students’ shared interests. Common disciplines were made to achieve self-management and self-education, students were enrolled to participate in the management of their study and daily life, these academies were the rudiment of modern student associations.(Zhang et al., 2020).

1.1.1.2 The early stage of modern student associations

Since the Opium War in 1840, China had descended from a feudal society into a semi-colonial and semi-feudal society. As the feudal regime lost its strength, each and every social class had established different types of new schools respectively, including foreign affair school (yangwu xuetang), Wanmu Cottage, the Hunan School of Current Affairs (Hunan shiwu xuetang), which was an effective exploration for new way of education in China. The abolishment of the Imperial Examination in 1905 completely terminated the Chinese feudal education system (Shu, 1981).

National Peiyang University (predecessor of Tianjin University), founded in 1895, is recognized as the first modern university in China, while the Imperial University of Peking (predecessor of Peking University) founded in 1898 is the first national comprehensive university in modern China. During that period, universities opposed students and teachers forming cliques because of customs, but the traditional student associations such as student

associations of the same professor and of fellow provincials remained (Ling et al., 2003).

In 1911, eight student unions were established immediately after the founding of Tsing Hua College (predecessor of Tsinghua University), mainly to “provide opportunities for few students to practice orchestrating events and to run errands” (Zhong & Zhu, 1982). In 1916, Peking University initiated and organized “the association of moral ethics-promotion” (Jin, 2000). Besides the student associations within the universities, some inter-university organizations had also been founded. For example, founded by university students in Beijing in June, 1918, the “Student Association of National Salvation” had developed into a progressive national youth association by the eve of May Fourth Movement (Huang, 1988). Since then, China had witnessed an upsurge of founding student associations.

1.1.1.3 The founding of All-China Students’ Federation

On May 4, 1919, the university students in Beijing led their counterparts to protest against the government, whose representatives were ready to sign the Treaty of Versailles at the Paris Peace Conference, in which Shandong would be ceded to Japan from Germany. The students lashed out at the pro-Japanese elements Cao Rulin, Zhang Zongxiang, and Lu Zongyu, and burned down Cao’s house. As a result, some students were arrested by the police. In the face of the crackdown of military police, Peking University held a student assembly at that night and founded the government association of Peking University students to coordinate the students and to send representatives to contact other Beijing universities. The next day, every university in Beijing went on strike and sent representatives to Peking University to form Beijing Federation of Students (Li et al., 2011). Shanghai and Tianjin formed joint student unions on May 11 and 14, 1919 respectively.

The suppression of student movement in Beijing had spurred students, workers and merchants across the country to go on a strike. Under great pressure, the government finally removed Cao, Lu, and Zhang from their positions and its president Xu Shichang offered to resign. Work and teaching were resumed after June 12. On June 16, over 60 student representatives from all over China and the returned overseas students from Japan held the first session of national students’ congress, founding All-China Students’ Federation, the first national student association. Since then, the development of China’s university student associations has moved to the correct trajectory.

The Chinese representatives did not sign the Treaty of Versailles on June 28, securing the fundamental success of May Fourth Movement. The diplomatic failure at Paris Peace Conference in 1919 triggered the May Fourth Movement, resulting in the patriotic enthusiasm

and actions. After the movement, the self-governing capability of China's university student associations has been significantly improved, integrating the youth and students into unity across the country (Zhao, 2020).

1.1.1.4 Development in turbulence

After the end of Northern Expedition in 1928, then Nanjing national government came into power in China and became the sole regime of China in the world. As the central regime became stable, the government strengthened its control over universities, diminishing the self-governance of universities and student associations (Ma, 2016).

September 18, 1931 marked the beginning of Japanese imperialism's invasion of China, as well as the beginning of China's anti-Japanese aggression and national salvation movements. Chinese university students had played an active role in these movements by organizing various associations of national salvation, appealing for anti-Japanese aggression, engaging in military exercises and frontline comfort. Student associations were further developed in these patriotic movements.

On December 9, 1935, thousands of students from universities and high schools in Peking (Beijing) went on a protest of anti-Japanese aggression and national salvation. Students and nationals across the country responded to and championed the protest, thus setting off a new upsurge of nationwide anti-Japanese aggression and national salvation. "Peking Federation of Students" had become the highest authority of student association in Peking and Tianjin and a negotiator with university presidents and government officials (Su, 2001).

On July 7, 1937, the Japanese troops provoked conflicts at Lugou Bridge, hence, China's all-out war of resistance began. During this period, Chinese universities "immigrated toward inland China", which is also known as the "Long March" of Chinese higher education. Among the immigrated universities, Southwest United University, consisted of Peking University, Tsinghua University and Nankai University, had created a miracle in the world's higher education development. All three universities have their own Student Government committees. Propelled by the activists, the committees had held sessions of forum to formulate self-governing principles. Between 1939 and 1946, the Southwest United University produced six sessions of Student Government committees, exerting great influence on student participation in university affairs, rights and interests defending, and student services (Huang, 2004).

As the War of Resistance against Japanese Aggression ended with victory, the duty of the Southwest United University came to an end. All three universities were relocated. During the eight-year history of Southwest United University, students' capability of self-management,

self-education and assistance in university affairs had been significantly improved. In the later period, the progressive forces became dominant in the student associations.

1.1.1.5 From “self-governing” to “institutionalized”

On September 21, 1949, the first plenary session of the Chinese People’s Political Consultative Conference (CPPCC) was held in Peking, which performed the functions of National People’s Congress. The session adopted the Common Program of the CPPCC, which served as the provisional constitution. In October 1949, the People’s Republic of China was founded. During the early years of the PRC, the CPC and Chinese government took over and reformed the higher education. In order to improve the education and management of future state cadres, China has established a unified national university student association with the up-bottom management, which mainly includes CPC, Communist Youth League (CYLC) and student unions. Since there were insufficient student party members, the student party organization is normally under the direct leadership of CPC office of its unit. The CYLC in universities has established strict organization from the Central Committee and province and municipality to the branch of the CYLC in universities, departments, and classes. The CYLC at all levels, under the leadership of the CPC, conforms to its superior and assists the CPC (Wang, 2015).

After the founding of the PRC, the student union is probably the most well-preserved one among the university student associations. Its predecessor was the Student Government founded after the May Fourth Movement in 1919. The 15th session of national congress of All-China Students’ Federation in 1951 formulated the new Regulations of All-China Students’ Federation and renamed Student Government (student union) as Federation of Students. Under the leadership of CPC and the guidance of the CYLC, the Federation would engage in work in accordance with the principle of democratic centralism, state laws and regulations and the Regulations of All-China Students’ Federation. The Regulations stipulated that the Federation of Students would be established in the institutions of higher and secondary education, and it would join the All-China Students’ Federation as organization member. All-China Students’ Federation would set up branches at provinces, municipalities and autonomous regions to manage the local student unions.

Since the founding of a student union system of All-China Students’ Federation, Federation of Students in provinces and municipalities, student unions in universities and departments and class committees, which adopts an up-bottom management. Contrary to the student unions before 1949, which adopted a voluntary membership system and relied on collecting fee to operate, the unions after 1949 automatically enroll every student as its members and no longer

collect fee from them, because the universities provide most of its fund. Other student associations in Chinese universities during the 1950s and the 1960s can be scarcely traced due to a lack of documents (Chen, 2007).

1.1.1.6 A decade of adjustment

From May 1966 to the end of 1968, the Red Guards grew fanatically among university students. All kinds of Red Guards sprung out in the universities across the nation, replacing student associations such as the CYLC, becoming the leading force in the universities. During this period, university enrollment was suspended and student organizations underwent major changes (Cheng, 2001).. Later, the Red Guards gradually declined and died out as a regular student organization in schools. The rise, fanatic growth, decline and complete disappearance of the Red Guards illustrate that despite the organizations were made up of universities students, but its transformation was mainly influenced by the forces outside the universities, which exerted an influence on so many more aspects than universities and was closely connected with the social situation (Chen, 2007).

1.1.1.7A blooming spring

The college entrance examination was restored in 1977. In winter, 5.7 million students registered for college entrance examination, 273,000 of them were enrolled. In the summer of 1978, 6.1 million students registered and 402,000 of them were enrolled. The years from 1977 to 1980 were the recovery period for Chinese universities and its student associations. By the end of the 1970s, the role model function of CYLC and student unions among students and class's management of students' daily life were restored in most of the universities. The student associations thrived during 1981 to 1986, with a large number of voluntary student associations mushrooming. The period between 1986 and 1992 was the adjustment of student associations in universities. The decline of literary societies such as the poetry club; but in the meantime, the academic associations and associations of practice sprung out. After 1992, student associations of all types progressed steadily, entering a new round of thriving development. Student associations have become an important approach for individualized development of universities and their students (Yin & Ding, 2008).

1.1.1.8 Summary

According to the above description, the origin of Chinese university student organizations can be summarized into seven stages, as shown in Table 1.1.

Table 1.1 Source-trace of student associations in Chinese universities

| Stage | Time | Landmark event |
|--|-------------------|---|
| Historical origin | Before 1840 | “Academy system” was the rudiment of modern student associations (Yin & Ding, 2008). |
| The early stage of modern student associations | From 1840 to 1919 | Tsing Hua College (predecessor of Tsinghua University) established eight student unions (Yin & Ding, 2008). |
| The founding of All-China Students’ Federation | From 1919 to 1927 | The first national student association, the All-China Students’ Federation was established (Zhao, 2020). |
| Development in turbulence | From 1928 to 1949 | The Nanjing national government weakened the autonomy of student association (Ma, 2016). |
| From “self-governing” to “institutionalized” | From 1949 to 1966 | The People’s Republic of China was founded, and the Student Government (student union) was renamed the Federation of Students (Wang, 2015). |
| A decade of adjustment | From 1966 to 1976 | Universities stopped enrolling students and student organizations were adjusted (Cheng, 2001). |
| A blooming spring | Since 1977 | China reinstates the college entrance examination system, student organizations recovery and development (Yin & Din, 2008). |

1.1.2 Current situation of student organizations in Chinese universities

Article 35 of Constitution of the People’s Republic of China stipulates that “Citizens of the People’s Republic of China enjoy the freedom of association.” Article 57 of Higher Education Law of the People’s Republic of China stipulates that university students “may organize students’ societies within the institutions. Students’ societies carry out activities within the scope prescribed by regulations and shall be subject to the leadership and administration of the institutions.”

Regulations for Registration and Management of Social Organizations stipulate that all social organizations must be registered in accordance with the law, whereas Article 3 stipulates that people’s organizations which participate in the Chinese People’s Political Consultative Conference, state organs and groups, enterprises and institutional units, as well as their internal bodies or groups do not need to be registered. The Communist Youth League of China (CYLC) and the All-China Youth Federation (ACYF) are among the people’s groups participating in the Chinese People’s Political Consultative Conference (CPPCC) as stipulated in Article 3. The CYLC in the higher education institution is the grassroots organization of the CYLC of China; the student union in higher education institution is a group member of the All-China Students’ Federation, which in turn is a group member of the ACYF. Here we find the legal identity for the CYLC in the higher education institution, the student union organization and the association organization.

As official student organizations established by the central authority since the founding of the People’s Republic of China, the CYLC and the Student Union still have unshakable

authority among university student organizations. The purpose, nature, structure, duties and other organizational principles of the CYLC and the Student Union are clearly stipulated in their respective Constitutions. At present, the student organizations in higher education institution include the CYLC in the higher education institution, the student union organization and the student association organization.

1.1.2.1 CYLC in the higher education institution

Being an organization of both the institution of higher education and the CYLC, the CYLC in the institution of higher education is a very special organization, the main body of which is the majority of young students. When it comes to functional positions, the CYLC in the institution of higher education carries out political, organizational and service functions. Following the guidance and direction of the CPC, its work provides ideological leadership to young students. In addition, the CYLC in the institution of higher education organizes work related to nurturing people with the school at its core and pays close attention to the needs of young students, thus providing comprehensive services for their healthy growth (Liu, 2014). The membership of the CYLC in the higher education institution basically covers 90% of university students, and the CYLC Committee in the higher education institution is affiliated with the management department of the higher education institution, with college faculty serving as full-time league cadres and the general student cadres responsible for the implementation of specific work. Generally, a three-tier management system is implemented: School League Committee—Secondary Faculty League Organizations—Grassroots League Branches.

In addition, the current proportion of the student members of the CPC (hereinafter student Party members) in universities is smaller than that of the student members of CYLC of China. According to the Constitution of the CYLC, Party members under 28 years old still retain their membership in the league, and student Party members still must participate in the activities of their league branches. Therefore, student Party members and student Party organizations can be described as advanced members of the league organization.

1.1.2.2 Student association organizations in the higher education institution

The revised edition of the dictionary Cihai published in 1999 defines “student association” as mass organizations formed voluntarily by students in Chinese higher education institutions and secondary schools. There are a variety of student associations, including academic research clubs, poetry and painting clubs, chess clubs, photography clubs, art clubs, choirs, theater groups as well as teams, most of which are guided and supported by the CYLC and student unions based on the principle that these student associations should be beneficial to the physical

and mental growth of students (Dictionary Editorial Committee, 2001). In Opinions on Strengthening and Improving the Work of University Student Associations jointly issued by the Central Committee of the CYLC and the Ministry of Education in January 2005, the definition of student associations is as follows: “University student associations are student organizations that are voluntarily formed on the basis of interests and hobbies by students in institutions of higher education, and carry out activities independently according to their constitutions (Central Committee of the CYLC & Ministry of Education, 2005).

As can be seen, student association organizations in the higher education institution are voluntarily formed based on their common interests. Regardless of major, department and other formal organizations, these members with common hobbies and pursuits can voluntarily form and freely choose their student associations, which mainly meets their needs to develop hobbies, improve and show themselves. There are a variety of student associations, including academic clubs, science and technology clubs, art clubs, sports clubs as well as service clubs. These associations are loosely managed internally and are usually set up by the CYLC Committee or subordinate departments of student union (Yu & Zhou, 2011).

1.1.2.3 Student union organizations in the higher education institution

Student union in the higher education institution is the mass organization of university students. Articles 13 and 14 of Constitution of the All-China Federation of Students stipulate that student union and graduate student union are the mass organizations of students. Regardless of nationality, gender, and religion belief, all Chinese students are members of the student union and the graduate student union. With the purpose of serving students wholeheartedly, both unions link the school, the CPC, the government, and the majority of students. Additionally, under the leadership of the CPC and the guidance and help of the league organization, both of them carry out their work in accordance with the law, the rules and regulations of the university as well as their respective constitutions. As can be seen, student union is not only a mass organization of all students in higher education institutions, but also an autonomous organization of students in higher education institutions under the leadership of the Chinese Communist Party organization and the guidance of the CYLC organization. Historically, the emergence and development of student unions in colleges and universities have always been associated with the promotion of patriotism; with autonomy as their core feature, they are organizations of progressive young students (Liu, 2011).

Student union is a special formal organization of university, the purpose of which is “to serve students wholeheartedly”, and the highest authority is “Students Representative

Assembly”, which is a self-service, self-governing and self-education organization of university students. Closely related to their university life, student union is influential in their growth, represents their interests, participates in the democratic management of school affairs involving students, defends their legitimate rights and interests, resolves conflicts between school management and their interests through proper channels, and serves as a bridge of communication between the school and students. As a self-governing organization of university students with stronger autonomy and malleability, the student union plays an important role that cannot be replaced by other management departments, student communities and their members. Generally, there is a three-tier management system: School Student Union - Secondary Faculty Student Union - Grassroots Class Committee.

1.1.3 Current situation of student organizations in South China Agricultural University (SCAU)

There are more than 46,000 students in SCAU, mainly in the CYLC, Student Union (Graduate Student Union) and various student associations. In addition to the problems of insufficient motivation and low working efficiency of some student cadres, it is confronted with new demands of external changes and new challenges of their own development in the management of student cadres.

There are more than 39,000 CYLC members in the university, seven university teachers serving as full-time league cadres in the school league committee, and six departments in the charge of students, including office, organization department, academic competition department, practice department, publicity department as well as new media center. In each secondary college, there are 1-2 persons in charge of the league committee respectively (served by college teachers), and the departments under them are headed by students.

There are 112 student associations with 15,607 members in the university, including two ideological and political associations, 21 academic and scientific research associations, two innovative and entrepreneurial associations, 57 cultural and sports associations, three voluntary associations, 15 self-regulatory and mutual aid societies, as well as 12 other associations, most of which are loosely managed student organizations with membership. According to the work requirements, the school student union shall specify a member of the School League Committee Bureau to take charge of the work of the school student associations. As for the established school-level federation of student associations, they must be headed up by the student in charge of the school-level student union organization.

The student union organization of the university consists of the student union and the

graduate student union. The Constitution stipulates that all Chinese undergraduate students studying in the university are members of the student union, and all Chinese graduate students studying in the university are members of the graduate student union. The university student union (graduate student union) also sets up a bureau, which is elected by the Student (Graduate Student) Assembly. The student union organization is the most extensive organization in terms of the group, and has established a three-level working pattern of “school-college-class”, setting up the school student union (graduate student union), faculty student union (graduate student union) as well as class. The faculty student union (graduate student union) and the class belong to the grassroots organization of the school student union (graduate student union), thus receiving guidance from the school student union (graduate student union). In the meantime, the class receives guidance from the faculty student union (graduate student union).

In the second half of 2020, the university student union (graduate student union) promoted deep-level reform. With 39,209 full-time undergraduate students enrolled in the university, the working departments of the student union are further reduced from 9 to 6, including the Department of General Affairs, the Department of Liaison and Development, the Department of Publicity and Research, the Department of Rights and Life, the Department of Academic Development, and the Department of Culture, Sports and Arts. The number of department heads has been streamlined from 31 to 17, reduced by 45.16%; the number of staff has been streamlined from 181 to 60, reduced by 67.22%. With 7,040 full-time graduate students enrolled in the university, the number of departments of the graduate student union has been reduced from 8 to 6, including the Department of Publicity and Technology, the Department of Operation and Development, the Department of Rights and Life, the Department of Comprehensive Affairs, the Department of Academic Research as well as the Department of Culture, Sports and Arts. The number of department heads has been streamlined from 24 to 12, reduced by 50%; the number of staff has been streamlined from 102 to 40, reduced by 60.78%.

The university student union (graduate student union) is a bond between the university and the majority of students, and its main task is to strengthen the construction of moral education and focus on political leadership, the main responsibilities of the key work, the effectiveness of the work, strict discipline as well as style. The goal of the work is to improve student satisfaction, make greater contributions to the overall situation, and improve social recognition. Against the backdrop of reducing departments and cadres, it is of great practical significance to better conduct the research on the motivational factors of student cadres in the university student union (graduate student union), motivate them to actively complete their assigned tasks and accomplish their work goals, and further improve the management and service work.

1.1.4 The origin of the problem

1.1.4.1 New requirements brought about by external changes

During the national conference on ideological and political work in colleges and universities held in December 2016, Mr. Xi Jinping, general secretary of the CPC Central Committee, chairman of the CPC Central Military Commission, president of the People's Republic of China and chairman of the PRC Central Military Commission, stressed the necessity to motivate students to consciously integrate their individual ideal pursuit into the development of the country and nation, improve the motivation mechanism and promote the construction of leading teams as a whole (CPC Central Committee, 2016, 2017). It is pointed out in the report delivered at the 19th National Congress of the Communist Party of China in October 2017 that to train a contingent of competent and professional officials, we will be both strict and caring, and place equal emphasis on providing motivations and imposing constraints. We will improve the performance assessment and evaluation system for officials, institute motivation mechanisms and mechanism to allow for and address errors (CPC Central Committee, 2017). According to the Implementation Plan of College and University Communist Youth League Reform distributed by the China Communist Youth League Central Committee and the Ministry of Education of PRC (2016), the college and university party committee should take the leading role to build an organizational pattern of "One Core and Two Rings". The youth league committee is the core and hub, the student union is the subject organization for self-service, self-management, self-education and self-supervision of students, and student groups and student organizations are peripheral supporting organizations. The new pattern is designed to establish a series of sound mechanisms including the selection and assessment, training and employment as well as elimination and exit of student backbones (Jing & Zhao, 2018).

On October 6, 2018, the School Department of the Central Committee of the Chinese Communist Youth League and the All-China Federation of Students launched the initiative of the Self-discipline Convention for Leaders of Student Union and Graduate Student Union, and student unions of 41 colleges and universities including Peking University and Tsinghua University advocated that student leaders should observe the students' duty, they cannot put the cart before the horse, and they should remember that the essence of the student union and the graduate student union is to serve the mass, so the bureaucracy thinking should be resolutely opposed. Student leaders should overcome the egoism thinking and resolutely resist the erosion of social ills (All-China Students' Federation, 2020).

College student leaders are an integral component of the work force of college student

ideological and political education (CPC Central Committee & The State Council of PRC, 2004). With the rapid economic and social development in China and the combination of social conflicts and problems, the struggle in the ideological field is still complicated. The college student work has encountered some new situation and problems, bringing up new requirements of college student organizations and imposing new challenges to the management of college student leaders. It has become the key to deal with the new requirements and challenges to improve the motivation mechanism, place equal emphasis on providing motivations and imposing constraints, better the management of college student leaders and strive to build a team of student leaders who have firm conviction, excellency in character and learning, full vigor and vitality and care for students.

1.1.4.2 New subject encountered by self-development

With the enrollment expansion of colleges in China, the overall quality of students has declined, and the quality of students has become uneven. The number of student leaders has been increasing year by year, and the gap between the size of college student organization and the scale of student leaders has become increasingly apparent (Fang, 2005; Shan & Li, 2008; Zhang, 2011). Under such circumstances, the college student organizations give insufficient education and care for the student leaders who feel estranged with the student organizations. Their sense of organization internal presence is declining, so is their sense of belonging and identity(Liu, 2016; Zhang, 2010). Some student leaders are trapped with certain ideological confusion and fuzzy understanding, and their views and values become diversified and varied. Some of them find it increasingly difficult to work with motivation, feeling puzzled and confused and losing work enthusiasm. Some even tend to consider the student work as institutional, administrative, aristocratic and recreational (CPC Central Commission for Discipline Inspection & Ministry of Supervision of PRC, 2016; Wang et al., 2011; Yang, 2012) As for student leaders, their identity is difficult to give them the sense of self-identity; as for student organizations, they are troubled with ineffective education and guidance of student leaders (Zhang, 2012; Zhong, 2011).

Especially in recent years, the utilitarian and vulgarization problems in the student leaders and student unions of some universities and colleges have been widely concerned by the society. The “bureaucratic” cadre appointment announcement of Sun Yat-sen University Student Union, divides student cadres according to the positions and ranks of Chinese civil servants, creating an artificial bureaucracy and deliberately strengthening the sense of hierarchy. The hierarchy of schoolmates at the Civil Aviation Flight University of China, requires freshmen to follow the

rules formulated by senior students. The student cadre of Zhejiang University strikes a pretentious attitude to sponsors, demanding and threatening the sponsors to help the student cadre modify the forms. The student cadre of Yancheng Technician College forces the student to write 400-word reviews after the student failed to welcome student cadre in wechat group. Our student organizations cannot ignore and tolerate these problems (All-China Students' Federation , 2020).

College student leaders are outstanding representatives and backbone forces among young students. They are the bridge and link of communication between teachers and students, playing the leading and guiding role in colleges and universities (Li, 2000; Li, 2013; Jing, 2012). It is especially important to build a team of student leaders who cherish ambitions, care for students, have excellent academic performance and good character, and have practical work style to jointly maintain the image of the organization, better perform their duties, and take the satisfaction of the majority of students as the target (All-China Students' Federation , 2020). Only by giving enough motivation to student leaders, enhancing the satisfaction of student leaders toward student organizations and promoting their sense of belonging and sense of identity, can we mobilize the enthusiasm, initiative and creativity of student leaders, enhance the political orientation, progressiveness and mass character of student organizations and better unite and lead the massive young students to grow healthy (Wang, 2014).

Therefore, it is of great significance to better conduct the research on the psychological motivational factors of student cadres and study the management of student cadres in universities.

1.2 The purpose of the research

Based on the current situation of student cadres in SCAU, this study explores the composition of the psychological motivational factors of student cadres from the perspective of motivation theory, and systematically analyses the influence of each motivational factor on student cadres' job performance. This study will not only enrich and improve the motivation theory and management theory of student cadres in Chinese universities, and but also provide reference for university managers to put forward more targeted motivational measures and management methods for student cadres. It is mainly to carry out an empirical research based on student cadres. This thesis mainly studies the motivation factors for student cadres to participate in University management. At the same time, it classifies the psychological motivation factors, analyzes the influence degree and path of all kinds of motivation dimensions, and analyzes the

effectiveness of psychological motivation measures combined with different characteristics of students.

First, we should ascertain the situation of student organizations and student cadres in Chinese universities. In addition to tracing the origins and describing the current situation of student organizations in Chinese universities, we need to introduce the situation of student organizations and student cadres in SCAU, explain the importance of conducting research on student cadres in student unions (graduate student associations) in the overall context, and further clarifies the research questions.

Second, we can review the psychological motivation-related theories, including Skinner's Reinforcement Theory (Skinner, 1938), Maslow's Hierarchy of Needs (Maslow, 1943), Achievement Need theory (McClelland, 1965), Two-Factor Theory (Herzberg et al., 1959), Expectancy Theory (Vroom, 1964), Equity Theory (Adams, 1965), Goal Setting Theory (Locke, 1968), ERG Theory (Alderfer, 1969), in order to sort out and better analyze the related concepts, connotations and relationships, and further understand the current state of research on motivation-related theories in China and abroad.

Third, we should present an overview of common psychological motivational models and approaches in higher education institutions. From the dimensions of internal and external motivation, we can define the concepts and the main influencing factors of internal and external motivation for student cadres in higher education institutions. By sorting out and analyzing their specific management tasks and performance connotations, we can not only define the main performance dimensions around which the management of student cadres revolves, but also review the relationship between motivation and management.

Fourth, based on documentary analysis, we can construct a theoretical model for the psychological motivation management of student cadres in universities and form a basic research framework, which mainly involves the construction of internal and external motivation structures for student cadres in universities, the correlation hypothesis about the different influences of internal and external motivation structures on different performance dimensions of student cadre management.

Fifth, by reviewing existing literature, interviewing relevant personnel, conducting small open-ended questionnaire surveys and combining the research results such as existing scales, we can come up with initial questionnaires for measuring the internal motivation, external motivation and management of student cadres in higher education institutions. After the pre-survey, we can form the latest questionnaire through analysis of the question identification, data analysis and purification of the indicators. Then, we can analyze the questionnaire for reliability

and validity, conduct exploratory factor analysis and confirmatory factor analysis, and conduct data analysis with structural equation modelling.

Sixth, based on the identified internal and external motivation structures, we can explore the impact and pathways of different motivation dimensions on each performance dimension of student cadre management, perform hypothesis testing and cause analysis, and conduct a separate study on the group of student cadres in faculties related to medical professions of the university.

Finally, by conducting a concluding analysis, we can make recommendations for the psychological motivation policy of student cadres in higher education institutions on the basis of our findings.

1.3 Research problem

The team of student leaders' team is an important part of college campus culture construction and student daily affairs management. All colleges and universities attach great importance to the selection and training of them, hoping to build a team of high-quality and competent student leaders. With a sound motivation mechanism, the student leaders can set an example for students and aid school management (Hu, 2013; Liu, 2013). College students are in the stage of youth, and the mental and physical development of student cadres are in a dynamic growth process.

At present, some scholars have used content-based motivation theory and process-based motivation theory to study the resolution to problems existing in the management of college student leaders (Chen, 2008; Wang & Yu, 2011; Wu, 2007; Xu, 2009; Yu, 2014; Zhang, 2015). However, the research objects are the student leaders, with no specific detailed classification. Although there are many common features among student leaders, due to different historical development, job responsibilities, guidance teachers and service targets of the student organizations, the student leaders still have many different characteristics. In addition, even in the same student organization, student leaders with different positions, grades and political backgrounds also have different characteristics. The microscopic study on classified management is still quite deficient.

In his Grand Dictionary of Education, Gu (1998) makes the point that self-governed student organization refers to student unions in contemporary China. During the research on the management of cadres in student union, we need to explore what psychological motivational factors are helpful to the management of student cadres and what psychological motivational

factors can make student cadres work hard to accomplish their tasks. Besides, we need to find specific and effective motivational measures and management tools, in order to encourage student cadres through positive motivation and restrain their negativity through negative motivation. Additionally, we can even find out whether all kinds of motivational factors have the same effect on student cadres with different characteristics, such as different positions, grades and majors, and figure out the relationship between motivation and management. All above should be further explored.

1.4 Research questions

From the perspective of the school, it hopes to strengthen the construction of student organizations and utilize this platform to accomplish assigned tasks, service management and educational work, educate students, improve the overall quality of students and promote their healthy and sound growth. From the perspective of students, the aim of most students getting and keeping in touch with student organizations or joining the student organization is to train themselves, improve themselves and create value in the student organization (Wu & Shi, 2017; Yuan et al., 2011).

What kind of psychological motivation mechanism should student organizations offer to student leaders to give them high sense of satisfaction and belonging and motivate them to work proactively?

Studies show that motivation factors such as giving benefits, providing training, ensuring justice and fairness, and empowering rights and interests can improve the satisfaction of student leaders and the influence of the factors differs from each other (Chen & He 2011; Chen, 2010; Song & Song, 2005; Wen, 2013; Wu, 2006; Zhao, 2010). Therefore, influence of psychological motivation mechanism is complicated. What are the psychological motivation factors that influence student leaders of different types? What are the psychological motivation factors that influence student leaders with different characteristics?

Can we find out the main factors that motivate student cadres by sorting out the situation about the motivation of the cadres in student union organizations through this research? How do these motivational factors affect the performance level of student cadres? What are the differences in the performance of different groups of student cadres on the different dimensions of motivational factors? Or furthermore, what motivates student cadres to work hard to ultimately fulfil the tasks and responsibilities assigned to them by the university? Do different student cadres behave and perceive these motivational factors differently? These are the

questions need to be discussed.

Through this study, the main factors that motivate student cadres are refined and the organizational structure of the motivational factors is analyzed. On this basis, we have studied the paths of influence of various factors on the management of different types of student cadres with different characteristics, analyzed and clarified the motivation mechanisms behind them. Adopting targeted motivational measures to improve the construction of student organizations and strengthen the classification and management of student cadres will not only strengthen the effective management of student cadres and better manage, serve and lead young students, but also enable student cadres to better accomplish their assigned tasks and bring new vitality to the development of student organizations.

1.5 Subject of the thesis

The object of this thesis is the university student cadres, and the main content of this thesis is the psychological motivation of the university student cadres. This thesis sorts out the situation of student organizations and student cadres of Chinese universities, reviews relevant theories of psychological motivation, clarifies the connotation of psychological motivation and management performance, designs student cadres' motivation management questionnaires, constructs student cadre motivation management theoretical model and verifies the five dimensions of psychological motivation and the three dimensions of management performance. It analyzes the influence and path of different motivation dimensions on management performance dimensions and puts forward five policy recommendations.

The first chapter is the introduction. This chapter mainly introduces the research background of this thesis, describes the history and current situation of Chinese university student organizations, and points out that the psychological motivation of university student cadres has important research value from two aspects of external changes and self-development. At the same time, the research purpose, research problem and research questions of this thesis are explained, and the Subject of this thesis is introduced.

The second chapter is literature review and conceptual model. This chapter reviews and sorts out the relevant theories of psychological motivation in China and abroad, defines the connotation of psychological motivation, divides psychological motivation into two main types: internal motivation and external motivation, and divides the dimensions of different motivation elements. This chapter defines the connotation of the management of university student cadres, divides the dimensions of different management performance, and reviews the relationship

between psychological motivation and management performance. Based on the literature analysis, this chapter analyzes the influence of internal and external motivation on management of university student cadres, puts forward the correlation hypothesis, and constructs the conceptual model of motivation management of university student cadres.

The third chapter is questionnaire design and data collection. By reviewing existing literature, interviewing relevant personnel, conducting small open-ended questionnaire surveys and combining the research results such as existing scales, this chapter forms the initial questionnaires of internal motivation, external motivation and management performance of university student cadres. At the same time, this chapter introduces the basic process of data collection and the main sources of data samples and makes a preliminary analysis and interpretation of sample distribution and the mean value of items.

The fourth chapter is data analysis. This chapter makes an in-depth analysis based on the existing questionnaire data. SPSS23.0 software is used to identify and purify the questionnaire items of motivation management of university student cadres, and the reliability and validity are used to test and analyze the questionnaire items. The principal component factors of external motivation, internal motivation and management performance of university student cadres are extracted by exploratory factor analysis. Based on the questionnaire survey, 7 university student cadres were interviewed. It verifies and clarifies the external motivation dimension, internal motivation dimension and management performance dimension of university student cadres. External motivation includes three dimensions: reward motivation, assessment motivation and promotion motivation; Internal motivation includes two dimensions: contribution and achievement motivation and social motivation. Management performance includes three dimensions: ideological guidance and organizational construction, serving students and students' growth. At the same time, the conceptual model is revised and the influence of different psychological motivation dimensions on different management performance dimensions is analyzed and interpreted.

The fifth chapter is model verification. Based on the revision hypothesis of theoretical model of motivation management of university student cadres, this chapter analyzes the influence relationship and influence path of different motivation dimensions on management performance dimensions. This chapter analyzes the influence of contribution and achievement motivation and social motivation in internal motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance. This chapter analyzes the influence of reward motivation, assessment motivation and promotion motivation in external motivation on ideological guidance and organizational

construction performance, serving students' performance and students' growth performance. Based on group characteristics of university student cadres, comparative analysis is made in terms of demographic variables such as gender, age, grade, degree, political status, family economic situation, college entrance examination students origin, time as a student cadre and the position of student cadre.

The sixth chapter is the research conclusions and prospects. This chapter mainly introduces the basic research conclusions of this thesis and summarizes and sorts out the conclusions from two aspects of psychological motivation factors and management performance. This chapter expounds and analyzes the research conclusions from six aspects, and then puts forward management enlightenment on the psychological motivation of university student cadres from four aspects. Finally, in view of the deficiencies in the research process of this thesis, the suggestions for the follow-up research are put forward.

Chapter 2: Literature Review and Conceptual Model

2.1 Psychological motivation of university student cadres

2.1.1 Definition of the psychological motivation of university student cadres

The phrase “jili” (motivation) has appeared 61 times in the 26 historical records written in the ancient Chinese dynasties. Its earliest appearance dates to the Records of the Grand Historian: The Biographies of Fan Ju and Cai Ze, in which it reads that “the Emperor Zhao of Qin States wants to inspire and motivate the Prime Minister Ying (Fan Ju)”. The word “Ji”, related to water, originally refers to the surging and splashing of water after being obstructed, and its connotative meaning is “inspiring” and “motivating”. The word “Li” is related to labor, whose original meaning is encouraging and effort (Gu & Liu, 1991). It is interpreted as inspiring and encouraging in the Modern Chinese Dictionary, motivating to cheer up in the Chinese dictionary Ci Hai. The meaning of these two words is almost the same, and little changes have taken place since the ancient times (Feng & Wang, 2010; Yu & Shen, 1988).

In English, both motivation and motivation are the translations of “jili”, but there are differences between them. The earliest prototype of motivation was the ancient Latin word “movere”, which originally means “to cause to move”. In the Oxford Advanced Learner’s English-Chinese Dictionary, motivation is interpreted as “to arouse (one’s) interest, to make (someone) want to do something”, which is the “intrinsic impulse, intention, and purpose that cause one to do something”, while motivation emphasizes the external inducement, which tends to be translated as “stimulation” (Yu, 2014). In management textbooks, motivation is viewed from two aspects: for the individual, it refers to what stimulates the individual to pursue goals; for the manager, it is a process to make people pursue goals. Motivation is the efforts made to achieve a certain goal. The efforts come from the internal motivation of the individual, but managers can often help to stimulate this motivation (Hu & Zheng, 2007).

At present, many scholars have made further illustrations on psychological motivation from different aspects, mainly including the following three:

First, it is understood as a psychological process. Zhang (2003) believes that motivation in management includes organizational goal and individual psychological goal. The organizational goal is the direction of motivation, while the individual goal is the psychological

basis and the source of motivation power. Liu and Liu (2009) hold that the psychological process of stimulating motivation is an internal state of human activities. Yu (2014, 1989) argues that motivation is a psychological process that continuously stimulates people's motivation, and it is the internal power that causes individuals to determine a definite goal. Through motivation, people remain in a constant state of excitement under the influence of some internal or external stimuli. According to Wang and Wang (2015), Gibson regards motivation as a process with orientation, through which the enthusiasm and creativity of organization members are stimulated and inspired by certain means or methods. Motivation is also interpreted as a "psychological process that is inspired, guided, and sustained towards a goal with intrinsic actions" (Gu, 2007).

Second, motivation is interpreted as a means of behavior. Thornton (1968) claims that it is a behavior that organization members, based on their needs, implement, and achieve organizational goals with the use of a variety of inductions and motivators. Rakich et al. (1992) believe that it is a behavior that the motivated subject acts in an active manner to achieve the goal due to the impact of unsatisfied demand, during which the subject is influenced internally or externally. Hong and Wang (2000) believe that motivation is the driving force for people to engage in some activities with certain direction and level, and to make continuous efforts in their work. Zhao (2001) holds that motivation is the behavior that organizers take planned measures in a certain external environment to give information feedback with positive or negative reinforcement to the organization members, resulting in their internal changes in psychology and thinking, so as to produce the behavioral response expected by the organizer. Yin and Ye (2007) believe that it is a behavior to regulate people's behavior and encourage people's enthusiasm and creativity by the means of spiritual and material rewards and punishments, to guide people to produce correct behavior motivation and improve their learning and work efficiency.

Third, motivation is illustrated as a psychological will. According to Li (2004), Berelson and Steiner hold that "all the conditions, hopes, desires and impetus that one wants to strive for constitute the motivation to people". Robbins believes that with the premise of meeting individual needs, motivation is a will to promote employees to maintain a high level of efforts and finally achieve their organizational goals (Guan, 2018; Stephen, 2009). Chi and Yi (2008) argue that it is a certain will of an individual to make great efforts to achieve organizational goals in the case of meeting some of their needs.

Based on the above discussion, on the one hand, motivation comes from the internal psychological needs of individuals; on the other hand, it comes from the stimulation of external

behavior. It is the will formed by individuals under the guidance of demand, and the process of achieving goals under the impact of internal and external forces. Both aim at exploring people's behavioral motivation, that is, how to stimulate people's motivation and encourage people's enthusiasm, to achieve the goals of individuals or organizations. Regardless of whether it comes from external or internal sources, motivation affect the psychology in an indirect or direct form, and then stimulate people's behavior, which can be called psychological motivation.

The psychological motivation of university student cadres is manifested in the process that university administrators make rational use of various motivation means, under the guidance of educational goals and in consideration of both the ideological and behavioral characteristics and the physiological and psychological features of student cadres, to encourage the enthusiasm and creativity of student cadres to strive to achieve the educational management goals and the students' individual goals. The purpose of this study is to explore the relationship between the psychological motivation factors of university student cadres and the university management performance. The motivation of university student cadres is the psychological process, in which their minds are satisfied or stimulated by the motivation factors of the university and the student cadres themselves. This process can not only act through internal motivation, but also progress by external motivation with various measures, to improve management performance. External motivation and internal motivation constitute the main sources of psychological motivation, and become the focus of motivation theory research.

2.1.2 Theoretical basis of the motivation of university student cadres

2.1.2.1 Motivation theories outside China

Modern motivation theory was originated in the West. The first example of using motivation to stimulate and teach people is recorded in the Chapter 18 of the Old Testament: Exodus, in which Jethro advocates hierarchical management, establishing hierarchy to encourage people's enthusiasm, to achieve the purpose of improving the effectiveness of management. At the beginning of the 20th century, the research on motivation theory mainly focused on human needs, discussing how to stimulate people's enthusiasm (Wang, 2006). According to research focus, the theories in this period can mainly be divided into four categories: content motivation theory, process motivation theory, behavior modification motivation theory and comprehensive motivation theory. Starting from different angles, western scholars have carried out some specific research on motivation, which can be used as references for the optimization of psychological motivation for university student cadres.

2.1.2.1.1 Content motivation theory

Content motivation theory focuses on the motivation factors and those meeting people's needs, that is, people are satisfied with what they need, to arouse their motivation. The representative theories are Maslow's Hierarchy of Needs (Maslow, 1943b), McClelland's Achievement Motivation Theory (McClelland, 1965), McGregor's X-Y Theory (McGregor, 1957), Herzberg's Two-Factor Theory (Herzberg et al., 1959) and Alderfer's ERG Theory (Alderfer, 1969).

(1) Maslow's Hierarchy of Needs: the earliest and most influential motivation theory. It divides human needs into five hierarchical levels: physiological needs, safety needs, belonging and love needs, esteem needs, and self-actualization needs. It is believed that human needs are progressive from low to high. Only when the low-level needs are basically satisfied, will the high-level needs emerge, but the low-level needs will not disappear. There is always a need to become a dominant need, playing the most powerful role in motivation (Jin & Luo, 2019; Maslow, 1943). This theory has some limitations: this theory limits individual and instinct as the center of needs, claiming that the basic satisfaction of low-level needs is a sufficient and necessary condition for the development of human needs, simplifying the development of human needs. But in fact, even if low-level needs are not met, people may have high-level needs as their dominant needs. This theory gives enlightenment: it should be grasped the needs of student cadres, especially the current dominant needs; attention should be paid to the diversity of the hierarchical needs of student cadres, and multi-level motivations should be used.

(2) McClelland's Achievement Motivation Theory: it holds that on the premise that the basic needs of existence are satisfied, the most important needs of human beings are the need for achievement, the need for affiliation, and the need for power. These needs are not instinctive needs as pointed out by Maslow but are acquired through learning. The three needs are not of the same importance for individuals, and the main needs tend to be more necessary after they are met; at the same time, it is considered that achievement needs play a particularly important role in human growth and development (Tang & Sheng, 2020; McClelland, 1965; Li, 2004). This theory has some limitations: It is very useful in analyzing the bureaucracy of student cadres. Based on the satisfaction of physiological needs, it is difficult for this theory to explain the paradox that some social needs are more important than physiological needs; it is not convincing to emphasize that need is shaped by the acquired society; it is only suitable for groups whose survival needs are basically met. This theory gives enlightenment: the achievement needs of student cadres should be understood and corresponding motivation measures should be taken to meet their achievement needs, to make achievers pursue more achievements and improve efficiency.

(3) McGregor's X-Y Theory: Think that behind every management decision, there is a hypothesis of human nature. The traditional management view before him is called Theory X. He called the traditional management view before him as Theory X which is based on the hypothesis of economic man. It believes that people's basic evaluation of work is negative, and that management relies on external control of people's behavior, needs to adopt a carrot and stick approach, motivate work enthusiasm through money and remuneration, and reduce work negativity through supervision and punishment. He called the management view he revealed himself as Theory Y, which is contrary to Theory X. It is based on the hypothesis of social people, believes that people's basic evaluation of work is positive, emphasizes relying on people's self-control and self-direction, and advocates using human nature to motivate the management of the company. It is proposed to pay attention to internal motivation, grant greater power to employees, allow employees to have greater opportunities to play, make personal goals and organizational goals consistent, and motivate enthusiasm for work (Dai, 2014; McGregor, 1957; Wang et al., 2012; Long et al., 2012). This theory has some limitations: In people's work, it is impossible to be absolutely lazy or diligent in nature; Theory X can often only control people's external physical behavior, but not the internal mind; Theory Y overemphasizes focusing on human factors, which can easily lead to the dilemma of egalitarianism. This theory gives enlightenment: It is necessary to dynamically analyze the different impacts of hypothesis of human nature on management, and the Theory X and Theory Y are combined for management. The management methods of Theory Y, such as strengthening salary and benefits, improving the working environment, and granting responsibilities, are used as the main body to motivate the enthusiasm of work. The management method of Theory X such as monitoring is the key to ensuring the fair implementation of Theory Y.

(4) Herzberg's Two-Factor Theory: by investigating which work factors make employees feel satisfied or dissatisfied, this theory divides the factors that positively affect people's enthusiasm in enterprises into two categories: motivators (satisfaction factors) and hygiene factors (dissatisfaction factors). Motivators are related to all aspects of the job itself, including achievement, recognition, responsibility, promotion, and development. The existence of these factors can satisfy employees, and the improvement of them can directly motivate employees. Hygiene factors are those beyond the work itself, including policy, management, interpersonal relationship, compensation, and safety. The lack of these factors will make employees dissatisfied, and their improvement cannot lead to employee satisfaction either (Li & Sha, 2007; Herzberg et al., 1959). This theory has some limitations: i) there is limitation and atypia in the time and objects for the survey; ii) it is subjective to judge whether employee has the initiative

with the standard of satisfaction or not; iii) the division of the two factors is absolute to a certain extent. Besides, it seems that this theory does not consider the possibility that the functions of the two factors can be transformed into each other under different conditions. This theory gives enlightenment: find out the motivators and hygiene factors that affect student cadres, and gradually meet the motivators on the basis of satisfying the hygiene factors.

(5) Alderfer's ERG Theory: an extension of the study of Maslow and Herzberg, and a new humanistic need theory. In this theory, the core needs of human beings are divided into three levels: existence needs, relatedness needs, growth needs, which are not independent and may occur at the same time in many cases; if the satisfaction of higher-level needs is frustrated, the desire for lower-level needs will become stronger (Alderfer, 1969; Chen, 2013). This theory has some limitations: its classification of needs is not more perfect than that of Maslow. This theory gives enlightenment: it is necessary to regard the needs of student cadres as a whole, rather than a strict hierarchy, to comprehensively analyze the multi-level needs that may exist simultaneously at different stages of student cadres, so as to adopt corresponding motivation measures to stimulate the enthusiasm of student cadres.

2.1.2.1.2 Process motivation theory

Process motivation theory focuses on the psychological process between needs and outcomes. This kind of theory mainly analyzes the whole process of how a person's specific behavior comes into being, maintains and terminates, and finds out the key factors that play a decisive role in the behavior, so as to predict and control human behavior. The representative ones are: Vroom's Expectancy Theory (Vroom, 1964), Adams' Equity Theory (Adams, 1965), and Locke's Goal-Setting Theory (Locke, 1968).

(1) Vroom's Expectancy Theory: it holds that the degree to which a person is motivated by an activity depends on two key factors: valence (the subjective judgment of how much value it can provide for individual needs after the achievement of a goal) and expectancy (an individual's subjective estimate of how likely it is to achieve a goal). Human behavior is easily generated by expectations, which can motivate people to achieve their goals; only when valence and expectancy are both high, will motivation be great (Pan, 2009; Vroom, 1964; Zhan, 2007). This theory has some limitations: i) both valence and expectancy are subjective attitudes, which may diverge from the cognition of organization; ii) it has certain limitation to emphasize that the greater the expectancy is, the powerful the motivation is, and it is difficult for some activities with small difficulty and high expectancy to stimulate people's enthusiasm. This theory gives enlightenment: when setting work goals for student cadres, we should organically

combine organizational goals with individual goals, and when the realization of organizational goals is positive to the realization of individual goals, the enthusiasm of student cadres can be better brought into play. The expectation of student cadres is affected by subjective and objective environment. As the goal that is difficult to achieve objectively has little motivation effect on people, the organization should strengthen the education and guidance of the subjective feelings of student cadres, and at the same time actively create objective conditions for the realization of the goal.

(2) Adams' Equity Theory: also known as Social Comparisons Theory, holding that people's enthusiasm for work is not only related to the actual remuneration of individuals, but also more closely related to whether people feel fair about the distribution of remuneration. People always consciously or unconsciously compare their own labor and rewards with those of others, then make their judgments about fairness. This comparison includes not only vertical comparison with themselves, but also horizontal comparison with others. When they feel fair, they can work with pleasure, or their motivation will be affected (Adams, 1965; Liu & Li, 2010). This theory has some limitations: i) the sense of fairness is the subjective attitude of the individual, which is difficult for the organization to fully recognize; ii) fairness can eliminate the dissatisfaction of employees, but its motivation effect seems weak; iii) the unfairness positive to individuals may also stimulate their enthusiasm. This theory gives enlightenment: it is necessary to guide student cadres to form a correct sense of fairness; follow the principle of justice in the motivation process to reduce the sense of unfairness of student cadres.

(3) Locke's Goal-Setting Theory: it believes that the work intention towards a goal is the main source of work efficiency. The goal itself has the motivation function, and it can transform human's needs into motivation, and drive people to work towards a certain direction. The specificity, difficulty and feedback of goals are important factors that affect work performance; appropriate and feasible goals can lead to higher performance (Locke, 1968; Yang, 2012). This theory has some limitations: i) many goals are difficult to quantify and specify; ii) there may be inconsistencies between individuals and organizations in the perception of goals. There is an uncertain relationship between goal setting and satisfaction. For example, difficult goals can bring about higher performance than easy goals, but they may lead to lower satisfaction. This theory gives enlightenment: when setting organizational goals, we should fully consider the different achievement motivations of student cadres; under organizational goals, we should work out some difficult but achievable small goals for student cadres to enhance their satisfaction; it is necessary to explore positive and effective feedback channels.

2.1.2.1.3 Behavior modification motivation theory

Behavior modification motivation theory, combining implicit psychological activities with explicit behavior, focuses on the analysis of how to consolidate and develop human's positive behavior, and transform human's negative behavior. The representative ones are Skinner's Reinforcement Theory (Skinner, 1938) and Heider's Attribution Theory (Heider, 1958).

(1) Skinner's Reinforcement Theory: it is believed that human behavior can be strengthened by intervention and stimulation with the use of external factors. The affirmation or negation of a behavior, to a certain extent, determines whether such behavior can be repeated in the future. This reinforcement can be divided into positive reinforcement and negative reinforcement. The former refers to encouraging people's behavior through bonuses, praise, promotion, offering of learning opportunities and other rewards, while the latter refers to restraining people's behavior through punishments such as criticism, demotion, and reduction of bonuses (Skinner, 1938; Peng, 2007). This theory has some limitations: i) the control in the Reinforcement Theory mainly refers to the environmental factors which are externally imposed on people. ii) It has not been fully explained how the external factors play a role through people's cognition and psychology. This theory gives enlightenment: adhere to the principle of giving priority to positive reinforcement with negative reinforcement as a supplement; comprehensively use all kinds of means of reinforcement to affirm the correct thought and behavior of student cadres, while negate the wrong thought and behavior, so as to urge student cadres to form good behavior habits.

(2) Heider's Attribution Theory: it holds that human behavior results from internal factors and external factors. Internal factors refer to those existing in the actors themselves, such as need, emotion, interest, attitude, belief, and effort. External factors refer to those in the environment around actors, including others' expectations, rewards, punishments, instructions, orders, the quality of the weather, and the degree of difficulty of work (Ma & Zhao, 2009). It is considered that people's success or failure in the past is mainly attributed to four factors: effort, ability, task difficulty and opportunity. Viewed from the internal and external factors, effort and ability belong to internal factors, while task difficulty and opportunity belong to external factors; from the perspective of stability, ability and task difficulty are stable factors, while effort and opportunity are unstable factors; from the aspect of controllability, effort is a controllable factor, while task difficulty and opportunity are uncontrollable factors. Different attributions result in the difference in people's emotional responses and behavioral intentions (Heider, 1958; Zhang, 2003). This theory has some limitations: different people have different cognitive standards of behavior, and different attributions cause different behavioral responses. This theory gives

enlightenment: it is necessary to fully understand the attribution tendency of student cadres. We should help them to correctly summarize experiences and lessons and then to carry out attribution smoothly. It should be strengthened the role of internal factors, stable factors and controllable factors in student management.

2.1.2.1.4 Comprehensive motivation theory

Comprehensive motivation is the comprehensive absorption and integration of the first three kinds of motivation theories, trying to fully reveal the factors that trigger the motivation process and the psychological process of human motivation. The representative theory is the comprehensive motivation theory of Lyman Porter and Edward Lawler (Gellerman, 1968) . This comprehensive motivation model involves factors such as effort, performance, ability, environment, cognition, reward and satisfaction, arguing that motivation is a comprehensive process of interaction of external stimulation, internal factors, behavior motivation and final results. The process should be formed as motivation → effort → performance → pay → satisfaction, and the virtuous circle should be maintained by rewarding efforts from satisfaction (Zhong, 2012; Gellerman, 1968). This theory gives enlightenment: understand the needs of student cadres; try to estimate the satisfaction level of student cadres and try to motivate them in various ways. Educate and guide student cadres to know their own ability and personality, role and environment, and to motivate them by making them realize that they can achieve performance through efforts.

2.1.2.2 Chinese motivation theory

In 1978, the Third Plenary Session of the 11th Central Committee of the Communist Party of China marked that China entered a new historical period of reform, opening up and socialist modernization. In the middle and late 1980s, behavioral science, including motivation theory, had attracted widespread attention in China. Some experts and scholars began to explore the establishment of a theoretical system of behavioral science with Chinese characteristics. Based on critically absorbing western motivation theories and considering China's national conditions, Chinese experts and scholars have established some domestic psychological motivation theories. The representative ones are Synchronization Motivation Theory proposed by Yu Wenzhao (2014), Dong Qing's C-type Motivation Theory (Fu, 2010) and Xiong Chuanwu's Comprehensive Motivation Theory (Xiong, 1996).

(1) Yu Wenzhao's Synchronization Motivation Theory: also known as S Theory, holding that under the condition of the primary stage of socialism in China, the greatest motivation effect can only be achieved through the organic integration of material motivation, spiritual

motivation, and the motivation measures taken according to the natural needs of human beings. Only when both material and spiritual motivations are at a high value, can there be greater motivation power; when either one of them is at a low value, great motivation power cannot be obtained. It emphasizes that material motivation and spiritual motivation, namely, human's natural needs and social needs, are unified. As they are equally important, we should pay attention to both material motivation and spiritual motivation (Li, 2017; Lu, 1994; Yu, 2014). This theory has some limitations: there is no explanation on how to carry out material motivation and spiritual motivation at the same time, and the relationship between material motivation and spiritual motivation is not clearly defined. This theory gives enlightenment: attention should be paid to the unity of natural needs and social needs of student cadres, and importance should be attached to material motivation and spiritual motivation; for student cadres, priority should be given to spiritual motivation, but material motivation should not be ignored.

(2) Dong Qing's C-type Motivation Theory: drawing lessons from the theory of Hierarchy of Needs, it was proposed in consideration of Chinese ideology. It is believed that the full exertion of employees' enthusiasm requires two factors: first, leaders and organizations should care about employees and try their best to meet the five basic needs of employees; second, it is necessary to educate, inspire and guide the workers to think and behave, in order to accelerate the formation of an ideal society of the highest level of needs (Fu, 2010; Sun et al., 1992). This theory has some limitations: it does not seem to be absolutely universal to regard the realization of an ideal society as the highest level of individual needs. This theory gives enlightenment: we should not only pay attention to the five basic needs of student cadres, but also educate, guide, and train the student cadres to have good moral qualities and lofty social ideals.

(3) Xiong Chuanwu's Comprehensive Motivation Theory: it holds that motivation includes at least three factors. One factor is human that is, the subject and object of motivation; the second factor is time and space, namely, the process and corresponding environment of motivation, and the third factor is the way and content of motivation. It is an issue of comprehensive motivation to deal with the relationship among these three factors and give full play to their role in motivation. Comprehensive motivation includes three factors: all-staff motivation, whole-process motivation, and all-element motivation. All-staff motivation refers to that all teachers, students, and staff participate in the motivation to reach the unity of other-motivation, self-motivation, and mutual motivation; whole-process motivation should be carried out in accordance with the psychological process of motivation and the process of management activities, so as to form a relatively complete cycle to make motivation become

the part of work, which starts with arousing needs and ends with meeting needs. All-element motivation is to use all available means to motivate teachers, students, staff, and constantly seek new motivation methods under the premise of adhering to material and spiritual motivation (Xiong, 1996; Han, 2017). This theory has some limitations: there is a lack of empirical research on practical operation. This theory gives enlightenment: the management of student cadres is like a game of chess, and the key is people. We should deeply study the characteristics of the subject and object of motivation, pay attention to the full play of human subjectivity, and improve the psychological motivation means, to strive to make motivation occur in every stage of students' growth and in every link in the management of student cadres.

2.1.3 Analysis of motivators for college student cadres

With the development of the research on Motivation Theory, the study of its use on the motivation of colleges at home and abroad has been deepening, and the understanding of colleges' motivators has become clearer. Many scholars have studied the management of college student cadres and analyzed and discussed the main motivators, as shown in Table 2.1.

Table 2.1 Research on motivators of some college student cadres

| Number | Scholar | Main research content | Motivators |
|--------|--------------|---|---|
| 1 | Xiong (2006) | Attention to the management mechanism of student cadres' personal ability. | Training motivation, assessment motivation and use motivation. |
| 2 | Wu (2006) | Referring to Amway's motivation methods for employees to manage student cadres. | Benefit sharing, cadres and leaders training, and example motivation. |
| 3 | Liu (2007) | Analyzing from the motivations and needs of student cadres. | Example motivation, competition motivation, emotional motivation, role motivation, evaluation motivation and stage motivation. |
| 4 | Jiang (2008) | Analyzing the inducement of psychological pressure of student cadres based on the work stress theory. | Basic needs, work foundation, collective belonging, work enthusiasm, respect level, improvement of ability, and ideals and beliefs. |
| 5 | Zhang (2008) | The study found that student cadres play the role of backbone demonstration, bridge and effective assistant. | Guiding expectations, setting goals, strengthening external control, satisfaction of achievement and reflecting fairness. |
| 6 | Wu (2008) | Based on the motivation of student cadres, it suggests building a motivation mechanism from the inside and outside of organization. | Openness and fairness, spirit motivation, positive motivation, and hierarchical and classified management. |
| 7 | Wang (2009) | The research on the management of student cadres based on the Two-Factor Theory. | Authorization and affirmation, motivation of work, evaluation system, working environment and career planning. |

| Number | Scholar | Main research content | Motivators |
|--------|----------------------|--|---|
| 8 | Zhang and Yi (2009) | In view student cadres' four problems, it gives management suggestions. | Example motivation, and examination and evaluation system. |
| 9 | Chen and Wang (2010) | Studying the measures to arouse student cadres' enthusiasm. | Training oneself, improving one's own quality, a sense of achievement, recognition, and work friendship. |
| 10 | Xiao (2010) | Playing attention to the prevention and maintenance of hygiene factors, strengthening motivators, and stimulating student cadres' internal motivation. | Role awareness, working conditions and environment, working system, assessment and evaluation; fair selection, training system, development opportunities and work content. |
| 11 | Luo (2010) | It proposes that the management of student cadres adhere to the principles of combining substance motivation and spirit motivation, and paying attention to the overall effect and timeliness. | Goal motivation, demand motivation, praise motivation, crisis motivation and leader motivation. |
| 12 | Fan (2010) | The Self-Determination Theory is introduced into the management of student cadres to abandon the phenomena of slackness and ideological confusion. | Evaluation and pressure factors. |
| 13 | Wang (2010) | Analyzing the current situation of student cadres' motivations in Shandong University. | Clarifying principles, meeting needs, improving mechanism and optimizing environment. |
| 14 | Zhang (2010) | It puts forward the basic theory of people-oriented, hard and soft aids, harmonious unity and gradual progress. | System construction, emotion construction, independent management, infiltration of education, and crisis management. |
| 15 | Zhang and Wei (2010) | It analyzes the psychological needs and expectations of college student cadres from the perspective of psychological contract, and explores the measures and countermeasures to improve the work enthusiasm of the cadres. | Goal motivation, task motivation, respect and trust, and self-realization motivation. |
| 16 | Wang and Yu (2011) | The research on the management of student cadres based on Two-Factor Theory. | Working environment, evaluation mechanism and career planning; work motivations, cadres' training, and opportunities and platforms. Supervision and management, determination of the person in charge, direct accountability level by level, clarification of the rights and responsibilities and scope of work, moderate decentralization, promotion channel, fair promotion, good environment, encouraging creativity, guiding innovation and giving rewards. |
| 17 | Zhou (2011) | It studies the application of Douglas McGregor's X-Y Theory in the management of college student cadres. | Goal motivation, achievement motivation, demand motivation and |
| 18 | Kang (2011) | It suggests student cadres unite students through emotion in order | |

| Number | Scholar | Main research content | Motivators |
|--------|-----------------------------|--|--|
| | | to promote the smooth development of student management. | safety motivation. |
| 19 | Wang (2011) | It studies the lack of enthusiasm of student cadres. | Role consciousness, motivation for campaign, one's own ability, selection and training system, and evaluation and motivation mechanism. |
| 20 | Liu, Xiang, and Chen (2011) | It analyzes the basic requirements for student cadres and the problems in management. | Objective, competition, assessment, help and communication. |
| 21 | Huang (2011) | It puts forward the management strategies of motivations of student cadres under the guidance of Two-Factor Motivation Theory. | Working environment, assessment and evaluation, career planning, motivation of work, training and education, and development platform. |
| 22 | Guo, Sun, and Yin (2012) | It studies the reasons of serving as student cadres. | motivation of work itself and the health of working environment. |
| 23 | Li (2012) | It puts forward five problems in the management of student cadres from the perspective of goal setting and goal management theory. | Work objectives, participation in management, performance, decentralization, fair and objective evaluation, and feedback. |
| 24 | Qiao (2012) | It studies the content of improving the ideological and moral quality and self-management ability of student cadres. | Need for achievement, learning achievement motivation, and affiliation motivation. |
| 25 | Pan and Zhang (2012) | It points out five problems in the motivation mechanism of student cadres. | Systematic motivation, spirit motivation, negative motivation, timely and long-term motivation, and needs investigation. |
| 26 | Zou (2012) | It studies the problems existing in the subject, object, principle and mode of college students' motivation mechanism. | Target, subject, and environment of motivation. |
| 27 | Xia, Zheng, and Xia (2012) | The work achievements of student cadres mainly come from the recognition of teachers and students. | Working environment, working atmosphere, assessment and evaluation mechanism, career planning, appropriate authorization, affirmation and attention, sense of achievement and goal motivation. |
| 28 | Xu and Jiang (2012) | It analyzes the work enthusiasm of college student unions' cadres by using Porter & Lawler's Model of Multiple Stimulus. | Work scene, giving play to subjectivity, and improving comprehensive quality and effectiveness. |
| 29 | Yin (2013) | It analyzes the logic of hierarchy of needs of college student community cadres by using Maslow's Hierarchy of Needs Theory. | Basic material needs, emotional motivation, humanistic care, and self-realization. |
| 30 | Huang (2013) | It puts forward the motivation management of college student cadres based on the Equity Theory. | Fair procedure and distribution. |
| 31 | Liu (2013) | The study finds that student cadres act as an example, a link and an auxiliary in student management. | Recognition motivation, trust motivation, emotional communication and achievement |

| Number | Scholar | Main research content | Motivators |
|--------|----------------------|--|---|
| | | | experience. |
| 32 | Lu (2013) | It analyzes the needs of college student cadres and the rationality of needs. | Full authorization and trust mechanism. |
| 33 | Wang (2013) | The motivation of student cadres should follow the three principles of being conducive to all-round development, improving motivations of radiation and influence, and promoting self-transcendence of ability and quality. It analyzes the characteristics of the “post-90s generation” college student cadres in three aspects, and puts forward the path to improve the motivation management of the cadres based on three need theories. | Respect motivation, trust motivation and assessment motivation. |
| 34 | Zou (2013) | It analyzes the demand characteristics and motivation measures based on the life cycle of students’ activity projects, combined with the characteristics of administrative and labor-oriented student cadres. | Need for achievement, need for power and belonging needs. |
| 35 | Zhao (2014) | It analyzes the causes of insufficient assessment motivation with regard to the problems in the working process of student cadres. Based on the investigation of student cadres in some vocational colleges in Hefei City, it puts forward the management suggestions of “five key points and five combinations” by using the motivation theory of the Management Science. | Information, goal, participation, respect, responsibility, communication, knowledge, ego, material, spirit and growth; cultivation and trust. |
| 36 | Qiu and Yan (2015) | It proposes the motivation measures of the work motivation of student cadres based on the Expectancy Theory, after conducting a questionnaire survey on student cadres in a university in Anhui Province. | Respect motivation, authorization motivation and communication motivation. |
| 37 | Fang and Guo (2015) | By analyzing the problems in five aspects in college student cadres, it explores the application of motivation mechanism in college talent training. | Intrinsic motivations, extrinsic rewards, spirit motivation, substance motivation, positive motivation, negative motivation, overall motivation, personal motivation, talent motivation and adult motivation. |
| 38 | Zhang et al. (2019) | It analyzes the two problems, the lack of difference and systematic deficiency in the work motivation mechanism for student cadres of the post-00s generation. | Goal motivation, diligence motivation, work performance motivation, and reward motivation. |
| 39 | Wang and Wang (2020) | | Goal motivation, participation motivation, example motivation, evaluation motivation and emotional motivation. |
| 40 | Yan (2020) | | Intrinsic motivations: spirit motivation, negative motivation and hierarchical motivation; extrinsic rewards: selection and appointment, training and education, work |

| Number | Scholar | Main research content | Motivators |
|--------|-------------------------------------|--|---|
| | | | distribution mechanism, supervision mechanism and assessment mechanism. |
| 41 | Cooper, Healy, and Simpson (1994) | It studies the influence of college students' experience in associations on their social and psychological development. | Development objectives, career planning, life planning, cultural participation, and life management. |
| 42 | Borsari and Carey (1999) | The change of college students' ability after participating in students' associations. | Socialization, peer relationship, and self-realization. |
| 43 | Camp et al. (2000) | It studies the relationship between students' associations and students' achievement. | Achievement motivation, connecting with business organizations, and leadership. |
| 44 | Pascarella and Terenzini (2005) | It discusses how universities affect the development of college students. | Educate expectations, improvement of self-confidence, interpersonal communication and leadership skills |
| 45 | Foubert and Urbanski (2006) | The more students participate in community activities, the higher their comprehensive development level will be. | Cognitive ability, students' development, communication channels, and life planning. |
| 46 | Bryan (2012)) | It studies the impact of students' associations on students' leadership development. | Leadership. |
| 47 | Wahl, Kleinbard, and Reilly (2012) | It studies the respective advantages of universities and students' associations, and strengthening students' cultivation. | Students' development and support. |
| 48 | Nwankwo and Okoye (2015) | The research on science related associations. | Learning interest and achievement. |
| 49 | Stuart and Joseph (2016) | It proposes the management of American college students' organizations from the perspective of community counselors. | Enriching life, leadership, academic ability and personal development. |
| 50 | Di (2020) | It studies the role of college students' associations in ideological and political education in colleges and universities. | Communication, mutual learning, values, knowledge level and moral quality. |

By sorting out the above existing motivators of college student cadres, it is found that the motivators extracted and summarized by scholars are inconsistent due to the different perspectives of analysis and research, but they can be generally divided into two parts, extrinsic rewards and intrinsic motivations. Extrinsic rewards are mainly reflected in the satisfaction of substance motivation, posts and duties and the responsibilities of college student cadres in student work, including training motivation, examination and evaluation, benefit sharing, performance rewards, cadres and leaders training, competition motivation, working system, training system, working content, stress factors, crisis motivation, opportunity and platform, oneself training, quality improvement, promotion channel, humanistic care, recognition motivation, and need for power. All of these reflect the extrinsic rewards of the cadres. As a

special group of students, the cadres have strong needs of intrinsic motivations, which include example motivation, collective belonging, work enthusiasm, respect level, improvement of ability, ideals and beliefs, satisfaction of achievement, recognition, work friendship, development opportunities, career planning, role awareness, and affiliation motivation. It is necessary to stimulate the internal work enthusiasm through the psychological satisfaction of the cadres in student work. However, in the above many external and internal elements, it needs further refinement and summary to find out the typical elements that have an important or decisive impact on the cadres' motivation.

2.1.4 Intrinsic motivations and extrinsic rewards for college student cadres

Deci (1971) clearly put forward intrinsic motivations earlier, and he thinks that people have two kinds of internal needs, the need for ability and the need for autonomy. Extrinsic rewards will affect intrinsic motivations, that is, when extrinsic rewards exist, people feel being controlled, which will reduce people's sense of ability and autonomy, thus reducing the role of intrinsic motivations. After that, he further explained the influence of intrinsic motivations on behavior and proposed the intrinsic motivations system and the extrinsic rewards system, holding that intrinsic motivations include sense of achievement, responsibility and competitiveness, while extrinsic rewards include salary, job promotion, feedback and positive working conditions (Deci et al., 1999). When discussing people's motivation path, Heider's Attribution Theory believes that the causes of people's behavior are divided into internal causes and external causes. The former belongs to the subjective factors of the individual, and the latter belongs to the objective environment outside the individual (Heider, 1958; Zhang, 2003). Herzberg (1959, 2014) found that external material factors such as salary could only maintain employees' basic working status, but could not motivate them to work more actively. While employees' core values, the non-material internal elements, can continuously motivate them to work.

In the discussion of intrinsic motivation and extrinsic rewards by Chinese scholars, Zhu (1989) believes that motivation can be divided into "external motivation" and "internal motivation", and they complement each other. Rewards, promotion, welfare, money, honor and praise belong to "external motivation". And work interest, work values, opportunities to develop personal potential, and satisfaction are the motivators existing in people's practice, which belong to "internal motivation". Zhang (2003) considers that intrinsic motivations mainly come from the motivation of work itself, which is caused by the internal motivation of behavior, such as work interest, personal development obtained in work, and personal sense of achievement, while external motivation is the motivation caused by external motivation,

including external reward, salary, bonus, and position promotion. Li (2006) thinks that motivation is divided into external motivation and internal motivation. External motivation is the positive motivation to induce students to participate in activities through external motivation. And internal motivation is the motivation measure that conforms to students' psychological characteristics, which makes external requirements become students' internal requirements to form a conscious and automatic behavior mechanism. Chen (2010) believes that according to the subject and object of motivation, it is divided into internal motivation and external motivation. Man is a social animal, and its social attributes are the basis of internal motivation, such as achievement, recognition, work itself, and responsibility. In the society, people are connected with the surrounding environment and people, so they are inevitably affected by the external environment and things, which is the source of external motivation, such as example motivation. Fang and Guo (2015) hold that internal motivation is mainly discussed from the perspective of the motivation role of student cadres' own work, including interest and achievement. External motivation refers to the motivation caused by external reasons that are not directly related to the work task itself, including the external factors such as school spirit, class spirit and working environment, as well as the emotional factors such as leaders' attention and teachers' concern.

By investigating 180 student cadres in an applied undergraduate university, Sha (2016) constructed an motivation mechanism in two dimensions, intrinsic motivations and extrinsic rewards. Intrinsic motivations refer to the reward and punishment of student cadres in student work, including the selection, management, training, assessment and all-round development of the cadres. Extrinsic rewards include the appearance, spirit, and discipline of school, study style, interpersonal relationship and managers' influence. Zhang et al. (2017) introduced the "Pygmalion Effect" into the training system of the backbone of college students. They believe that intrinsic motivations include four aspects, improving self-confidence, cultivating positive attitude, guiding the development of good behavior and steeling the will. While extrinsic rewards have four aspects, establishing reasonable "expectations", using spiritual recognition and substance encouragement, helping to overcome one's own shortcomings, and strengthening experience and stimulating potential. Zhai and Fan (2018) think that intrinsic motivation is mainly to establish a scientific selection and appointment system of student cadres, performance evaluation mechanism and training mechanism, so as to form a motivation effect on the cadres by cultivating interest, clarifying achievements and meeting development needs. Extrinsic rewards mainly satisfy the sense of happiness and achievement of student cadres at work through the external factors unrelated to the work task itself, such as working environment and

leaders' attention.

In addition, college student cadres are a special group of the students. According to Department of Psychology, Southwest Normal University (2000), Huang believes that their basic needs can be divided into 18 species in six categories, including physiological needs (maintenance of existence, material enjoyment and sex), safety needs (order, avoiding injury and humiliation), communication needs (friendship, asking for help and belonging), esteem needs (achievement, self-esteem, self-reliance and power), development needs (seeking knowledge and beauty and physical strength), and contribution needs (helping others, making achievements and dedication).

Through the follow-up investigation and research on college students for nearly 20 years, Sun and Jing (2001) think that the needs of college students are divided into three categories, need for talent, including professional learning, pursuit of truth, honor and self-esteem, and moral cultivation; need for growth, including abundant material, art appreciation and entertainment, love, physical exercise, and friendship; need for obey, including discipline, labor and health, and the feeling between teachers and students. Shi and Wang (2005) believe that in addition to the needs put forward by Huang (Department of Psychology, Southwest Normal University, 2000), college students also have three basic needs, namely, need for environment, need for psychological diathesis, and need for job, and there are certain differences in grade and gender in the development of their needs. Lv and Chang (2008) studied the needs of students in Southwest University and found that the intensity of needs is in the following order, communication needs, physiological needs, esteem needs, development needs, safety needs and contribution needs, and the order of dominant needs are maintenance of existence, friendship, self-esteem and self-reliance, and seeking knowledge.

Through the above analysis, it is found that some scholars have studied psychological motivation from the two dimensions of intrinsic motivations and extrinsic rewards, but there is no consistent expression of "intrinsic" and "extrinsic", and there is no clear definition of the meaning of "intrinsic" and "extrinsic" of motivation for college student cadres, yet there are some intersections in the classification of specific motivators. Based on the student identity and cadres' characteristics of the cadres, their personal psychological needs have strong intrinsic motivations, while the rules and regulations of student organizations have strong extrinsic rewards.

2.1.5 Summary

Based on the above discussion, scholars have sorted out the management of college student

cadres based on Motivation Theory, formed two main types of intrinsic motivations and extrinsic rewards, and made specific division of different motivators. However, there are three weaknesses. The first weakness is the lack of integrity. In terms of intrinsic motivations, the motivation factors for innovation of the cadres' seeking knowledge and free play are not fully considered. In terms of extrinsic rewards, the assessment and motivation factors of the cadres' balancing student work and professional learning are not considered. The second weakness is weak correlation. There is no study of the relationship between the two types, no analysis of the interaction between their elements, or no clarification of the correlation between motivation elements of student cadres. The third weakness is that the pertinence is not enough. Student cadres are a special student group. The working systems and task requirements of different colleges also have distinct particularity. The needs of student cadres at different ages are developmental and, so the proposed motivators have limited pertinence.

Combined with the existing research, the research finds that the intrinsic motivations of college student cadres are motivators triggered by personal needs in their study and life in the university. They mainly originate from the psychological needs of the cadres, have internal initiative and consciousness, and include three dimensions, social motivation, achievement motivation and contribution motivation. The extrinsic rewards of the cadres are motivators brought by the external institutional environment in the process of holding the positions of student organizations and assuming the responsibilities of student work. They mainly come from the psychological contract of the cadres serving student organizations and they are mandatory and binding, with mainly three dimensions, reward motivation, assessment motivation and promotion motivation.

2.2 Psychological motivation and management of university student cadres

University student cadres are outstanding representatives and backbone forces among young students. They are the bridge and link of communication between teachers and students, playing the leading and guiding role in colleges and universities (Li, 2000; Li, 2013; Jing, 2012). The psychological motivation of student cadres is to better realize the management tasks of student organizations and the management objectives of student cadres. The management of college student cadres is based on the refinement, decomposition and implementation of the goals and tasks oriented by the country and universities. The realization of work objectives and management performance needs to fully mobilize the enthusiasm and initiative of student cadres, and the use of innovation method is the basic way to enhance the enthusiasm and

initiative of student cadres (Yu, 2016). Only by giving enough motivation to student leaders, enhancing the satisfaction of student leaders toward student organizations and promoting their sense of belonging and sense of identity, can we mobilize the enthusiasm, initiative and creativity of student leaders, enhance the political orientation, progressiveness and mass character of student organizations and better unite and lead the massive young students to grow healthy (Wang, 2014; Peng, 2007; Jiang, 2008).

Management has a certain goal-oriented, the content of management is the specific embodiment of these goal-oriented, and the completion of any management performance requires personal efforts. According to the goal-setting theory, the goal can become the most direct motivating factor of behavior. If the goal setting is specific, the difficulty is moderate to achieve, and the positive feedback is conducted, generally speaking, the final level of the performance of the task is higher. There is a correlation between performance and goals, and individuals can improve the motivation effect by participating in the goal setting (Latham et al., 2002; Locke & Bryan, 1968). Some scholars found that the goal setting and external motivation can have different influence on management performance and the relationship between the goal setting and the internal motivation (Zou, 1994; Ilgen et al., 1981). All these studies found a correlation between psychological motivation and management performance. Psychological motivation is the basis for completing certain goals, and also the basis of realizing management performance. The achievement of management performance is the direction and the goal of the psychological motivation.

2.2.1 The definition of student cadres management

In China, in the Shang Dynasty of the 17th century BC, the monarch had commanded hundreds of thousands of troops in battle, managed millions of slaves with different divisions for productive labor (Zhou, 2010). In the late Ming Dynasty, "management" was published in the form of words in volume 33 of the novel collection "Amazing Tales-First Series" (Ling, 2019). The Modern Chinese Dictionary interpreted it as "responsible for some work going smoothly" (Institute of Linguistics CASS, 1983). Xiao Zongliu, a Chinese education management scholar, believes that the essence of management is coordination (Xiao, 2008). Zhou Sanduo believes that management is an activity or process in the organization. Specifically, it refers to the allocation and coordination of all invoked resources, including human resources, through the functions of information acquisition, decision-making, planning, organization, leadership, control and innovation, so as to achieve the goals that an individual cannot achieve. (Zhou, 2010). The connotation of management is basically the same, which is

to complete the work efficiently and effectively by coordinating and supervising the activities of others (Sun, 2008).

In English, "management" is often translated as manage, which evolved from maneggiare in Italian and manage in French, originally meant "to train and control horses" (Li & He, 1986). French administrator Fayol believes that management is planning, command, coordination, and control (Fayol et al., 2007). According to Harold Koontz, an American administrator, management is to design and maintain a good environment for people to efficiently achieve their established goals in the group (Ma, 2014). Peter F. Drucker believes that "Management is practice. Its essence is not knowing but doing. Its test is not logic but results. Its only authority is performance." (Qi, 2006; Xiang et al., 2008). Taylor believes that management is to know exactly what to do and remind them to do it in the best way (Ma, 2021).

For the definition of management, managers raise ideas from their own perspectives. From the above domestic and foreign scholars' understanding of management: in a broad sense, it refers to various human activities in order to achieve specific goals and accomplish specific tasks; in the narrow sense, it refers to organizational management which is the process of people-centered, effective planning, organization, and coordination of resources owned and needed by activities under specific environmental conditions to achieve specific goals (Lang et al., 2021; Wang, 2018).

In general, management is to play a positive role in using the available resources such as human and material resources in the organization through the management functions, so as to maximize the organizational benefits. The university student cadre's management mentioned in this thesis is mainly the management of the student group that has certain management rights and responsibilities to provide services for schoolwork and students. In a general sense, this is the management of students who hold management positions and undertakes management tasks in the student organization.

2.2.2 The performance connotation of student cadres management

With the development of the management practice of student cadres, the construction and management of China are more and more thorough and specific, the daily management requirements of student organization and student cadres are clearer and more detailed, and the target connotation and performance dimension of management are elaborated and defined.

2.2.2.1 Management of university student organizations

In the daily management of China, the student union is required to serve the students

wholeheartedly for the purpose, play the role of the party and government connecting the students, and carry out the work in accordance with the laws, school rules and regulations and their respective articles of association under the leadership of the Communist Party organization and the guidance and help of the Communist Youth League. The Student Union organization has six basic tasks: i) follow and implement the Party's educational policy, organize students to carry out various activities such as study, sports, social practice, volunteer service, innovation, entrepreneurship and excellence, to promote the all-round development of students; ii) maintain the school rules and discipline, advocate a good school atmosphere and learning atmosphere, promote the unity between students and teachers and staff, and assist the school to build a good teaching order and learning and living environment; iii) organizes students to carry out self-service activities beneficial to growth, assist the school to solve the practical problems encountered by students in their study and life; iv) contact the school party and government and the students, reflect their suggestions, opinions and requirements through various normal channels, participate in the democratic management of school affairs and safeguard the legitimate rights and interests of the students; v) guide and support the healthy development of student associations, cooperate with the youth league organizations to strengthen the management and service of the student associations; vi) strictly manage the student organization, standardize the generation and allocation of the student organization staff, strengthen the masses consciousness, responsibility consciousness and dedication consciousness, take an example for the majority of students with practical actions (All-China Students' Federation, 2020).

In the daily management of Guangdong Province, the student union organization is required in six aspects: profound ideological guidance; standardized organization construction; solid service to serve students to grow; work in accordance with the Constitution; deepen reform; actively undertake or co-organize activities sponsored by superiors (Guangdong Student Federation, 2021).

In the daily management of South China Agricultural University, the student union organization is mainly required in five aspects: i) adhere to the correct political direction, play the role of uniting and contacting students; ii) improve and standardize the organizational construction, the staff should be Communist Party members or the Communist Youth League; iii) service students to grow up, timely summarize the general needs and practical difficulties of students, timely feedback to the school to help solve effectively; iv) work according to laws and charter, strictly manage the student organization, implement the self-discipline convention for cadres; v) actively organize students to participate in the activities sponsored by the student union (South China Agricultural University, 2021). In addition, South China Agricultural

University mainly focuses on the five aspects of the student union organization in the assessment: ideological guidance; organization construction; serving students; students' growth construction, characteristic work of the college (South China Agricultural University, 2021).

2.2.2.2 Management of university student cadres

In the daily management of China, the requirements for "excellent student cadres" mainly include three aspects: i. high ideological and political quality, hard study, excellent performance; ii) enthusiastically undertake social work, effectively play a leading role; iii) actively organize and carry out activities, take the initiative to serve the students, have a strong working ability and outstanding work performance, have a high prestige in the students (Ministry of Education & Central Committee of the Communist Youth League, 2007).

In the daily management of Guangdong Province, the requirements for "outstanding student cadres" mainly include three aspects: i) firm ideals and beliefs. support the leadership of the CPC, have a strong patriotic consciousness and patriotic feelings, actively carry forward and practice the core socialist values, have the consciousness and ability to serve the students wholeheartedly. ii) strictly observe students' duty. excellent academic performance and comprehensive academic performance are ranked within the top 30%, observe by the rules and regulations of the school, actively participate in all kinds of social practice and volunteer services, and consciously become a network civilization volunteer. iii) strong working ability. cherish the honor of representing and serving the students and the opportunity to exercise ability, good style of work, hard work, conscientiously fulfill their responsibilities, effectively promote the construction of student organization and achieved outstanding achievements; actively smooth the campus communication channels, widely listen to the aspirations of students, effectively help students to solve difficulties, have a broad mass base, and get the support of students (Guangdong Student Federation, 2021).

In the daily management of South China Agricultural University, the requirements for "outstanding student cadres" include five aspects: i) firm ideals and beliefs. support the leadership of the CPC, safeguard national interests and dignity, actively carry forward and practice the core socialist values, consciously cultivate the correct world outlook, outlook on life and values. ii) discipline yourself strictly and set an example. take the lead in abiding by the rules and regulations of the school, studying hard, and maintaining the school teaching order and learning and living environment. iii) Strictly observe students' duty. excellent academic performance and comprehensive evaluation results in the top 30%, active participation in extracurricular academic activities and social practice activities, and consciously become a

network civilization volunteer. iv) strong working ability. Cherish the honor of representing and serving the students and the opportunity to exercise ability, hard work, conscientiously fulfill their responsibilities, effectively promote the construction of student organization and achieved outstanding achievements; actively smooth the campus communication channels, effectively help students to solve difficulties, have a broad mass base, and get the support of students. v) actively participate in physical exercise and campus cultural activities. its physical test score reached 75 points or above last year, with good living habits and healthy physical and mental quality (South China Agricultural University, 2021).

In addition, South China Agricultural University conducted a comprehensive assessment of the overall quality of students and set up scholarships. Comprehensive evaluation adopts quantitative method, composed of five parts: moral education, intellectual education, physical education, aesthetic education, and labor education (South China Agricultural University, 2020).

i) Moral education evaluation mainly examines students' understanding and behavior performance in political consciousness, ideological level, moral quality, concept of law and discipline and other aspects. the additional points of moral education quality are based on the students' tenure in the student organization; and the commendation or reward obtained by the students' collective or individuals in the theme education activities, civilization creation activities, study style construction activities, helping others for a just cause, emergency rescue and disaster relief.

ii) Intellectual education evaluation mainly examines students' learning ability, research ability, innovation ability, based on the annual average grade points. the additional points of intellectual education innovation ability are based on the achievements made in publishing professional academic papers, obtaining valid patent application acceptance, participating in professional skills competition, and innovation and entrepreneurship competition.

iii) Physical education evaluation mainly examines the comprehensive performance of students' health awareness, physique level and sports skills, based on the physique test results and the performance of participating in sports competitions.

iv) Aesthetic education evaluation mainly examines students' aesthetic ability and humanistic quality, based on the comprehensive performance of students' aesthetic education quality and the performance of participating in cultural and art competitions.

v) Labor education evaluation mainly examines the students' labor concept, labor spirit, labor ability and labor quality, based on the performance of participating in the campus daily life and public welfare labor.

2.2.3 Summary

By sorting out the daily education and management of university student organizations, student cadres and students, and analyzing the specific work tasks and actual assessment objectives proposed by the administrative departments, we can find that the target connotation and performance dimension of student cadres management are consistent. This study believes that the performance dimension of university student cadres management can be divided into four aspects: ideological guidance, organization construction, serving students and students' growth. Ideological guidance is mainly to strengthen the political guidance and convey the voice and proposition of the party to the students. Organizational construction is mainly to deepen the reform implementation plan, reform the operation mechanism, and implement the self-discipline convention of cadres. Serving students is mainly to serve students wholeheartedly for the purpose, help students to solve difficulties and get the support of students. Students' growth is mainly to strictly observe students' duty, achieve excellent academic performance, comprehensively develop moral education, intellectual education, physical education, aesthetic education and labor education. Due to the group characteristics of student cadres and the particularity of college work tasks, in the process of management, the psychological motivation path of college student cadres has its own characteristics. The relationship between psychological motivation and management performance needs to be sorted out, hypothesized and verified.

2.3 Conceptual model of motivation management of university student cadres

2.3.1 The influence of the internal motivation of college student cadres on the management

According to the above mentioned, the research finds that the intrinsic motivations of college student cadres are motivators triggered by personal needs in their study and life in the university. They mainly originate from the psychological needs of the cadres, have internal initiative and consciousness, and include three dimensions: social motivation, achievement motivation and contribution motivation.

In this study, the social motivation of college student cadres is based on social characteristics, mainly including social relationship motivation and respect motivation. Social motivation encourage student cadres to actively participate in external communication activities

to gain understanding and respect, encourage them to gain more satisfaction and work motivation, and then improve work enthusiasm and initiative, and finally form higher management performance. The relationship between students, teacher-student relationship, social relationship and family relationship all belong to the content involved in social motivation, which are all the process of meeting psychological needs and belong to the form of internal motivation.

In this study, the achievement motivation of college student cadres refers to that student cadres have the motivation to do their own job well and the joy of overcoming difficulties and solving problems. Achievement motivation can be satisfied from the work process and results, proud from the external recognition and affirmation, and then constantly improve work performance, better achieve work goals, and form an inner sense of satisfaction and enrichment. It is a kind of internal psychological motivation process, which belongs to the form of internal motivation.

In this study, the contribution motivation of college student cadres refers to that student cadres voluntarily pay personal time and energy to provide services without seeking return. In the process of helping others and improving society, they gain strong strength and inner satisfaction, and then constantly improve work performance. Being willing to pay, being willing to contribute and helping others belong to the content involved in contribution motivation, which are the process of meeting psychological needs and actively implementing actions, and belong to the form of internal motivation.

Good student relationship, teachers-students relationship, social relationship and family relationship, can improve the satisfaction of student cadres work and study life. Achievement motivation can stimulate student cadres to work hard and make new breakthroughs, but also stimulate the dedication and enterprising, constantly improve and develop themselves. Contribution motivation is a kind of endogenous force, which makes student cadres are willing to do more meaningful things for students, student organizations, schools and society. On the whole, the social motivation, achievement motivation and contribution motivation can improve the work enthusiasm and initiative of student cadres to a certain extent, meet the various internal motives and demands of student cadres, and promote the realization of the work tasks and assessment objectives of university administrative departments.

Internal motivation can enable student cadres and student organizations to better provide ideological guidance, promote organizational development, solve student difficulties and help them grow up. Based on this, this study proposes three Hypothesis: i) Hypothesis A: That is a positive correlation between social motivation and management performance. ii) Hypothesis B:

That is a positive correlation between achievement motivation and management performance.

iii) Hypothesis C: That is a positive correlation between contribution motivation and management performance. Specifically, it is forming a hypothetical model between internal motivation and management performance.

2.3.2 The influence of the external motivation of college student cadres on the management

According to the above mentioned, the external motivation of college student cadres is brought about by the external institutional environment in the process of holding student organization positions and assuming student work responsibilities. They mainly come from the psychological contract of the cadres serving student organizations and they are mandatory and binding, with mainly three dimensions: reward motivation, assessment motivation and promotion motivation.

In this study, the reward motivation of college student cadres refers to the monetary reward and non-monetary reward obtained by college students for serving in student organizations, which can stimulate their work enthusiasm and initiative, and then promote the improvement of management performance. Monetary reward includes work-study subsidy, phone bill, overtime meal allowance and other aspects; non-monetary reward includes improving comprehensive assessment score, office conditions, academic assistance, training and learning and other aspects. These are basically the externalized monetary or non-monetary treatment and rewards obtained from the framework of the management system in the process of holding the position of student cadre, which belong to the form of external motivation.

In this study, the assessment motivation of college students cadre refers to the effect of positive motivation and positive motivation through the assessment of college student cadre work performance, which can stimulate their work enthusiasm and initiative, and then promote the improvement of management performance. The assessment and evaluation mechanism, post responsibilities, work tasks, rewards and punishment methods and other factors are all the external management mechanism of college students in the process of holding student cadres, which belong to the form of external motivation.

In this study, the promotion motivation of college student cadres refers to more satisfaction and work motivation by upgrading them from the lower level to higher positions or more important positions, and then improve their work enthusiasm and initiative, and finally form higher management performance. The position promotion and job adjustment are both external management content and differentiation mechanism, which belong to the form of external motivation.

Good monetary and non-monetary reward can improve the satisfaction of student cadres' work, study and life. Although there are subjective factors in the assessment motivation, it can be compared based on the work performance of student cadres, so as to form a certain work pressure and stimulate students' creativity. Promotion motivation can optimize the allocation of human resources, and the internal and external competition can enable student cadres to invest more efforts in the work.

Overall, the reward motivation, assessment motivation and promotion motivation can improve the work enthusiasm and initiative of student cadres to a certain extent, which plays a great role in completing the work tasks and assessment objectives proposed by the university administrative departments.

External motivation can enable student cadres and student organizations to better provide ideological guidance, promote organizational development, serve classmates and help them grow up. Based on this, this study proposes three Hypothesis: i) Hypothesis D: That is a positive correlation between reward motivation and management performance. ii) Hypothesis E: That is a positive correlation between assessment motivation and management performance. iii) Hypothesis F: That is a positive correlation between promotion motivation and management performance. Specifically, it is forming a hypothetical model between external motivation and management performance.

2.3.3 Theoretical model construction

Based on the group characteristics of college student cadres and the particularity of college work management requirements and assessment content, the path formation of motivation has its own characteristics in the process of motivation management of student cadres. According to the differences between internal and external motivations and the needs of student cadres, the internal motivation factors derived from the psychological needs of student cadres themselves are mainly divided into social motivation, achievement motivation and contribution motivation. The external motivation factors brought about from the external institutional environment are mainly divided into reward motivation, assessment motivation and promotion motivation. The education management of colleges and universities should implement the specific work tasks and actual assessment objectives proposed by the management department, and finally implement them into the management requirements and assessment content of student cadres, which is mainly reflected in four aspects: ideological guidance, organizational construction, serving students and students' growth. And the four types of management performance themselves are greatly different, and the motivations may be different; different

motivations on different management performance may also have greater differences. Therefore, constructing different motivation management path models helps to analyze the impact of various motivation factors on different management performance. At the same time, based on the differences in the group characteristics of student cadres, demographic variables are taken as the control variables to analyze their control role on different motivation management paths.

The model sets the dimensions of internal motivation and external motivation of college student cadres as independent variables, the dimensions of college student cadre management performance as corresponding variables and investigates the connection between the dimensions of motivation factors and management performance variables. At the same time, the model will also observe the changes in the correlation between the motivation factor dimension and the management performance variables under the influence of demographic variables. Considering the relationship between these study topics and the study variables, the theoretical model of this study is generally constructed, as shown in Figure 2.1:

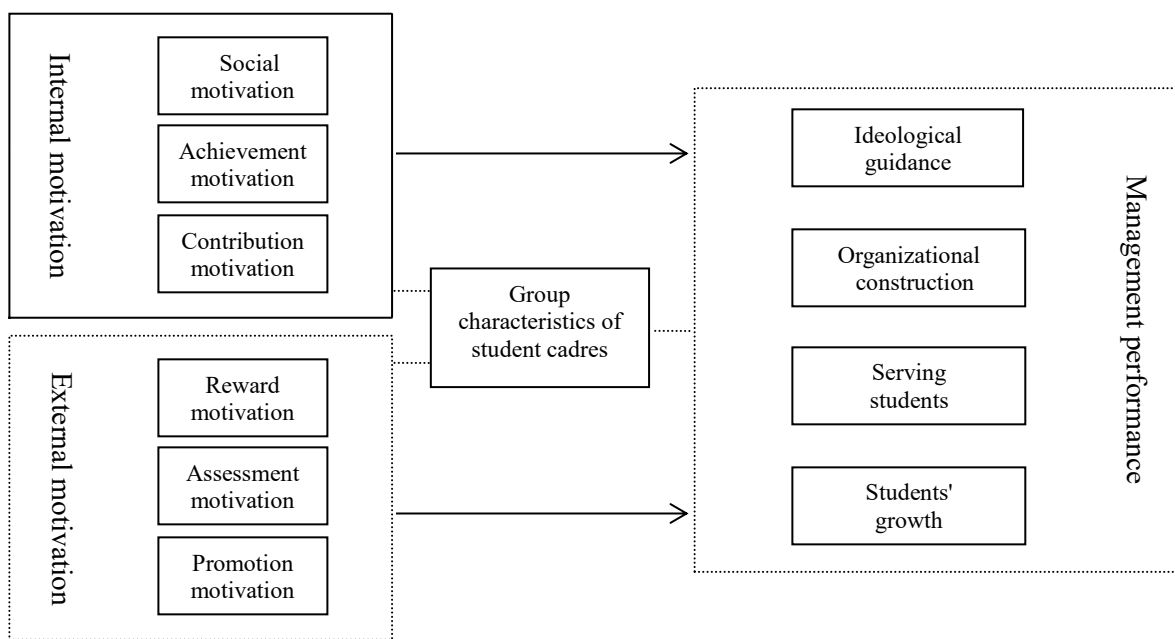


Figure 2.1 Theoretical model of motivation management of university student cadres

2.3.4 Chapter conclusion

According to the theoretical model of motivation management of university student cadres, the correlation is assumed between the dimensions of internal motivation of student cadres and the performance dimension of student cadre management, and between the dimensions of external motivation of student cadres and the performance dimension of student cadre management.

On the whole, the correlation hypothesis of this study has been formed. The hypothesis of theoretical model of motivation management of university student cadres is as follows:

(1) Correlation hypothesis between the internal motivation dimension of student cadres and the performance dimension of student cadres' management

i) Hypothesis 1a (H1a): There is a positive correlation between social motivation and ideological guidance performance

ii) Hypothesis 1b (H1b): There is a positive correlation between achievement motivation and ideological guidance performance

iii) Hypothesis 1c (H1c): There is a positive correlation between contribution motivation and ideological guidance performance

iv) Hypothesis 2a (H2a): There is a positive correlation between social motivation and organizational construction performance

v) Hypothesis 2b (H2b): There is a positive correlation between achievement motivation and organizational construction performance

vi) Hypothesis 2c (H2c): There is a positive correlation between contribution motivation and organizational construction performance

vii) Hypothesis 3a (H3a): There is a positive correlation between social motivation and serving students' performance

viii) Hypothesis 3b (H3b): There is a positive correlation between achievement motivation and serving students' performance

ix) Hypothesis 3c (H3c): There is a positive correlation between contribution motivation and serving students' performance

x) Hypothesis 4a (H4a): There is a positive correlation between social motivation and students' growth performance

xi) Hypothesis 4b (H4b): There is a positive correlation between achievement motivation and students' growth performance

xii) Hypothesis 4c (H4c): There is a positive correlation between contribution motivation and students' growth performance

(2) Correlation hypothesis between the external motivation dimension of student cadres and the performance dimension of student cadres' management

i) Hypothesis 5a (H5a): There is a positive correlation between reward motivation and ideological guidance performance

iii) Hypothesis 5b (H5b): There is a positive correlation between assessment motivation and ideological guidance performance

iii) Hypothesis 5c (H5c): There is a positive correlation between promotion motivation and ideological guidance performance

iv) Hypothesis 6a (H6a): There is a positive correlation between reward motivation and organizational construction performance

v) Hypothesis 6b (H6b): There is a positive correlation between assessment motivation and organizational construction performance

vi) Hypothesis 6c (H6c): There is a positive correlation between promotion motivation and organizational construction performance

vii) Hypothesis 7a (H7a): There is a positive correlation between reward motivation and serving students' performance

viii) Hypothesis 7b (H7b): There is a positive correlation between assessment motivation and serving students' performance

ix) Hypothesis 7c (H7c): There is a positive correlation between promotion motivation and serving students' performance

x) Hypothesis 8a (H8a): There is a positive correlation between reward motivation and students' growth performance

xi) Hypothesis 8b (H8b): There is a positive correlation between assessment motivation and students' growth performance

xii) Hypothesis 8c (H8c): There is a positive correlation between promotion motivation and students' growth performance.

Chapter 3: Questionnaire Design and Data Collection

3.1 Design ideas of questionnaire of motivation management of university student cadres

At present, the academic circle has not yet formed a unified questionnaire of motivation management of university student cadres. Therefore, to obtain a more authentic student cadre motivation situation and management performance situation, we also need to design a more reasonable questionnaire. Then, the motivation dimension, the management performance dimension, and the relationship between these two aspects is analyzed and demonstrated. In general, the basic ideas for designing and forming the questionnaire are as follows:

First, a preliminary set of indicators was formed. By extracting existing literature, analyzing existing relevant questionnaires or documents, interviewing the teachers and the student cadre representatives and an open-ended questionnaire, we extracted or obtained relevant indicators.

Second, a preliminary questionnaire was formed. We expanded the indicators into subjective expressions to form the sentences used in the questionnaire items. The questionnaire will be simulated in a small range, and the necessary modifications and improvement will be made in time. After a formal questionnaire, the questionnaire was recovered and the data overall analyzed. The identification of the questionnaire items was analyzed by the independent sample T-test. The test of Cronbach's coefficient alpha and Corrected item-total correlation were used to obtain the required questionnaire items and form the latest questionnaire data.

Third, the reliability and validity analysis was performed. Cronbach's coefficient alpha and half-fold reliability analysis were used to test the reliability. In terms of validity, KMO test and Bartlett test were used to analyze the degree of correlation between items. The final questionnaire data were formed through exploratory factor analysis.

3.2 Design of the questionnaire of university student cadres motivation

College student organization is a special group, college student cadres are a special group of student groups, and the factors that affect the work enthusiasm and motivation of student cadres also have more particularity. Therefore, in the process of designing the motivation questionnaire

of university student cadres, we need to combine the characteristics of university student cadres and university students, understand and analyze the needs of student cadres, and grasp the main motivation factors of student cadres. In order to obtain a relatively comprehensive index set of motivation factors, the indicators are summarized mainly from four aspects.

First, the extraction of existing literature. From January 1, 1990 to December 31, 2019, a total of 382 papers were retrieved in the periodical literature database of China National Knowledge Infrastructure (CNKI) with "university student cadres" and "motivation" as the search terms. The publication over the years is shown in Figure 3.1. As can be seen from the changing trend in the figure, Chinese scholars have been paying more attention to student cadres motivation year by year since 2006, and the number of research papers has increased significantly in the later period, which also reflects that Chinese universities are paying more and more attention to this aspect of research.

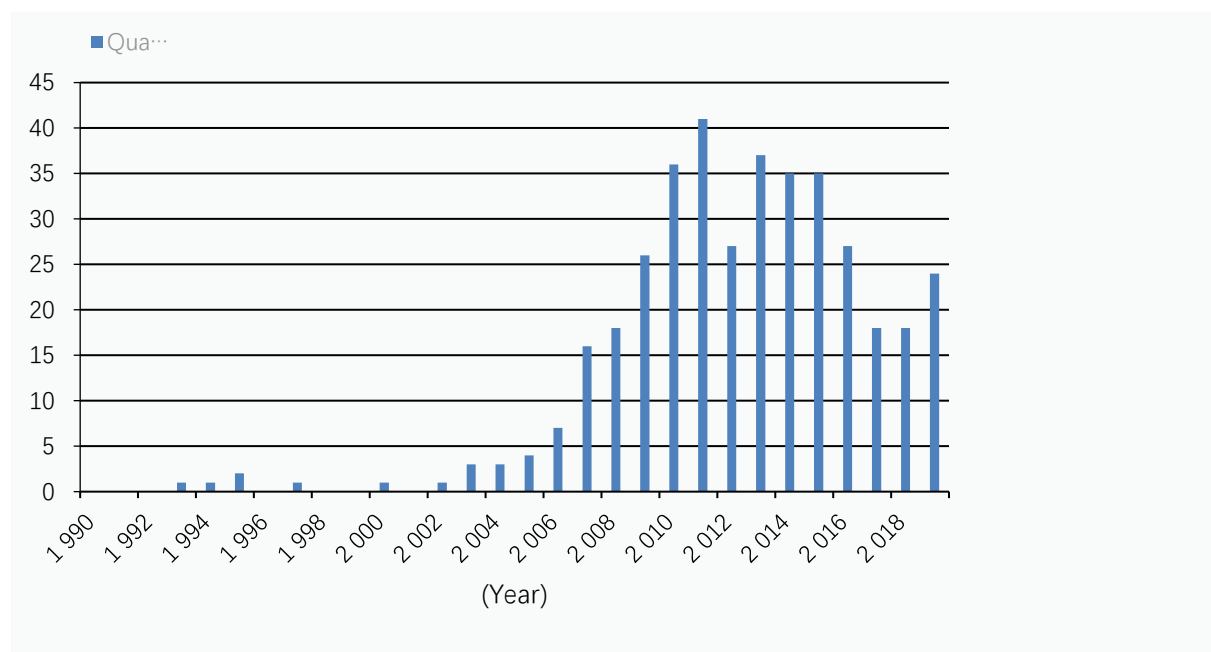


Figure 3.1 The changing trend of the number of student cadres' motivation papers

Source: China National Knowledge Infrastructure

Second, the extraction of existing questionnaires. At present, there is no relatively mature and unified scale for the questionnaire of university student cadres' motivation. In the process of designing the questionnaire, some dimensions and indicators related to motivation are mainly extracted.

Third, interviews with relevant teachers and student cadre representatives. In the process of designing the questionnaire, 14 college student organization management experts and major cadres of student organizations were interviewed, mainly focusing on the factors affecting the enthusiasm of student cadres, as well as the importance and effectiveness of these motivation

factors.

Fourth, open questionnaire collection. In order to get more in-depth motivation factors, the open questionnaire of student cadres' motivation was designed, and questions such as "what specific performance do you think excellent student cadres have" and "what are the motivation factors of student cadre performance" were set up. A total of 20 open questionnaires were issued, and 15 effective questionnaires were recovered.

Fifth, expert summary and refinement. In order to ensure the reliability of subsequent research, experts in this field were invited to summarize and refine the motivation indicators. These teachers have been engaged in university front-line student affairs for more than ten years, and have been engaged in student organization management and student cadre management for a long time. They have rich practical experience in daily management of education, training and use of student cadres.

Through the above methods, a total of 29 items of student cadre motivation questionnaire were formed. Among them, there are 15 external motivation, including 5 reward motivation, 5 assessment motivation, 5 promotion motivation; there are 14 internal motivation, including 5 contribution motivation, 5 achievement motivation and 4 social motivation. The details are shown in Table 3.1.

Table 3.1 University student cadres' motivation questionnaire and its Source

| Dimension | Number | Item |
|-----------------------|--------|--|
| Reward motivation | 1 | Whether there is any student work allowance (phone bill, overtime meal allowance, mask, hand sanitizer and others.) will affect my work enthusiasm. |
| | 2 | Compared with other student cadres, the gap of additional points in the position will affect my work enthusiasm in the comprehensive assessment. |
| | 3 | The quality of the office conditions (office, computer, conference room, medical security and others.) provided by student organizations will affect my work enthusiasm. |
| | 4 | The amount of psychological service, business training and learning exchanges provided by student organizations will affect my work enthusiasm. |
| | 5 | Compared with the other students, the gap in work allowance will affect my work enthusiasm. |
| Assessment motivation | 6 | I know all the assessment indicators (job responsibilities, job tasks, job requirements, etc.) in student organizations. |
| | 7 | I am concerned about the completion of each assessment indicator in the student organizations. |
| | 8 | Student cadre assessment concerns my vital interests. |
| | 9 | I am willing to work hard to complete the assessment indicators of the student organizations. |
| Promotion motivation | 10 | Student cadre assessment makes me feel a sense of urgency. |
| | 11 | Promotion (upgrading to a higher position or adjustment a more important position) is very important to me. |

| Dimension | Number | Item |
|-------------------------|--------|---|
| Contribution motivation | 12 | Promotion is closely related to my personal interests. |
| | 13 | I think that promotion means my personal growth and development. |
| | 14 | Promotion can motivate my work enthusiasm. |
| | 15 | I think I can get a promotion if I work hard. |
| | 16 | I am willing to take the student cadre work as a career to love and complete. |
| | 17 | I am willing to contribute new ideas, opinions or suggestions to student organizations. |
| | 18 | I try to find new ways to solve the problems in student affairs. |
| | 19 | I enjoy the joy of serving others as a student cadre. |
| | 20 | I am willing to contribute to make student affairs interesting and colorful. |
| | 21 | I enjoy the feeling of continuous success as a student cadre in student organizations. |
| Achievement motivation | 22 | It is very satisfying to be recognized by teachers, colleagues and students for a student cadre in student organizations. |
| | 23 | I really want to make achievement in this student organization. |
| | 24 | I feel happy to solve problems for others. |
| | 25 | I take pride in the fact that student cadres contribute to the development of the college or student organizations. |
| Social motivation | 26 | I can feel the trust of my teachers, colleagues and students. |
| | 27 | I can feel the respect and recognition of the society for student cadres. |
| | 28 | I can feel the support of my family for me as a student cadre. |
| | 29 | I enjoy all kinds of interpersonal contacts. |

Source: Xiong (2006), Wu (2006), Liu (2007), Jiang (2008), Zhang (2008), Wu (2008), Wang (2009), Zhang and Yi (2009), Chen and Wang (2010), Xiao (2010), Luo (2010), Fan (2010), Wang (2010), Zhang (2010), Zhang and Wei (2010), Wang and Yu (2011), Zhou (2011), Kang (2011), Wang (2011), Liu, Xiang, and Chen (2011), Huang (2011), Guo, Sun, and Yin (2012), Li (2012), Qiao (2012), Pan and Zhang (2012), Zou (2012), Xia, Zheng, and Xia (2012), Xu and Jiang (2012), Yin (2013), Huang (2013), Liu (2013), Lu (2013), Wang (2013), Zou (2013), Zhao (2014), Qiu and Yan (2015), Fang and Guo (2015), Zhang et al. (2019), Wang and Wang (2020), Yan (2020), Cooper, Healy, and Simpson (1994), Borsari and Carey (1999), Camp et al. (2000), Pascarella and Terenzini (2005), Foubert and Urbanski (2006), Bryan (2012), Wahl, Kleinbard, and Reilly (2012), Nwankwo and Okoye (2015), Stuart and Joseph (2016), Di (2020)

3.3 Design of the management performance questionnaire of university student cadres

With the development of the management practice of student cadres, the construction and management of China are more and more thorough and specific, the daily management requirements of student organization and student cadres are clearer and more detailed. Therefore, in the process of designing the management performance questionnaire of university student cadres. It is necessary to implement the specific tasks and actual assessment objectives of the education management department, pay attention to the completion of the goals and tasks of university student cadres, and pay attention to the subjective behavior of student cadres in the process of achieving the goals and tasks. In order to obtain a relatively comprehensive index set of management performance factors, the indicators are summarized mainly from four

aspects (Yu, 2016).

First, the extraction of existing literature. From January 1, 1990 to December 31, 2019, a total of 861 papers were retrieved in the periodical literature database of CNKI with "university student cadres management" as the search terms. A total of 151 papers were retrieved with "university student cadre assessment", "university student cadre evaluation", and "university student cadre performance" as the search terms. The publication over the years is shown in Figure 3.2 and 3.3. As can be seen from the changing trend in the figure, Chinese scholars have been paying more attention to student cadres management year by year since 2004, and the number of research papers has increased significantly in the later period. From 2010 to 2019, the research on the management performance of student cadres formed a high heat.

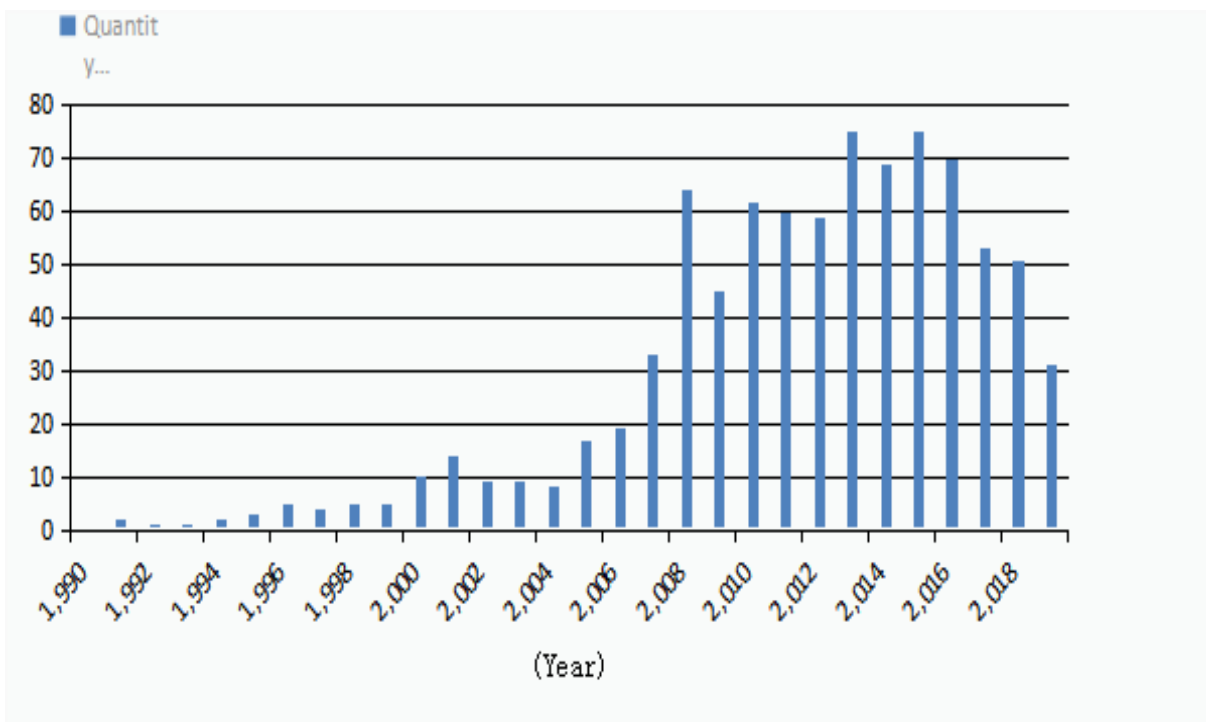


Figure 3.2 The changing trend of the number of student cadres management papers

Source: China National Knowledge Infrastructure

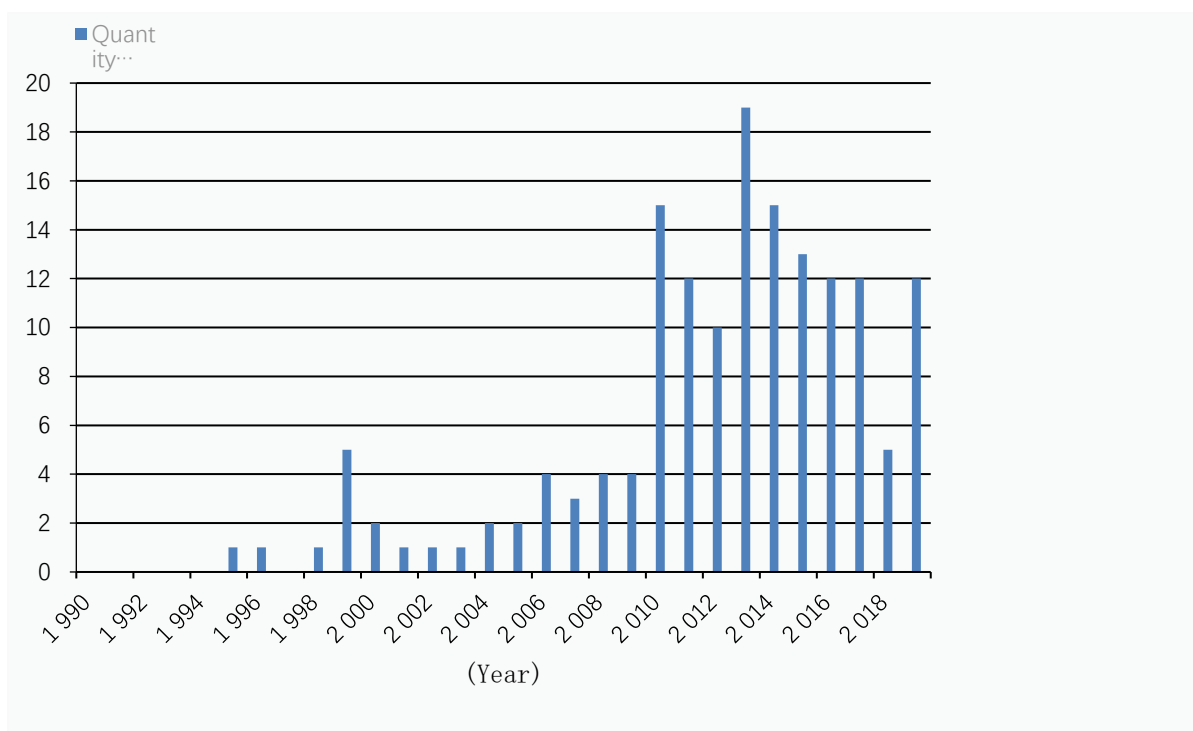


Figure 3.3 The changing trend of the number of student cadres management performance papers

Source: China National Knowledge Infrastructure

Second, the extraction of existing questionnaires and documents. At present, there is no relatively unified scale for the questionnaire of university student cadres management performance. In the process of designing the questionnaire, some dimensions and indicators related to management performance are mainly extracted from relevant documents and notices of management departments.

Third, interviews with relevant teachers and student cadre representatives. In the process of designing the questionnaire, 14 college student organization management experts and major cadres of student organizations were interviewed, mainly around the tasks and objectives of college student affairs, the requirements and standards of student cadre management and other issues.

Fourth, open questionnaire collection. The open questionnaire of student cadres' management was designed, and questions such as "what personal factors are related to the performance of student cadres" were set up. A total of 20 open questionnaires were issued, and 15 effective questionnaires were recovered.

Fifth, expert summary and refinement. Experts in this field were invited to summarize and refine the motivation indicators. These teachers have been engaged in university front-line student affairs for more than ten years, engaged in student organization management and student cadre management and other related work for a long time. In practical work, they have a more intuitive and pragmatic understanding of the main objectives, work content and work

methods of university student cadre management.

Through the above methods, a total of 17 items of student cadre management performance questionnaire were formed, including 4 ideological guidance performance, 5 organizational construction performance, 4 serving students' performance and 4 students' growth performance. The details are shown in Table 3.2.

Table 3.2 University student cadres' management performance questionnaire and its Source

| Dimension | Number | Item |
|-----------------------------|--------|---|
| Ideological guidance | 1 | I take the initiative to learn the theories of the Communist Party, and actively practice the core socialist values. |
| | 2 | I try my best to convey the voice and propositions of the Party to the students, and actively convey the provisions and requirements of the school to the students. |
| | 3 | I try my best to play an exemplary role, and actively guide the students close to the Party membership. |
| | 4 | I take the lead to abide by the school rules and regulations, and maintain the teaching order, learning and living environment. |
| | 5 | I understand and agree with the reform implementation plan of student organizations, and seriously study and actively implement it. |
| Organizational construction | 6 | I seriously study and abide by the self-discipline convention of student cadres. |
| | 7 | I actively improve working methods to enhance students' recognition and satisfaction of the student organizations. |
| | 8 | I pay attention to find problems in the work and put forward opinions or suggestions for promoting the construction of student organizations. |
| | 9 | In order to do a good job in the student organization, I often use the rest time to continue to work. |
| Serving students | 10 | As a student cadre, I cherish the honor of representing students, serving students and the opportunity to exercise ability. |
| | 11 | I actively participate in the democratic management of school affairs and safeguard the legitimate rights and interests of students. |
| | 12 | I listen to the aspirations of students, and strive to play a bridge and link of communication between teachers and students. |
| | 13 | I try my best to help students to solve difficulties and get the support of students. |
| Students' growth | 14 | I pay attention to balance the relationship between curriculum and student affairs, and strive to achieve good academic performance. |
| | 15 | I actively participate in physical exercise, and strive to get good physical test scores. |
| | 16 | I actively participate in extracurricular academic activities and social practice activities, and strive to achieve good results. |
| | 17 | I actively cultivate good living habits and healthy physical and psychological quality. |

Source: Ministry of Education, Central Committee of the Communist Youth League (2007), All-China Students' Federation (2020), Guangdong Student Federation (2021), South China Agricultural University (2020, 2021).

3.4 Data collection of the questionnaire of motivation management of university student cadres

According to the summary of 46 items, the motivation management questionnaire was formed. The Likert Scale was used for each item, which was divided into five levels, including totally irrelevant, relatively irrelevant, somewhat relevant, relatively relevant and totally relevant. The item were scored from 1 to 5, and the larger the number, the higher the degree of relevance.

With the strong support of college of Veterinary Medicine, College of Animal Science and College of Marine Science of South China Agricultural University, questionnaires were mainly distributed among student cadres of the above colleges related to animal medicine. A total of 394 questionnaires were sent out and 360 were recovered with a recovery rate of 91.37%. After eliminating invalid questionnaires, 287 valid questionnaires were obtained, with an effective rate of 72.84%. The identification criteria of invalid questionnaires are: the answers of the whole questionnaire are identical; the answers to the whole questionnaire are wavy; more than 2 items were missed in the whole questionnaire; choose 2 or more answers to the same item (Hu & Wang, 2009). According to the questionnaire, demographic variables were analyzed, as shown in Table 3.3.

Table 3.3 Sample distribution of motivation management of university student cadres

| Demographic variable | Grouping | Number | Percentage (%) |
|--|---|--------|----------------|
| Gender | male | 146 | 50.8 |
| | female | 141 | 49.1 |
| Age | below 18 | 8 | 2.7 |
| | 18-20 | 167 | 58.1 |
| | above 21 | 112 | 39.0 |
| Grade | freshman(Grade 2021) | 82 | 28.5 |
| | sophomore(Grade 2020) | 63 | 21.9 |
| | junior (Grade 2019) | 31 | 10.8 |
| | senior (Grade 2018 or 2017) | 111 | 38.6 |
| Degree | agronomy | 169 | 58.8 |
| | science | 118 | 41.1 |
| Political status | member of Communist Party of China | 25 | 8.7 |
| | member of the Communist Youth League of China | 245 | 85.3 |
| Family economic situation | the masses | 17 | 5.9 |
| | very difficult | 4 | 1.3 |
| | difficult | 23 | 8.0 |
| | generally difficult | 69 | 24.0 |
| College entrance examination students origin | not difficult | 191 | 66.5 |
| | North China: Beijing, Tianjin, Hebei, Shanxi, Inner Mongolia | 6 | 2.0 |
| | Northeast China: Liaoning, Jilin and Heilongjiang | 11 | 3.8 |
| | East China: Shanghai, Jiangsu, Zhejiang, Anhui, Fujian, Jiangxi, Shandong, Taiwan | 58 | 20.2 |

| Demographic variable | Grouping | Number | Percentage (%) |
|-------------------------------|---|--------|----------------|
| (Student pool) | Central China: Henan, Hubei, Hunan | 32 | 11.1 |
| | South China: Guangdong, Guangxi, Hainan, Hong Kong, Macao | 172 | 59.9 |
| | Southwest China: Chongqing, Sichuan, Guizhou, Yunnan, Tibet | 6 | 2.0 |
| | Northwest China: Shaanxi, Gansu, Qinghai, Ningxia, Xinjiang | 2 | 0.6 |
| Time as a student cadre | within 1 year | 142 | 49.4 |
| | 1-2 years | 89 | 31.0 |
| | 2-3 years | 28 | 9.7 |
| | 3 years and above | 28 | 9.7 |
| The position of student cadre | presidium member | 21 | 7.3 |
| | department head | 28 | 9.7 |
| | department deputy | 53 | 18.4 |
| | department secretary | 111 | 38.6 |
| | class committee member | 44 | 15.3 |
| | other cadres | 30 | 10.4 |

From the overall distribution of the questionnaire, the ratio of male and female is close, and the distribution is reasonable. In terms of age, most students are over 18 years old, which reflects that most university student cadres are adults with full capacity for civil conduct and can independently conduct civil activities (The People's Republic of China, 2020). In terms of grades, there are more junior students going out for professional internships, and more senior students carrying out graduation papers in school. The senior samples are more than the junior samples, and the distribution is relatively reasonable. In terms of professional direction and the college entrance examination student's origin, the distribution is close to the proportion of undergraduate enrollment data, which is also reasonable. In terms of political status, there are more members of the Communist Youth League of China, and in terms of family economic situation, there are few people with difficulties or many difficulties, which is basically close to the actual proportion of current college students. In terms of the time and position of student cadre, the number of presidium member, department head, department deputy and department secretary are 21, 28, 53 and 111 respectively, showing that the higher the level, the fewer the number of students, which is in line with the overall structure of the current university student cadre position proportion. Therefore, according to the distribution of various statistical variables, it is reasonable on the whole, which accords with the basic situation of current university student cadres.

3.5 Mean statistics of the questionnaire of motivation management of university student cadres

In order to understand the basic score of each item in the questionnaire and analyze the dimensions of motivation and management performance of university student cadres, the items in the questionnaire are classified and named, mainly forming six dimensions of motivation: reward motivation (BCJL), assessment motivation (KHJL), promotion motivation (JSJL), contribution motivation (GXJL), achievement motivation (CJJL), social motivation (SJJL); forming four dimensions of management performance: ideological guidance (SXYLJX), organizational construction (ZZGLJX), serving students (FWTXJX), students' growth (XSCZJX). Mean statistics were performed based on the questionnaire for existing data, as shown in Table 3.4.

Table 3.4 Mean statistics of motivation and management performance of university student cadres

| Item | Number | Minimum | Maximum | Mean | Standard Deviation |
|---------|--------|---------|---------|------|--------------------|
| BCJL1 | 287 | 1 | 5 | 2.45 | 1.237 |
| BCJL2 | 287 | 1 | 5 | 2.54 | 1.209 |
| BCJL3 | 287 | 1 | 5 | 2.62 | 1.237 |
| BCJL4 | 287 | 1 | 5 | 2.90 | 1.146 |
| BCJL5 | 287 | 1 | 5 | 2.51 | 1.180 |
| KHJL1 | 287 | 1 | 5 | 3.74 | 0.958 |
| KHJL2 | 287 | 1 | 5 | 4.03 | 0.885 |
| KHJL3 | 287 | 1 | 5 | 3.48 | 1.045 |
| KHJL4 | 287 | 1 | 5 | 4.17 | 0.894 |
| KHJL5 | 287 | 1 | 5 | 3.37 | 1.021 |
| JSJL1 | 287 | 1 | 5 | 2.94 | 1.016 |
| JSJL2 | 287 | 1 | 5 | 2.85 | 1.060 |
| JSJL3 | 287 | 1 | 5 | 3.61 | 1.013 |
| JSJL4 | 287 | 1 | 5 | 3.70 | 0.942 |
| JSJL5 | 287 | 1 | 5 | 3.40 | 0.993 |
| GXJL1 | 287 | 1 | 5 | 3.97 | 0.942 |
| GXJL2 | 287 | 1 | 5 | 3.86 | 0.943 |
| GXJL3 | 287 | 1 | 5 | 3.89 | 0.904 |
| GXJL4 | 287 | 1 | 5 | 4.12 | 0.885 |
| GXJL5 | 287 | 1 | 5 | 4.13 | 0.872 |
| CJJL1 | 287 | 1 | 5 | 4.18 | 0.869 |
| CJJL2 | 287 | 1 | 5 | 4.21 | 0.872 |
| CJJL3 | 287 | 1 | 5 | 4.26 | 0.817 |
| CJJL4 | 287 | 1 | 5 | 4.33 | 0.833 |
| CJJL5 | 287 | 1 | 5 | 4.28 | 0.822 |
| SJJL1 | 287 | 1 | 5 | 3.98 | 0.809 |
| SJJL2 | 287 | 1 | 5 | 3.76 | 0.926 |
| SJJL3 | 287 | 1 | 5 | 3.91 | 0.951 |
| SJJL4 | 287 | 1 | 5 | 3.87 | 0.931 |
| SXYLJX1 | 287 | 1 | 5 | 4.18 | 0.826 |
| SXYLJX2 | 287 | 1 | 5 | 4.08 | 0.823 |
| SXYLJX3 | 287 | 1 | 5 | 4.06 | 0.885 |

| Item | Number | Minimum | Maximum | Mean | Standard Deviation |
|---------|--------|---------|---------|------|--------------------|
| SXYLJX4 | 287 | 1 | 5 | 4.26 | 0.791 |
| ZZJSJX1 | 287 | 1 | 5 | 4.06 | 0.809 |
| ZZJSJX2 | 287 | 1 | 5 | 4.19 | 0.793 |
| ZZJSJX3 | 287 | 1 | 5 | 4.17 | 0.831 |
| ZZJSJX4 | 287 | 1 | 5 | 4.05 | 0.880 |
| ZZJSJX5 | 287 | 1 | 5 | 3.70 | 1.006 |
| FWTXJX1 | 287 | 1 | 5 | 4.20 | 0.823 |
| FWTXJX2 | 287 | 1 | 5 | 4.01 | 0.857 |
| FWTXJX3 | 287 | 1 | 5 | 4.00 | 0.881 |
| FWTXJX4 | 287 | 1 | 5 | 4.04 | 0.846 |
| XSCZJX1 | 287 | 1 | 5 | 4.06 | 0.843 |
| XSCZJX2 | 287 | 1 | 5 | 4.05 | 0.900 |
| XSCZJX3 | 287 | 1 | 5 | 3.97 | 0.925 |
| XSCZJX4 | 287 | 1 | 5 | 4.35 | 0.821 |

Among the 29 items in the motivation dimension of university student cadres, the larger the mean of the item, the greater the motivation of the item to student cadres. The mean for most of the items was more than 2.5. The mean of 22 items exceeded 3.0, indicating that these items presented a relatively high degree of motivation. The mean of achievement motivation are all over 4.0, indicating that student cadres have a relatively high demand for achievement motivation, which is in line with the dynamic spirit of young students. The mean of 17 items in the management performance dimension of university student cadres are all over 3.0. The mean of ideological guidance performance and serving students' performance both exceed 4.0, indicating that the current management of student cadres can better play the political leadership and better practice the purpose of serving students wholeheartedly. The mean of a few items in organizational construction performance and students' growth performance are below 4.0, which reflects that the reform of student organization and the overall development of students can be further improved. This is in line with the current situation of deepening reform of student organizations, in line with the current emphasis on cultivating students with all-round development of morality, intelligence, physique, aesthetics and labor.

3.6 Chapter conclusion

Based on the above discussion, by referring to the existing questionnaires and documents, combining with literature research and interview survey, the questionnaire of motivation management of university student cadres is formed. A total of 287 valid questionnaires were collected from the student cadres related to animal medicine in South China Agricultural University. Through the analysis of the sample distribution of the questionnaire, it is considered that the number of different types of student cadres is sufficient, and the

proportion distribution of the sample is basically reasonable. Through further analysis of the mean and standard deviation of each item in the questionnaire, it is considered that the mean also reflects the basic situation of student cadre management. The data are real and valid, which lays a foundation for the following data analysis and research.

Chapter 4: Data Analysis

In order to ensure the validity of questionnaire items, some items were identified and purified through independent sample T-test and Corrected item-total correlation (CITC), and unqualified items were deleted. The reliability and validity of the questionnaire were analyzed to ensure the consistency and accuracy of the questionnaire items. Exploratory factor analysis is carried out to analyze the main dimensions of external motivation, internal motivation and management performance of university student cadres reflected in the questionnaire items, and to grasp the main factors of motivation management of university student cadres. At the same time, according to the group differences of university student cadres, the significance of different motivation and different management performance of different student cadres is analyzed.

4.1 Data analysis of external motivation of university student cadres

4.1.1 Independent sample T-test

Table 4.1 Independent sample T-test of external motivation questionnaire

| Item | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------|---|------|------------------------------|-----|-----------------|-----------------|-----------------------|---|---------|
| | F | sig | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| BCJL1 | .698 | .405 | 10.474 | 152 | .000 | 1.74026 | .16615 | 1.41199 | 2.06853 |
| BCJL2 | 3.270 | .073 | 11.363 | 152 | .000 | 1.84416 | .16229 | 1.52352 | 2.16479 |
| BCJL3 | .659 | .418 | 9.553 | 152 | .000 | 1.70130 | .17809 | 1.34944 | 2.05316 |
| BCJL4 | .248 | .619 | 11.838 | 152 | .000 | 1.74026 | .14701 | 1.44982 | 2.03070 |
| BCJL5 | 2.401 | .123 | 11.012 | 152 | .000 | 1.72727 | .15685 | 1.41738 | 2.03716 |
| KHJL1 | 10.407 | .002 | 5.109 | 152 | .000 | .81818 | .16014 | .50179 | 1.13457 |
| KHJL2 | 15.449 | .000 | 6.913 | 152 | .000 | 1.00000 | .14465 | .71422 | 1.28578 |
| KHJL3 | 6.747 | .010 | 12.145 | 152 | .000 | 1.70130 | .14008 | 1.42454 | 1.97805 |
| KHJL4 | 23.591 | .000 | 5.284 | 152 | .000 | .83117 | .15730 | .52038 | 1.14195 |
| KHJL5 | 5.460 | .021 | 7.578 | 152 | .000 | 1.19481 | .15767 | .88330 | 1.50631 |
| JSJL1 | .352 | .554 | 9.598 | 152 | .000 | 1.37662 | .14343 | 1.09325 | 1.66000 |
| JSJL2 | 1.155 | .284 | 9.994 | 152 | .000 | 1.50649 | .15073 | 1.20869 | 1.80430 |
| JSJL3 | 4.320 | .039 | 10.497 | 152 | .000 | 1.41558 | .13485 | 1.14916 | 1.68201 |

| Item | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------|---|------|------------------------------|-----|-----------------|-----------------|----------------------|---|---------|
| | F | sig | t | df | Sig. (2-tailed) | Mean Difference | Std.Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| JSJL4 | 3.789 | .053 | 8.160 | 152 | .000 | 1.12987 | .13847 | .85629 | 1.40345 |
| JSJL5 | .256 | .614 | 6.369 | 152 | .000 | .94805 | .14885 | .65397 | 1.24214 |

According to the data obtained from the questionnaire survey, SPSS23.0 software was used to conduct a preliminary test on the numerical value of each item, and the Critical Ratio (CR) was used to test the identification value of each item to ensure the validity of the data obtained. The operation method is as follows: the scores of the subjects were summed up and sorted according to the total order; the subjects with scores in the top 27% and the bottom 27% were divided into high group and low group, and then independent sample T-test was used to analyze the significant difference between high group and low group in the mean value of each item, and the items with nonsignificant difference were deleted (Yu, 2016). Through the test analysis, significant difference was found in the mean values of all items, and all items were retained. The details are shown in Table 4.1.

4.1.2 Test of corrected item-total correlation

After passing the Critical Ratio (CR) test, questionnaire items are purified mainly by analyzing Cronbach's α coefficients and corrected item-total correlation coefficients (CITC). The operation method is as follows: Observe the corrected item-total correlation coefficient of each item. If the coefficient of each item is below 0.4 and the questionnaire reliability can be improved after deletion, the item should be deleted (Kohli et al., 1993; Li, 2004).

SPSS23.0 software was used to conduct a preliminary test on the value of the external motivation questionnaire, and the Cronbach's α coefficients of reward motivation (BCJL), assessment motivation (KHJL) and promotion motivation (JSJL) dimensions were 0.880, 0.743 and 0.781, respectively. The coefficient of KHJL5 is 0.353. After deleting this item, the reliability of the questionnaire can be improved to 0.756, which is greater than the overall reliability of 0.743. Therefore, this item needs to be deleted. The corrected item-total correlation coefficients of the other questionnaire items were all over 0.4, which were retained. The details are shown in Table 4.2.

Table 4.2 Test of corrected item-total correlation of external motivation questionnaire

| Item | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Squared Multiple Correlation | Cronbach's α if Item Deleted | Cronbach's α |
|-------|----------------------------|--------------------------------|----------------------------------|------------------------------|-------------------------------------|---------------------|
| BCJL1 | 10.5854 | 15.761 | .729 | .564 | .850 | .880 |
| BCJL2 | 10.4878 | 15.642 | .768 | .607 | .840 | |
| BCJL3 | 10.4077 | 15.879 | .714 | .519 | .854 | |
| BCJL4 | 10.1254 | 17.355 | .606 | .392 | .877 | |
| BCJL5 | 10.5192 | 16.006 | .746 | .585 | .846 | |
| KHJL1 | 15.0557 | 7.990 | .469 | .295 | .711 | .743 |
| KHJL2 | 14.7631 | 7.300 | .704 | .569 | .627 | |
| KHJL3 | 15.3171 | 7.602 | .478 | .252 | .710 | |
| KHJL4 | 14.6202 | 7.803 | .570 | .432 | .676 | |
| KHJL5 | 15.4216 | 8.329 | .353 | .131 | .756 | |
| JSJL1 | 13.5575 | 8.786 | .614 | .424 | .721 | .781 |
| JSJL2 | 13.6481 | 9.047 | .524 | .373 | .752 | |
| JSJL3 | 12.8885 | 8.729 | .628 | .494 | .716 | |
| JSJL4 | 12.8014 | 9.097 | .621 | .492 | .721 | |
| JSJL5 | 13.0976 | 9.983 | .406 | .204 | .788 | |

4.1.3 Reliability and validity analysis of questionnaire items

Reliability mainly refers to the validity, consistency and stability of the measurement results, that is, whether the questionnaire data reflects the real characteristics of the stability and consistency of the subjects. Reliability test can ensure the validity of the questionnaire.

The operation method is as follows: Cronbach's α coefficient not lower than 0.9 indicates very high reliability; between 0.7 and 0.9 indicates relatively high reliability; between 0.37 and 0.7 indicates medium reliability; lower than 0.35 indicates low reliability (Churchill, 1979).

Through item analysis, it was found that the scale reliability of the 14 items was 0.819. At the same time, the reliability of each sub-dimension scale is greater than 0.7, indicating high reliability and relatively reliable measurement results. The details are shown in Annex A.

To further ensure the reliability of the questionnaire, split-half reliability analysis was performed on the questionnaire data. The operation method is as follows: The original items are divided into odd array and even array groups, and the scores of each sample on each item are summed up to obtain the odd array and even array groups of external motivation of the new variable, and then the Pearson correlation coefficient of the two is calculated by software (Yu, 2016). Through the test analysis, the correlation coefficient is 0.793, and significant at 0.001 level. The details are shown in Annex B.

According to the Spearman-Brown formula, the prophecy will be provided. The operation method is as follows: $r_{AA} = N * r_{AA} / (1+(n-1) * r_{AA}) = 2*0.793 / (1 + (2-1) * 0.793) = 0.885$, and r_{AA} is significant at 0.001 level, indicating a high reliability.

Validity mainly refers to the extent to which the measuring tool can accurately measure the things to be measured, that is, the extent to which the measured results reflect the content to be investigated. To improve the content validity of the questionnaire, the fifth chapter introduces and analyzes the questionnaire design and data collection to ensure the rationality of the items and data. Before exploratory factor analysis, considering the different measurement dimensions of external motivation and internal motivation, reward motivation (BCJL), assessment motivation (KHJL) and promotion motivation (JSJL) were tested as external motivation elements. The operation method is as follows: Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity were used to analyze the degree of correlation between each item to understand whether the sample was suitable for factor analysis. KMO index not lower than 0.9 means entirely appropriate, between 0.8 and 0.9 means very appropriate, and between 0.7 and 0.8 means appropriate. Bartlett index not higher than 0.01 indicates a strong correlation, which is very appropriate (Wu, 2010).

Through item analysis, it is found that the KMO sample measure index of each item in the external motivation questionnaire is 0.830, and the significance probability obtained by Bartlett's test of sphericity is 0.000, which belongs to a very significant level, indicating that the dimension is reasonable and suitable for factor analysis of the questionnaire. The details are shown in Annex C.

4.1.4 Exploratory factor analysis of external motivation

SPSS23.0 software was used to carry out exploratory factor analysis on the overall external motivation questionnaire, and it was found that the scatter distribution of the first three principal components of the external motivation scree plot was steep and became gentle from the fourth principal component. The details are shown in Figure 4.1.

By analyzing, the total variance decomposition table it is found that the characteristic roots of the first three principal components are all greater than 1, and from the fourth principal component, the characteristic roots are less than 1. The cumulative variance contribution rate of the first three principal components reached 61.957%, indicating that the overall information of the questionnaire was relatively comprehensively reflected. The details are shown in Table 4.3.

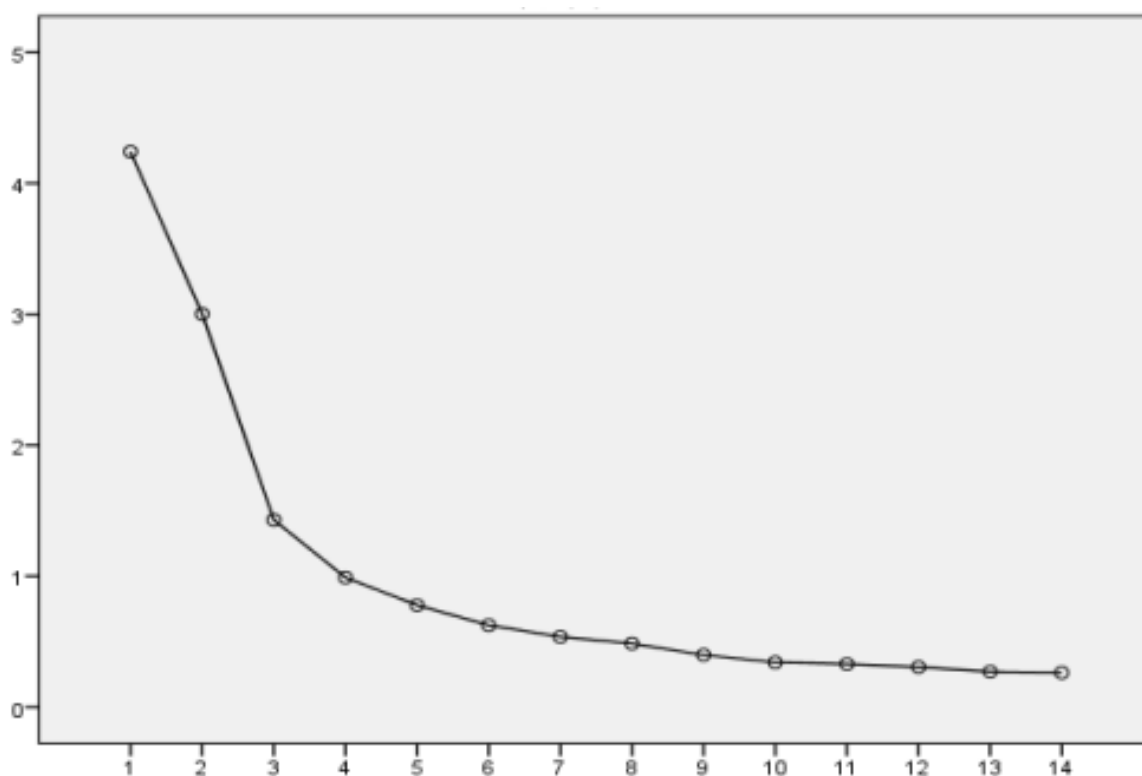


Figure 4.1 Scree plot of external motivation questionnaire

Table 4.3 Total variance explanation of external motivation questionnaire

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|-----------------------------------|---------------|--------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 4.242 | 30.297 | 30.297 | 4.242 | 30.297 | 30.297 | 3.514 | 25.097 | 25.097 |
| 2 | 3.002 | 21.446 | 51.743 | 3.002 | 21.446 | 51.743 | 2.838 | 20.273 | 45.370 |
| 3 | 1.430 | 10.214 | 61.957 | 1.430 | 10.214 | 61.957 | 2.322 | 16.586 | 61.957 |
| 4 | .990 | 7.069 | 69.026 | | | | | | |
| 5 | .779 | 5.563 | 74.589 | | | | | | |
| 6 | .626 | 4.468 | 79.057 | | | | | | |
| 7 | .537 | 3.835 | 82.892 | | | | | | |
| 8 | .485 | 3.468 | 86.360 | | | | | | |
| 9 | .399 | 2.847 | 89.207 | | | | | | |
| 10 | .342 | 2.442 | 91.648 | | | | | | |
| 11 | .329 | 2.353 | 94.002 | | | | | | |
| 12 | .306 | 2.188 | 96.189 | | | | | | |
| 13 | .270 | 1.932 | 98.121 | | | | | | |
| 14 | .263 | 1.879 | 100.000 | | | | | | |

After extracting the three principal component factors, according to the value criteria of factor load coefficient greater than 0.5, the study found that the load coefficients of BCJL1, BCJL2, BCJL3, BCJL4 and BCJL5 ranged from 0.699 to 0.868, JSJL1, JSJL2, JSJL3, JSJL4 and JSJL5 are between 0.565 and 0.770, KHJL1, KHJL2, KHJL3 and KHJL4 are between 0.504 and 0.885. The dimensions of the three motivation factors are clear, and there is no cross items, forming relatively clear reward motivation factor (reward motivation 5 items), promotion

motivation factor (promotion motivation 5 items) and assessment motivation factor (assessment motivation 4 items). The details are shown in Table 4.4.

Table 4.4 Factor analysis of external motivation

| | Component | | |
|-------|-----------|------|------|
| | 1 | 2 | 3 |
| BCJL2 | .868 | | |
| BCJL5 | .849 | | |
| BCJL1 | .837 | | |
| BCJL3 | .808 | | |
| BCJL4 | .699 | .150 | .126 |
| JSJL1 | .121 | .770 | |
| JSJL3 | | .764 | .208 |
| JSJL4 | | .750 | .252 |
| JSJL2 | .276 | .704 | |
| JSJL5 | | .565 | .116 |
| KHJL2 | | .151 | .885 |
| KHJL4 | | .190 | .791 |
| KHJL1 | | .106 | .720 |
| KHJL3 | .304 | .419 | .504 |

To further verify the rationality of the external motivation dimension of university student cadres, the internal consistency test was carried out on the items retained in the three dimensions of reward motivation, assessment motivation and promotion motivation respectively. The Cronbach's α coefficients of each sub-dimension scale were 0.880, 0.756 and 0.781 respectively, which were all greater than 0.7, reflecting good internal consistency and reliability of the scale as a whole. The details are shown in Annex D. The analysis further verifies that the dimensions of external motivations of university student cadres mainly include three factors: reward motivation, assessment motivation and promotion motivation.

4.2 Data analysis of internal motivation of university student cadres

4.2.1 Independent sample T-test

According to the data obtained from the questionnaire survey, SPSS23.0 software was used to conduct a preliminary test on the numerical value of each item, and the Critical Ratio (CR) was used to test the identification value of each item to ensure the validity of the data obtained (Yu, 2016). Through the test analysis, significant difference was found in the mean values of all items, and all items were retained. The details are shown in Table 4.5.

Table 4.5 Independent sample T-test of internal motivation questionnaire

| Item | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------|---|------|------------------------------|-----|-----------------|-----------------|----------------------|---|---------|
| | F | sig | t | df | Sig. (2-tailed) | Mean Difference | Std.Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| GXJL1 | 4.160 | .043 | 14.760 | 152 | .000 | 1.76623 | .11966 | 1.52982 | 2.00265 |
| GXJL2 | 8.813 | .003 | 17.369 | 152 | .000 | 1.87013 | .10767 | 1.65740 | 2.08286 |
| GXJL3 | .457 | .500 | 14.381 | 152 | .000 | 1.63636 | .11379 | 1.41156 | 1.86117 |
| GXJL4 | 49.904 | .000 | 17.334 | 152 | .000 | 1.74026 | .10040 | 1.54190 | 1.93862 |
| GXJL5 | 85.826 | .000 | 19.122 | 152 | .000 | 1.75325 | .09169 | 1.57210 | 1.93439 |
| CJL1 | 58.829 | .000 | 18.030 | 152 | .000 | 1.70130 | .09436 | 1.51487 | 1.88772 |
| CJL2 | 83.690 | .000 | 12.962 | 152 | .000 | 1.49351 | .11522 | 1.26587 | 1.72114 |
| CJL3 | 106.672 | .000 | 16.180 | 152 | .000 | 1.53247 | .09471 | 1.34535 | 1.71959 |
| CJL4 | 144.552 | .000 | 14.506 | 152 | .000 | 1.50649 | .10385 | 1.30131 | 1.71168 |
| CJL5 | 156.019 | .000 | 17.585 | 152 | .000 | 1.58442 | .09010 | 1.40641 | 1.76243 |
| SJL1 | 1.665 | .199 | 12.499 | 152 | .000 | 1.41558 | .11326 | 1.19182 | 1.63935 |
| SJL2 | .756 | .386 | 11.714 | 152 | .000 | 1.42857 | .12196 | 1.18762 | 1.66952 |
| SJL3 | 12.958 | .000 | 12.374 | 152 | .000 | 1.55844 | .12595 | 1.30960 | 1.80728 |
| SJL4 | 5.552 | .020 | 10.247 | 152 | .000 | 1.35065 | .13180 | 1.09025 | 1.61105 |

4.2.2 Test of corrected item-total correlation

After passing the Critical Ratio(CR) test, SPSS23.0 software was used to conduct a preliminary test on the value of the external motivation questionnaire, and the Cronbach's α coefficients of contribution motivation (GXJL), achievement motivation(CJL) and social motivation(SJL) dimensions were 0.898, 0.924 and 0.803, respectively. The corrected item-total correlation coefficients of questionnaire items were all over 0.4, which were retained. The details are shown in Table 4.6.

Table 4.6 Test of corrected item-total correlation of internal motivation questionnaire

| Item | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's α if Item Deleted | Cronbach's α |
|-------|----------------------------|--------------------------------|----------------------------------|-------------------------------------|---------------------|
| GXJL1 | 15.9965 | 9.836 | .678 | .891 | .898 |
| GXJL2 | 16.1080 | 9.425 | .763 | .872 | |
| GXJL3 | 16.0767 | 9.630 | .763 | .872 | |
| GXJL4 | 15.8432 | 9.825 | .743 | .877 | |
| GXJL5 | 15.8362 | 9.655 | .796 | .865 | |
| CJL1 | 17.0836 | 8.804 | .794 | .908 | .924 |
| CJL2 | 17.0523 | 8.805 | .791 | .909 | |
| CJL3 | 17.0035 | 9.080 | .794 | .908 | |
| CJL4 | 16.9373 | 8.856 | .828 | .902 | |
| CJL5 | 16.9826 | 9.010 | .804 | .906 | |
| SJL1 | 11.5401 | 5.165 | .669 | .734 | .803 |
| SJL2 | 11.7561 | 4.807 | .644 | .740 | |
| SJL3 | 11.6098 | 4.798 | .618 | .754 | |
| SJL4 | 11.6516 | 5.095 | .551 | .786 | |

4.2.3 Reliability and validity analysis of questionnaire items

Through item analysis, it was found that the scale reliability of the 14 items was 0.940. The details are shown in Annex E. At the same time, the reliability of each sub-dimension scale is greater than 0.7, indicating high reliability and relatively reliable measurement results. (Churchill, 1979).

Split-half reliability analysis was performed on the questionnaire data, the correlation coefficient is 0.921, and significant at 0.001 level. The details are shown in Annex F. According to the Spearman-Brown formula, the prophecy will be provided. r_{AA} is 0.959, and r_{AA} is significant at 0.001 level, indicating a high reliability.

Through item analysis, it is found that the KMO sample measure index of each item in the internal motivation questionnaire is 0.940, and the significance probability obtained by Bartlett's test of sphericity is 0.000, which belongs to a very significant level, indicating that the dimension is reasonable and suitable for factor analysis of the questionnaire as a whole (Wu, 2010). The details are shown in Annex G.

4.2.4 Exploratory factor analysis of internal motivation

SPSS23.0 software was used to carry out exploratory factor analysis on the overall internal motivation questionnaire, and it was found that the scatter distribution of the first two principal components of the internal motivation scree plot was steep and became gentle from the third principal component. The details are shown in Figure 4.2.

The scree plot shows the characteristic roots in the form of a graph, which is usually steepened first and then slow. Usually, the first factor covers the most information, and then decreases successively, which is mainly used to assist in judging the number of factors. When the folds of the graph suddenly becomes smooth from steeper, the number of factors corresponding to steep to smooth can be referred to as the number of extracted factors. However, the final selection of factors need to be combined with the total variance decomposition table and the corresponding relationship between factors and research items to make a comprehensive tradeoff judgment (Wu, 2018) .

By analyzing, the total variance decomposition table it is found that the characteristic roots of the first two principal components are all greater than 1, and from the third principal component, the characteristic roots are less than 1. The cumulative variance contribution rate of the first two principal components reached 66.172%, indicating that the overall information of the questionnaire was relatively comprehensively reflected. The details are shown in Table

4.7.

After extracting the two principal component factors, according to the value criteria of factor load coefficient greater than 0.5, the study found that the load coefficients of GXJL1, GXJL2, GXJL3, GXJL4, GXJL5, CJJL1, CJJL2, CJJL3, CJJL4 and CJJL5 ranged from 0.609 to 0.827, SJJL1, SJJL2, SJJL3 and SJJL4 are between 0.711 and 0.799. The dimensions of the two motivation factors are clear, and there is no cross items, forming relatively clear contribution and achievement motivation factor (contribution motivation 5 items, achievement motivation 5 items) and social motivation factor (social motivation 4 items).

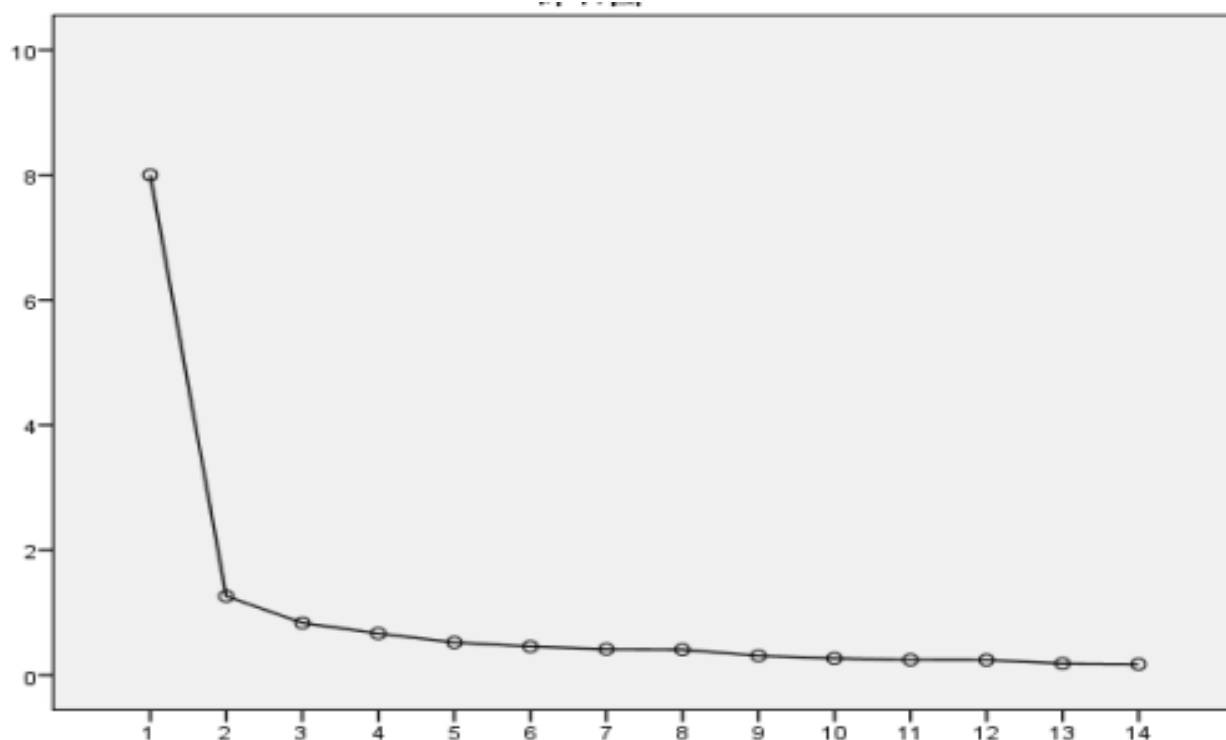


Figure 4.2 Scree plot of internal motivation questionnaire

Table 4.7 Total variance explanation of internal motivation questionnaire

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|-----------------------------------|---------------|--------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 8.001 | 57.151 | 57.151 | 8.001 | 57.151 | 57.151 | 6.014 | 42.960 | 42.960 |
| 2 | 1.263 | 9.020 | 66.172 | 1.263 | 9.020 | 66.172 | 3.250 | 23.212 | 66.172 |
| 3 | .836 | 5.974 | 72.146 | | | | | | |
| 4 | .667 | 4.765 | 76.910 | | | | | | |
| 5 | .522 | 3.731 | 80.642 | | | | | | |
| 6 | .458 | 3.272 | 83.914 | | | | | | |
| 7 | .415 | 2.967 | 86.880 | | | | | | |
| 8 | .409 | 2.919 | 89.799 | | | | | | |
| 9 | .310 | 2.217 | 92.016 | | | | | | |
| 10 | .269 | 1.922 | 93.938 | | | | | | |
| 11 | .246 | 1.757 | 95.695 | | | | | | |
| 12 | .243 | 1.734 | 97.430 | | | | | | |

| | | | |
|----|------|-------|---------|
| 13 | .186 | 1.327 | 98.756 |
| 14 | .174 | 1.244 | 100.000 |

In the construction of theoretical model, achievement motivation refers to that student cadres have the motivation to do their work well and get satisfaction from the work process and results. Contribution motivation refers to that student cadres voluntarily pay personal time and energy to provide services and make efforts to help others and improve society.

Both of them are similar in their efforts to solve difficulties and problems, and both are processes of satisfying psychological needs and actively implementing actions. All items can be combined into the dimension of contribution and achievement motivation. The details are shown in Table 4.8.

Table 4.8 Factor analysis of internal motivation

| | Component | |
|-------|-----------|------|
| | 1 | 2 |
| GXJL1 | .609 | .421 |
| GXJL2 | .644 | .445 |
| GXJL3 | .666 | .353 |
| GXJL4 | .741 | .386 |
| GXJL5 | .791 | .331 |
| CJL1 | .820 | .284 |
| CJL2 | .815 | .203 |
| CJL3 | .805 | .219 |
| CJL4 | .827 | .195 |
| CJL5 | .804 | .289 |
| SJL1 | .354 | .738 |
| SJL2 | .194 | .799 |
| SJL3 | .301 | .711 |
| SJL4 | .209 | .715 |

In order to further verify the rationality of the internal motivation dimension of university student cadres, the internal consistency test was carried out on the items retained in the two dimensions of contribution and achievement motivation and social motivation respectively. The Cronbach's α coefficients of each sub-dimension scale were 0.898, 0.924 and 0.803 respectively, which were all greater than 0.7, and the Cronbach's α coefficients were significantly improved to 0.943 after the combination of contribution motivation and achievement motivation into one dimension, reflecting good internal consistency and reliability of the scale as a whole. The details are shown in Annex H. The analysis further verifies that the dimensions of internal motivations of university student cadres mainly include two factors: contribution and achievement motivation and social motivation.

4.3 Data analysis of management performance of university student cadres

4.3.1 Independent sample T-test

Table 4.9 Independent sample T-test of management performance questionnaire

| Item | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---------|---|------|------------------------------|-----|-----------------|-----------------|-----------------------|---|---------|
| | F | sig | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| SXYLJX1 | 31.107 | .000 | 14.176 | 152 | .000 | 1.45455 | .10261 | 1.25183 | 1.65726 |
| SXYLJX2 | 12.403 | .001 | 14.648 | 152 | .000 | 1.44156 | .09841 | 1.24713 | 1.63599 |
| SXYLJX3 | 48.547 | .000 | 16.642 | 152 | .000 | 1.64935 | .09911 | 1.45354 | 1.84516 |
| SXYLJX4 | 80.177 | .000 | 14.387 | 152 | .000 | 1.44156 | .10020 | 1.24360 | 1.63952 |
| ZZJSJX1 | 23.013 | .000 | 16.847 | 152 | .000 | 1.55844 | .09251 | 1.37568 | 1.74121 |
| ZZJSJX2 | 57.230 | .000 | 17.880 | 152 | .000 | 1.53247 | .08571 | 1.36314 | 1.70180 |
| ZZJSJX3 | 48.162 | .000 | 15.065 | 152 | .000 | 1.54545 | .10258 | 1.34278 | 1.74813 |
| ZZJSJX4 | 21.087 | .000 | 16.555 | 152 | .000 | 1.71429 | .10355 | 1.50970 | 1.91888 |
| ZZJSJX5 | .156 | .693 | 10.670 | 152 | .000 | 1.48052 | .13876 | 1.20637 | 1.75467 |
| FWTXJX1 | 92.781 | .000 | 16.665 | 152 | .000 | 1.51948 | .09118 | 1.33934 | 1.69962 |
| FWTXJX2 | 12.167 | .001 | 15.626 | 152 | .000 | 1.61039 | .10306 | 1.40678 | 1.81400 |
| FWTXJX3 | 18.294 | .000 | 15.665 | 152 | .000 | 1.67532 | .10695 | 1.46403 | 1.88662 |
| FWTXJX4 | 12.254 | .001 | 16.008 | 152 | .000 | 1.58442 | .09897 | 1.38887 | 1.77996 |
| XSCZJX1 | 20.698 | .000 | 12.499 | 152 | .000 | 1.38961 | .11118 | 1.16995 | 1.60927 |
| XSCZJX2 | 34.787 | .000 | 11.472 | 152 | .000 | 1.38961 | .12113 | 1.15029 | 1.62894 |
| XSCZJX3 | 24.977 | .000 | 13.120 | 152 | .000 | 1.59740 | .12176 | 1.35685 | 1.83796 |
| XSCZJX4 | 70.183 | .000 | 11.093 | 152 | .000 | 1.23377 | .11122 | 1.01403 | 1.45350 |

According to the data obtained from the questionnaire survey, SPSS23.0 software was used to conduct a preliminary test on the numerical value of each item, and the Critical Ratio (CR) was used to test the identification value of each item to ensure the validity of the data obtained (Yu, 2016). Through the test analysis, significant difference was found in the mean values of all items, and all items were retained. The details are shown in Table 4.9.

4.3.2 Test of corrected item-total correlation

After passing the Critical Ratio(CR) test, SPSS23.0 software was used to conduct a preliminary test on the value of the management performance questionnaire, and the Cronbach's α coefficients of ideological guidance (SXYLJX), organizational construction(ZZJSJX), serving students(FWTXJX) and students' growth(XSCZJX) dimensions were 0.874, 0.875, 0.884 and 0.850, respectively. The coefficient of ZZJSJX5 is 0.461. After deleting this item, the reliability of the questionnaire can be improved to 0.891. Therefore, this item needs to be deleted. All the remaining questionnaire items were retained. The details are shown in Table 4.10.

Table 4.10 Test of corrected item-total correlation of management performance questionnaire

| Item | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's α if Item Deleted | Cronbach's α |
|---------|----------------------------|--------------------------------|----------------------------------|-------------------------------------|---------------------|
| SXYLJX1 | 12.4007 | 4.821 | .705 | .849 | 0.874 |
| SXYLJX2 | 12.5017 | 4.705 | .751 | .831 | |
| SXYLJX3 | 12.5157 | 4.418 | .769 | .824 | |
| SXYLJX4 | 12.3171 | 4.973 | .699 | .851 | |
| ZZJSJX1 | 16.1080 | 8.523 | .720 | .846 | 0.875 |
| ZZJSJX2 | 15.9756 | 8.443 | .761 | .837 | |
| ZZJSJX3 | 16.0000 | 8.231 | .768 | .834 | |
| ZZJSJX4 | 16.1150 | 8.025 | .758 | .835 | |
| ZZJSJX5 | 16.4704 | 8.313 | .461 | .891 | |
| FWTXJX1 | 12.0488 | 5.242 | .723 | .860 | 0.884 |
| FWTXJX2 | 12.2404 | 5.085 | .730 | .858 | |
| FWTXJX3 | 12.2544 | 4.834 | .782 | .837 | |
| FWTXJX4 | 12.2091 | 5.054 | .755 | .848 | |
| XSCZJX1 | 12.3624 | 5.232 | .648 | .827 | 0.850 |
| XSCZJX2 | 12.3763 | 4.830 | .708 | .802 | |
| XSCZJX3 | 12.4564 | 4.676 | .727 | .793 | |
| XSCZJX4 | 12.0697 | 5.219 | .679 | .815 | |

4.3.3 Reliability and validity analysis of questionnaire items

Through item analysis, it was found that the scale reliability of the 16 items was 0.950. The details are shown in Annex I. At the same time, the reliability of each sub-dimension scale is greater than 0.7, indicating high reliability and relatively reliable measurement results (Churchill, 1979).

Split-half reliability analysis was performed on the questionnaire data, the correlation coefficient is 0.927, and significant at 0.001 level. The details are shown in Annex J. According to the Spearman-Brown formula, the prophecy will be provided. r_{AA} is 0.973, and r_{AA} is significant at 0.001 level, indicating a high reliability.

Through item analysis, it is found that the KMO sample measure index of each item in the management performance questionnaire is 0.955, and the significance probability obtained by Bartlett's test of sphericity is 0.000, which belongs to a very significant level, indicating that the dimension is reasonable and suitable for factor analysis of the questionnaire as a whole (Wu, 2010). The details are shown in Annex K.

4.3.4 Exploratory factor analysis of management performance

SPSS23.0 software was used to carry out exploratory factor analysis on the overall management performance questionnaire. The management performance scree plot is divided into three principal components. The details are shown in Figure 4-3.

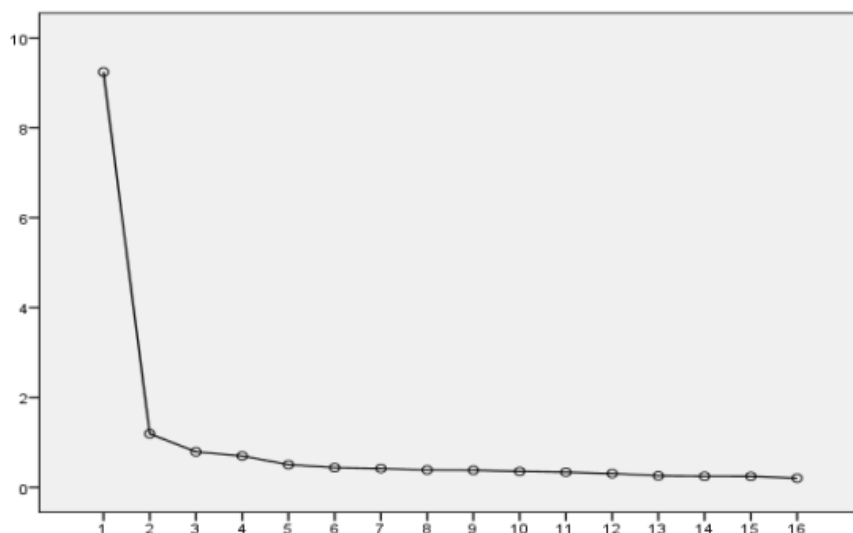


Figure 4.3 Scree plot of management performance questionnaire

By analyzing, the total variance decomposition table it is found that the cumulative variance contribution rate of the first three principal components reached 66.172%, indicating that the overall information of the questionnaire was relatively comprehensively reflected. The details are shown in Table 4.11.

Table 4.11 Total variance explanation of management performance questionnaire

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
|-----------|---------------------|---------------|--------------|-------------------------------------|---------------|--------------|-----------------------------------|---------------|--------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 9.243 | 57.768 | 57.768 | 9.243 | 57.768 | 57.768 | 4.982 | 31.136 | 31.136 |
| 2 | 1.192 | 7.453 | 65.221 | 1.192 | 7.453 | 65.221 | 3.224 | 20.151 | 51.287 |
| 3 | .790 | 4.938 | 70.159 | .790 | 4.938 | 70.159 | 3.019 | 18.871 | 70.159 |
| 4 | .698 | 4.363 | 74.522 | | | | | | |
| 5 | .505 | 3.155 | 77.677 | | | | | | |
| 6 | .438 | 2.736 | 80.412 | | | | | | |
| 7 | .419 | 2.620 | 83.033 | | | | | | |
| 8 | .387 | 2.417 | 85.450 | | | | | | |
| 9 | .379 | 2.371 | 87.821 | | | | | | |
| 10 | .354 | 2.213 | 90.034 | | | | | | |
| 11 | .336 | 2.100 | 92.134 | | | | | | |
| 12 | .307 | 1.918 | 94.052 | | | | | | |
| 13 | .257 | 1.604 | 95.656 | | | | | | |
| 14 | .246 | 1.539 | 97.194 | | | | | | |
| 15 | .245 | 1.529 | 98.723 | | | | | | |
| 16 | .204 | 1.277 | 100.000 | | | | | | |

After extracting the three principal component factors, according to the value criteria of factor load coefficient greater than 0.5, the study found that the load coefficients of SXYLJX1, SXYLJX2, SXYLJX3, SXYLJX4, ZZJSJX1, ZZJSJX2, ZZJSJX3 and ZZJSJX4 ranged from 0.656 to 0.786, FWTXJX1, FWTXJX2, FWTXJX3 and FWTXJX4 are between 0.574 and 0.796, XSCZJX1, XSCZJX2, XSCZJX3 and XSCZJX4 are between 0.571 and 0.794. The

dimensions of the three motivation factors are clear, and there is no cross items, forming relatively clear ideological guidance and organizational construction factor (ideological guidance 4 items, organizational construction 4 items), serving students factor (serving students 4 items) and students' growth factor (students' growth 4 items).

In the construction of theoretical model, ideological guidance is mainly to strengthen the political guidance and convey the voice and proposition of the party to the students. Organizational construction is mainly to deepen the reform implementation plan, reform the operation mechanism, and implement the self-discipline convention of cadres.

Both of them are similar in the implementation of top-level design requirements, and both are the process of taking measures to actively implement tasks of superiors at the macro level. All items can be combined into the dimension of ideological guidance and organizational construction. The details are shown in Table 4.12.

In order to further verify the rationality of the management performance dimension of university student cadres, the internal consistency test was carried out on the items retained in the three dimensions of ideological guidance and organizational construction, serving students and students' growth respectively. The Cronbach's α coefficients of each sub-dimension scale were 0.874, 0.875, 0.884 and 0.850 respectively, which were all greater than 0.7, and the Cronbach's α coefficients were significantly improved to 0.928 after the combination of ideological guidance and organizational construction into one dimension, reflecting good internal consistency and reliability of the scale as a whole. The details are shown in Annex K. The analysis further verifies that the dimensions of management performance of university student cadres mainly include three factors: ideological guidance and organizational construction, serving students and students' growth.

Table 4.12 Factor analysis of management performance

| | Component | | |
|---------|-----------|------|------|
| | 1 | 2 | 3 |
| SXYLJX1 | .786 | .109 | .298 |
| SXYLJX2 | .726 | .349 | .089 |
| SXYLJX3 | .656 | .441 | .174 |
| SXYLJX4 | .741 | .281 | .240 |
| ZZJSJX1 | .679 | .334 | .242 |
| ZZJSJX2 | .704 | .334 | .328 |
| ZZJSJX3 | .687 | .317 | .312 |
| ZZJSJX4 | .682 | .365 | .286 |
| FWTXJX1 | .470 | .574 | .310 |
| FWTXJX2 | .424 | .702 | .210 |
| FWTXJX3 | .333 | .796 | .264 |
| FWTXJX4 | .359 | .682 | .396 |
| XSCZJX1 | .298 | .465 | .571 |

| | Component | | |
|---------|-----------|------|------|
| | 1 | 2 | 3 |
| XSCZJX2 | .134 | .332 | .789 |
| XSCZJX3 | .256 | .333 | .738 |
| XSCZJX4 | .389 | .036 | .794 |

4.4 Data analysis of university student cadres motivation based on group characteristics

4.4.1 Gender analysis

In terms of gender, there is nonsignificant difference between male student cadres and female student cadres in reward motivation, promotion motivation, contribution and achievement motivation and social motivation. However, there are significant differences in the assessment motivation dimension, the assessment motivation of female student cadres is higher than that of male student cadres. The details are shown in Annex M.

4.4.2 Age analysis

In terms of age, there is a certain significance in the reward motivation dimension of each age group. Through Scheffe multiple comparison, it is found that: compared with student cadres over 21 years old, student cadres aged 18-20 years old have a significant in the reward motivation dimension, and the mean value of student cadres aged 18-20 years old is slightly higher than that of student cadres over 21 years old. The details are shown in Table Annex N.

4.4.3 Grade analysis

In terms of grade, each grade group presents significant in the dimensions of reward motivation, contribution and achievement motivation and social motivation. Through Scheffe multiple comparison, it is found that: compared with freshman student cadres, senior student cadres have a significant in reward motivation, and the mean value of senior student cadres is significantly higher than that of freshmen. compared with other grades, junior student cadres have a significant in contribution and achievement motivation and social motivation, and the mean value of junior student cadres is obviously higher than that of other grades. The details are shown in Annex O.

4.4.4 Analysis of college entrance examination students' origin

In terms of college entrance examination students' origin (Student pool), each college entrance

examination students origin group presents significant in the dimensions of assessment motivation, contribution and achievement motivation and social motivation. Through Scheffe multiple comparison, it is found that compared with student cadres from Northeast China, student cadres from East China have a significant in assessment motivation, and the mean value of student cadres from East China is significantly higher than that of student cadres from Northeast China. The details are shown in Annex P.

4.4.5 Analysis of the time as a student cadre

In terms of the time as a student cadre, each time groups presents significant in the dimensions of assessment motivation, contribution and achievement motivation and social motivation. Through Scheffe multiple comparison, it is found that: compared with student cadres who have held the position for less than 1 year and 1-2 years, student cadres who have held the position for 2-3 years have a significant in assessment motivation; compared with student cadres who have held the position for less than 1 year, student cadres who have held the position for 2-3 years have a significant in contribution and achievement motivation and social motivation, and the mean value of the student cadres who hold the position for 2-3 years is obviously higher than that of other cadres. The details are shown in Annex Q.

4.4.6 Analysis of student cadre positions

In terms of student cadre positions, each student cadre positions group presents significant in contribution and achievement motivation and social motivation. Through Scheffe multiple comparison, it is found that: compared with department secretary, class cadres and other cadres, the presidium members have a significant in contribution and achievement motivation, and the mean value of presidium members is significantly higher than that of other student cadres; compared with class cadres and other cadres, the presidium members have a significant in social motivation, and the mean value of presidium members is significantly higher than that of other student cadres. The details are shown in Annex R.

4.5 Data analysis of university student cadres' management performance based on group characteristics

4.5.1 Gender analysis

In terms of gender, there is a significant difference between male student cadres and female

student cadres in ideological guidance and organizational construction, serving students and students' growth, and the mean value of female student cadres is obviously higher than that of male student cadres. The details are shown in Annex S.

4.5.2 Degree analysis

In terms of degree, there is a significant between student cadres of bachelor's degree of agronomy and student cadres of bachelor's degree of science in ideological guidance and organizational construction and students' growth, and the mean value of student cadres of bachelor's degree of agronomy is obviously higher than that of student cadres of bachelor's degree of science. The details are shown in Annex T.

4.5.3 Grade analysis

In terms of grade, each grade group presents significant in the dimensions of ideological guidance and organizational construction, serving students and students' growth. Through Scheffe multiple comparison, it is found that: compared with other grades, junior student cadres have a significant in ideological guidance and organizational construction and serving students; compared with freshman and senior student cadres, junior student cadres have a significant in students' growth; and the mean value of junior student cadres is significantly higher than that of other grades. The details are shown in Annex U.

4.5.4 Political status analysis

In terms of Political status, each political status group presents a significant in the dimension of students' growth. Through Scheffe multiple comparison, it is found that: compared with student cadres of the mass, student cadres of CPC members have a significant in students' growth, and the mean value of student cadres of CPC members is obviously higher than that of other political status. The details are shown in Annex V.

4.5.5 Analysis of the time as a student cadre

In terms of the time as a student cadre, each time groups presents significant in the dimensions of ideological guidance and organizational construction, serving students and students' growth. Through Scheffe multiple comparison, it is found that: compared with student cadres who have held the position for less than 1 year and 1-2 years, student cadres who have held the position for 2-3 years have a significant in ideological guidance and organizational construction;

compared with student cadres who have held the position for less than 1 year, student cadres who have held the position for 2-3 years have a significant in serving students and students' growth and the mean value of the student cadres who hold the position for 2-3 years is obviously higher than that of other cadres. The details are shown in Annex W.

4.5.6 Analysis of student cadre positions

In terms of student cadre positions, each student cadre positions group presents significant in ideological guidance and organizational construction, serving students and students' growth. Through Scheffe multiple comparison, it is found that: compared with department secretary, class cadres and other cadres, the presidium members have a significant in ideological guidance and organizational construction, serving students; compared with other cadres, department head have a significant in serving students; and the mean value of presidium members is significantly higher than that of all other student cadres. The details are shown in Annex X.

4.6 Interview analysis based on some university student cadres

Interview survey refers to the basic psychological research method of understanding the psychology and behavior of interviewees through face-to-face conversation between interviewers and interviewees. Interview methods are generally divided into three forms: structured interview, semi-structured interview and unstructured interview (Guo, 2013; Wu, 2018). Interviews can obtain first-hand materials, master specific cases, combined with relevant literature and questionnaire survey to further understand the psychological motivation and management performance of university student cadres.

The research on the psychological motivation of university student cadres focuses on one kind of inner psychological activity, and its information is difficult to get completely through the text data of questionnaire and quantitative statistics. In order to have a more detailed understanding of the university student cadres and to have a more in-depth analysis of the current situation of the university student cadre's psychological motivation, this needs to go into the student cadres, combined with the actual analysis of direct conversation (Hua, 2016). Therefore, based on the questionnaire survey method, this study also added the interview survey as an auxiliary method to ensure the objectivity and accuracy of the analysis results. Based on the actual needs of the research, semi-structured interviews are mainly adopted to conduct one-to-one communication with interviewees. Make a preliminary draft of the interview topics and

ask questions flexibly according to the key points of the questions in the interview process, so as to obtain real qualitative information more effectively.

4.6.1 Preparation for interviews with university student cadres

The interviewees in this interview are mainly presidium member, department head and class committee member of university student cadres. They have a comprehensive understanding of the requirements of university management departments and the work feelings of student cadres. This study has interviewed 7 university student cadres successively, and the basic information of the interviewees is shown in Table 4.13.

Table 4.13 The basic situation of the student cadre interviewed

| Name | Gender | Grade | Political status | The position of student cadre | Time as a student cadre |
|-------------|--------|-----------|---|-------------------------------|-------------------------|
| Yang, B. | female | junior | member of Communist Party of China | presidium member | 2-3 years |
| Lu, C. W. | male | junior | the masses | presidium member | 2-3 years |
| Li, S. Y. | female | junior | member of Communist Party of China | department head | 2-3 years |
| Xing, F. | male | sophomore | member of the Communist Youth League of China | department head | 1-2 years |
| Qiu, L. X. | female | sophomore | member of the Communist Youth League of China | department head | 1-2 years |
| Song, L. S. | female | sophomore | member of the Communist Youth League of China | department head | 1-2 years |
| Yu, X. X. | male | senior | member of the Communist Youth League of China | class committee member | 3 years and above |

In order to better realize the interview effect, this thesis first designs the interview topic, and the specific contents are as follows:

(1) Please introduce your experience of student cadre and talk about your understanding of the management of university student cadres.

(2) What benefits and troubles did you have when you worked as a university student cadre?

(3) Do you think it is important for university student cadres to be motivated psychologically? Why?

(4) Do you have any good suggestions for the psychological motivation of university student cadres?

In the above questions, the first question is a leading question, which can not only understand the basic situation of the interviewees, but also help them to get into the state faster.

The second question is that respondents are expected to explain their gains and difficulties in student work based on their real feelings. The third question is to let the respondents to evaluate the psychological motivation of student cadres, and the results of the questionnaire survey for interactive verification. The fourth question is to further understand the psychological needs of respondents and provide reference for policy suggestions.

4.6.2 Analysis of interviews with university student cadres

Based on the questionnaire survey, some student cadres who participated in the questionnaire survey were interviewed from December 2021 to January 2022. In order to improve the quality and efficiency of the interview, the basic understanding of each student cadres' working situation, learning situation and personality should be done before the interview. I communicated with the interviewees to establish a good foundation of trust and ensure that they had a preliminary understanding of the interview content. At the same time, I emphasized that the purpose of the interview was academic research, and the personal information of the interview would be kept confidential, so that they could have no worries.

During the formal interview, I exchanged pleasantries with the student cadre first, transitioned to the topic of the interview, and then entered into the interview according to the preset topic. The opinions of the interviewees were consulted and the interview records were made to facilitate the collation and analysis of the data in the later period. During the interview, I responded flexibly to the complaints and dissatisfaction of student cadres by quietly listening to them and letting them vent their emotions as far as possible and gradually regulating the atmosphere. For the conversation off topic, I timely and appropriate to change the topic, so that the conversation can continue, and gradually enhance the friendship and the effect of the conversation. The whole interview process was smooth and rational, and the interviewees actively cooperated.

4.6.2.1 Collation of interview data of university student cadres

In the process of in-depth interview with interviewees, the interview was conducted in accordance with the pre-arranged procedures. First, the purpose of the interview was further introduced and explained, and then the interview content was sorted out and recorded according to the interview topic. The interview time for each interviewee was basically 40-60 minutes. Specific answers were truthfully recorded according to the content of the interviewees' answers to the questions. Some representative interview data were as follows:

(1) Sort out part of interview content of interviewee Yang. I have been working in the student organization for nearly three years, mainly assisting the college with daily student management services and holding various student activities. I have a strong sense of pressure in my daily work and need to learn a lot, especially after being promoted from the department head to the presidium member, I have a stronger sense of responsibility and mission. I have greatly improved my coordination ability and organization ability, broadened my horizon, and won many honors for student cadres. The most stressful time was that the sports test in October this year did not reach 75 points, so I could not participate in the national scholarship. At that time, my physical and psychological state was very poor. I was not motivated to work and study, and my body was always uncomfortable. Fortunately, the teachers at the college often care for me and encourage me, and the student cadres I am familiar with also accompany me, so I gradually adjust and recover. I think psychological motivation is very important, especially the spiritual motivation given by teachers and classmates is the most important source of my renewed strength. Psychological adjustment is healthy, the heart will have power, the body will be healthier, study and work will be more active.

(2) Sort out part of interview content of interviewee Lu. I was responsible for the overall work in the student organization, not only assisting the college to undertake some management and service work, but also leading the 43 student cadres in the organization. I made a lot of friends in the student organization and exercised my interpersonal communication and oral expression skills. I think psychological motivation is very important, internal cause is the root of all behavior. I helped develop some of the policies in the student organization that could constrain or guide the behavior of student leaders from the outside. In my opinion, only what is internalized in the heart is the best inheritance of student organization and student cadres and can also reflect the culture of student organization. I think it is necessary to continue to improve the assessment system of student cadres. At present, excellent cadres are selected once a year. If we can conduct the selection every month or every quarter to select all kinds of advanced individuals, I think it will be better to motivate the student cadres to work actively in the process. Because of my weak professional foundation, I did not get a good balance between work and professional study. The teacher cared and encouraged me many times, but I still want to persist in balancing work and study and continue to serve my classmates.

(3) Sort out part of interview content of interviewee Li. I was responsible for the training work in the student organization, mainly assisting teachers to carry out their work, and at the same time responsible for completing various affairs of the department. Teams are very important. Major cadres of student organizations communicate and exchange frequently, which

can break down many barriers and deepen understanding, which is very helpful for the development of work and personal learning and growth. Many student cadres and students enjoyed the opportunity to participate in provincial or school level business training or skill training, which encourages them to take the initiative to work as student cadres and strive to improve their academic performance. I was very grateful for the exercise organized by the students and the constant encouragement from the teachers at the college. I could finish my work smoothly. I made friends with like-minded people. Although we had different personalities, we all had strong comprehensive ability. We organized teams to participate in many competitions and won many awards.

(4) Sort out part of interview content of interviewee Xing. Being a student cadre is a good opportunity to exercise. In my opinion, promotion of cadres should not be limited to students' organizations but should depend more on their sense of responsibility and initiative. If a student cadre is willing to serve everyone, willing to use their own time and energy to do things for the students, we should give them opportunities and positions to cultivate and exercise. Active service and dedication from the heart will be more conscious and persistent. Student organizations serve students, student cadres are one of the students, so we should constantly promote and encourage students to take the initiative to join student organizations, because serving students is to serve themselves.

(5) Sort out part of interview content of interviewee Qiu. I was responsible for the publicity work of student organizations. Because many deputy positions in departments were students of the same grade, I was not very good at arranging work and assigning tasks. Many things were done on my own initiative or let cadres with good relations with me to help do it. Many students joined the student organization for different purposes, but we are very united and harmonious in life. We liked to take photos and travel together. The student organization provided a good platform for us students who have the same interests. We would also make great efforts to implement the work assigned by teachers and the presidium members. For a few student cadres who do not work hard, it is suggested that they can be invited out of the student organization, because they will affect the enthusiasm of the student cadres who work hard.

(6) Sort out part of interview content of interviewee Song. I am mainly responsible for financial work and part of administrative work. Reimbursement is more complex, there are many requirements and regulations. For several times, I did not paste the invoices according to the regulations or the items I bought were not listed in the regulations, and the student cadres in other departments did not know how to do it. For a while, I had an intense fear of financial reimbursement, a strong internal resistance, and a feeling that I couldn't handle it. But the

teacher and I learned the financial system together, the teacher hand in hand taught me to paste invoices, timely guidance and help me. I gradually got out of this dilemma, and turned the financial reimbursement into my strengths, expanded my knowledge, put norms into my heart, and made myself more prudent financially. I think I have gained a lot. Teachers are very important to my psychological motivation. I know that you can't be afraid to do things, you have to ask for help, and you will continue to grow as you adapt.

(7) Sort out part of interview content of interviewee Yu. I had been a student cadre in my college and now I am the monitor. Nearly 4 years, my harvest was still very big. During the period of serving as a student cadre, I learned a lot of work methods, helped students to answer a lot of questions, and won the praise of teachers and students. However, I had also seen that some student cadres or students liked to compare work allowance and volunteer service time, attached great importance to bonus points in the position, and liked to get more honors and do less work. These were not good and needed to be regulated in the system management. In the senior year, few students were willing to serve as student leaders because they needed to find jobs. But I still served as the monitor, maybe because I like to deal with students, maybe because of the teacher's recognition and encouragement and the feelings before graduation, and maybe because the inner interest is my motivation to continue to serve as a student cadre.

In the process of interviewing the interviewees, it is found that there are some differences in their understanding of the management of university student cadres, their attitudes towards the work of student cadres are not completely the same, and their benefits and troubles during the period of serving as student cadres are also different. But there are also some common points, in the interview process, several interviewees thought that the psychological motivation of student cadres is important. They thought psychological motivation is the source of enthusiasm and initiative in the work of student cadres, but also is an important force of student cadres to overcome difficulties, break through themselves and adhere to the service.

Interviewees believed that it is an important management requirement for student cadres to implement the work arrangement of the college and complete the tasks assigned by teachers. Obtaining scholarships, exercising ability, evaluation, system constraints, business training, skill improvement, interests and hobbies, making friends, active dedication, teachers and students' affirmation and personal feelings are the source of student cadre motivation, but also the goal of student cadre management performance. Physical and mental health, assessment system, cadre selection and promotion, work procedures, work allowance, volunteer service time and additional points in the position are also affecting the motivation of student cadres.

4.6.2.2 Analysis of interview information of university student cadres

First, the psychological motivation from the interior is a solid foundation for university student cadres to recognize their own role and positioning. Student cadres' self-identity is not immutable, but constantly deepened and adjusted in the process of holding positions. Student cadre is a banner, a benchmark among students. In the interview, several interviewees believe that student cadres mainly assist the college and teachers to carry out management and service work, and the main object of service is students. Student cadres' correct understanding and recognition of their own role positioning is the basis to give full play to the role of student cadres, but also the basis for the implementation of the work tasks and assessment objectives of the management department.

Xing believed that serving students was a happy thing, and Yu believed that it was important to help students, both of which belonged to the content of contribution motivation. Yang believed that the teacher's trust and support eliminated the depression and restored the power of work; Lu thought it was important to develop interpersonal communication and make friends; Qiu believed that interpersonal communication was important in work; Yu believed that the trust of teachers and students was important, all of which belonged to the content of social motivation. Lu believed that teachers helped him balance the relationship between work and study, which was the strength of his persistence in serving classmates; Song thought it was a pleasure to solve the difficulties in the student organization, both of which belonged to the content of achievement motivation.

From the above interviews, it can be found that internal psychological motivation is a solid foundation for student cadres to correct their position, establish a sense of ownership, enhance the sense of mission, and effectively mobilize the enthusiasm of work.

Second, the psychological motivation from the external is the fundamental guarantee for university student cadres to solve the work problems they face. The student cadres interviewed did have different degrees of harvest in the process of holding their positions, but the troubles and confusion brought to them in the process of work could not be ignored, and even affected their physical and mental healthy development. Yang could not apply for the national scholarship because she did not get 75 points in the sports test, and her physical and mental state was very poor. Song was not familiar with financial reimbursement requirements and regulations and had a strong fear of reimbursement because of several mistakes. Qiu thought that working with a student cadre who do not work hard will affect my enthusiasm for work.

Student cadre is also one of the students, their difficulties come from the conflict between

study and work derived from the position of student cadre, also come from the gap between work pay and harvest and come from some bad atmosphere and unfair phenomenon of student organization (Xie, 2013). Most interviewees can face positively, solve problems, and improve themselves with external encouragement and help.

Li believed business training and skills training were important; Li had won many awards in student organizations; Song believed that training and communication were important at work; Yu believed that it was important for some student cadres to provide work allowance, register volunteer service hours and have additional points for positions, all of which belonged to the content of reward motivation. Lu believed that improving the management system and evaluation system was an important force to motivate student cadres; Song thought that the responsibilities and work requirements of the positions were very important; Yu thought that awards recommendation was very important, all of which belonged to the content of assessment motivation. Yang believed that job promotion enhanced the sense of responsibility and mission of work, and Xing believed that the selection and promotion of student cadres were very important in work, both of which belonged to the content of promotion motivation.

From the above interviews, it can be found that external psychological motivation is the fundamental guarantee for student cadres to solve work troubles, improve physical and psychological quality, regulate physical and mental health, and maintain work enthusiasm for a long time.

4.6.3 Summary of interviews with university student cadres

Overall, university student cadres have different understandings of student cadre management, but they have a high sense of identity and a good working state. During the period of serving as student cadres, they can base on the development of the organization, play a leading role, strive to serve students, and actively improve themselves. Different student cadres encounter different work problems, but most of them can face them positively, regard difficulties as opportunities for training and improvement, and properly deal with them by various motivation methods. Student cadres generally think that psychological motivation is important, especially the student cadres who encounter work troubles, take psychological motivation as the power to get out of the predicament, and mobilize their enthusiasm to work and study hard through psychological motivation, so as to improve the management performance of student cadres.

In the description of psychological motivation, psychological motivation can be summed up as a process in which university administrators combine the physical and mental characteristics of student cadres and use motivation methods to mobilize the enthusiasm of

student cadres and achieve organizational management goals and personal goals. In the suggestion of psychological motivation, it mainly includes the internal and external aspects, covering six dimensions of contribution motivation, social motivation, achievement motivation and reward motivation, assessment motivation and promotion motivation. The analysis of the interview and the results of the questionnaire were interactively verified, which can provide a reference for the later policy suggestions of psychological motivation for student cadres.

4.7 Chapter conclusion

In this chapter, SPSS23.0 software is used to identify and purify the questionnaire items of motivation management of university student cadres, and the reliability and validity are used to test and analyze the questionnaire items. The principal component factors of external motivation, internal motivation and management performance of university student cadres are extracted by exploratory factor analysis.

According to the contents of the items, the dimensions are classified and refined, and the items of contribution motivation factor and achievement motivation factor are combined into contribution and achievement motivation dimension, and the items of ideological guidance factor and organizational construction factor are combined into ideological guidance and organizational construction dimension.

It verifies and clarifies the external motivation dimension, internal motivation dimension and management performance dimension of university student cadres. External motivation includes three dimensions: reward motivation, assessment motivation and promotion motivation; Internal motivation includes two dimensions: contribution and achievement motivation and social motivation. Management performance includes three dimensions: ideological guidance and organizational construction, serving students and students' growth. Based on the questionnaire survey method, this chapter also added the interview method as a supplement to interview 7 university student cadres to ensure the objectivity and accuracy of the analysis results.

According to two kinds of correlation hypotheses proposed in this study, each dimension of internal motivation is positively correlated with management performance, and each dimension of external motivation is positively correlated with management performance. Combined with the combination of internal motivation dimensions and management performance dimensions, the hypothesis of theoretical model of motivation management of university student cadres are partially adjusted and renumbered. The revision hypothesis of

theoretical model of motivation management of university student cadres is as follows:

Correlation hypothesis between the internal motivation dimension and the performance dimension

i) Hypothesis 1A (H1A): There is a positive correlation between contribution and achievement motivation and ideological guidance and organizational construction performance.

ii) Hypothesis 1B (H1B): There is a positive correlation between social motivation and ideological guidance and organizational construction performance.

iii) Hypothesis 2A (H2A): There is a positive correlation between contribution and achievement motivation and serving students' performance.

iv) Hypothesis 2B (H2B): There is a positive correlation between social motivation and serving students' performance.

v) Hypothesis 3A (H3A): There is a positive correlation between contribution and achievement motivation and students' growth performance.

vi) Hypothesis 3B (H3B): There is a positive correlation between social motivation and students' growth performance.

(2) Correlation hypothesis between the external motivation dimension and the performance dimension

i) Hypothesis 4A (H4A): There is a positive correlation between reward motivation and ideological guidance and organizational construction performance.

ii) Hypothesis 4B (H4B): There is a positive correlation between assessment motivation and ideological guidance and organizational construction performance.

iii) Hypothesis 4C (H4C): There is a positive correlation between promotion motivation and ideological guidance and organizational construction performance.

iv) Hypothesis 5A (H5A): There is a positive correlation between reward motivation and serving students' performance.

v) Hypothesis 5B (H5B): There is a positive correlation between assessment motivation and serving students' performance.

vi) Hypothesis 5C (H5C): There is a positive correlation between promotion motivation and serving students' performance.

vii) Hypothesis 6A (H6A): There is a positive correlation between reward motivation and students' growth performance.

viii) Hypothesis 6B (H6B): There is a positive correlation between assessment motivation and students' growth performance.

ix) Hypothesis 6C (H6C): There is a positive correlation between promotion motivation

and students' growth performance.

Through independent sample T-test and Scheffe multiple comparison, and based on group characteristics of university student cadres, comparative analysis is made in terms of demographic variables such as gender, age, grade, degree, political status, family economic situation, college entrance examination students' origin, time as a student cadre and the position of student cadre. The significance and difference of different university student cadre groups in various motivation dimensions and management performance dimensions are obtained.

The results show that the degree, political status, and family economic situation have nonsignificant effect on the motivation dimension. Age, family economic situation and college entrance examination students' origin have nonsignificant effect on the management performance dimension.

In the motivation dimensions of student cadres, gender is significant in the assessment motivation; age is significant in the reward motivation; grade is significant in the reward motivation, contribution and achievement motivation, social motivation dimension; college entrance examination students origin and time as a student cadre are significant in assessment motivation, contribution and achievement motivation, social motivation; the position of student cadre is significant in contribution and achievement motivation, social motivation.

In the management performance dimensions of student cadres, gender, grade, time as a student cadre and the position of student cadre are significant in the ideological guidance and organizational construction, serving students, students' growth; degree is significant in the ideological guidance and organizational construction, students' growth; political status is significant in the students' growth.

At the same time, the student cadre groups with different group characteristics also show different differences.

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Chapter 5: Model Verification

According to the revision of the research hypothesis the correlation between the different dimensions of external motivation, internal motivation and the ideological guidance and organizational construction performance, serving students' performance and students' growth performance is analyzed. Based on the differences in the characteristics of student cadres, demographic variables are taken as moderating variables to analyze their moderating effects on different motivation management paths, to provide basis and reference for proposing more targeted management measures or policy suggestions.

5.1 Influence of motivation from different dimensions on ideological guidance and organizational construction performance

5.1.1 Influence of internal motivation on ideological guidance and organizational construction performance

According to the data obtained from the questionnaire survey, SPSS23.0 software was used for regression analysis of the influencing factors research with control variables. This section mainly analyzes the influence of different dimensions of internal motivation on ideological guidance and organizational construction performance.

Through the analysis of regression coefficient, it is found that the coefficient of influence of contribution and achievement motivation on ideological guidance and organizational construction performance is 0.451, the P value is 0.000, and significance test is passed, indicating that the original hypothesis H1A is not rejected. The coefficient of the influence of social motivation on ideological guidance and organizational construction performance is 0.315, and the P value is 0.000, indicating that the original hypothesis H1B is not rejected. The details are shown in Table 5.1.

It can be seen that the ideological guidance and organizational construction performance of university student cadre management are relatively influenced by internal motivation, while contribution and achievement motivation, social motivation have significant positive influence. Therefore, it is necessary to combine the internal motivation factors fully in the motivation mechanism of improving the ideological guidance and organizational construction performance.

Table 5.1 Influence of motivation on ideological guidance and organizational construction performance

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|--------|-----------------------------|------------|---------------------------|--------|------|-------------------------|-------|
| | B | Std. Error | Beta | | | Tolerance | VIF |
| GX/CJL | .451 | .049 | .476 | 9.159 | .000 | .494 | 2.026 |
| SJL | .315 | .049 | .334 | 6.430 | .000 | .492 | 2.031 |
| BCJL | -.115 | .035 | -.168 | -3.286 | .001 | .829 | 1.206 |
| KHJL | .357 | .054 | .381 | 6.607 | .000 | .651 | 1.536 |
| JSJL | .210 | .051 | .228 | 4.091 | .000 | .698 | 1.433 |

5.1.2 Influence of external motivation on ideological guidance and organizational construction performance

This section mainly analyzes the influence of different dimensions of external motivation on ideological guidance and organizational construction performance.

Through the analysis of regression coefficient, it is found that the coefficient of the influence of reward motivation on ideological guidance and organizational construction performance is -0.115, and the P value is 0.001, lower than the significance test level of 0.05. Therefore, there is a significant negative correlation between reward motivation and ideological guidance and organizational construction performance, so the original hypothesis H4A is rejected. The coefficient of influence of assessment motivation on ideological guidance and organizational construction performance is 0.357, and the P value is 0.000, which is far lower than 0.05. The significance test is passed, indicating that the original hypothesis H4B is not rejected. The coefficient of promotion motivation on ideological guidance and organizational construction performance is 0.210, and the P value is 0.000, which was far lower than 0.05. The significance test is passed, indicating that the original hypothesis H4C is not rejected. The details are shown in Table 5.1.

It can be seen that in the motivation mechanism of improving the ideological guidance and organizational construction performance, it is necessary to focus on the assessment factors and promotion factors. Ideological guidance and organizational construction is the process of taking measures to actively implement the tasks of superiors at the macro level, and the content requirements of student cadres at the responsibility level. The more strengthen reward motivation, it will make student cadres no longer pay attention to perform their duties subjectively, which may make student cadres put forward conditions from the objective aspect and unwilling to devote more energy to take the initiative, which will lead to the decline of performance.

5.2 Influence of motivation from different dimensions on serving students' performance

5.2.1 Influence of internal motivation on serving students' performance

This section mainly analyzes the influence of different dimensions of internal motivation on serving students' performance.

Through the analysis of regression coefficient, it is found that the coefficient of contribution and achievement motivation on serving students' performance is 0.576, and the P value is 0.000. The significance test is passed, indicating that the original hypothesis H2A is not rejected. The coefficient of the influence of social motivation on serving students' performance is 0.260, and the P value was 0.000. The significance test is passed, indicating that the original hypothesis H2B is not rejected. The details are shown in Table 5.2.

It can be seen that the serving students' performance of university student cadre management are relatively influenced by internal motivation, while contribution and achievement motivation, social motivation have significant positive influence. Therefore, it is necessary to combine the internal motivation factors fully in the motivation mechanism of improving the serving students' performance.

Table 5.2 Influence of motivation on serving students' performance

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|--------|-----------------------------|------------|---------------------------|--------|------|-------------------------|-------|
| | B | Std. Error | Beta | | | Tolerance | VIF |
| GX/CJL | .451 | .049 | .476 | 9.159 | .000 | .494 | 2.026 |
| SJL | .315 | .049 | .334 | 6.430 | .000 | .492 | 2.031 |
| BCJL | -.083 | .039 | -.112 | -2.119 | .035 | .829 | 1.206 |
| KHJL | .338 | .061 | .331 | 5.574 | .000 | .651 | 1.536 |
| JSJL | .254 | .057 | .254 | 4.421 | .000 | .698 | 1.433 |

5.2.2 Influence of external motivation on serving students' performance

This section mainly analyzes the influence of different dimensions of external motivation on serving students' performance.

Through the analysis of regression coefficient, it is found that the coefficient of the influence of reward motivation on serving students' performance is -0.083, and the P value is 0.035, lower than the significance test level of 0.05, indicating that there is a significant negative correlation between reward motivation and serving students' performance, so the original hypothesis H5A is rejected. The coefficient of the influence of assessment motivation on serving students' performance is 0.338, and the P value is 0.000, which was far lower than 0.05.

The significance test is passed, indicating that the original hypothesis H5B is not rejected. The coefficient of the influence of promotion motivation on serving students' performance is 0.254, and the P value was 0.000, which was far lower than 0.05. The significance test is passed, indicating that the original hypothesis H5C is not rejected. The details are shown in Table 5.2.

It can be seen that in the motivation mechanism of improving the serving students' performance, it is necessary to focus on the assessment factors and promotion factors. Serving students is the responsibility of college student cadres. The more strengthen reward motivation, it will make student cadres reluctant to take the initiative to put more energy to contact with classmates, resulting in a decline in performance.

5.3 Influence of motivation from different dimensions on students' growth performance

5.3.1 Influence of internal motivation on students' growth performance

This section mainly analyzes the influence of different dimensions of internal motivation on students' growth performance.

Through the analysis of regression coefficient, it is found that the coefficient of contribution and achievement motivation on students' growth performance is 0.388, and the P value is 0.000. The significance test is passed, indicating that the original hypothesis H3A is not rejected. The coefficient of the influence of social motivation on students' growth performance is 0.310, and the P value is 0.000. The significance test is passed, indicating that the original hypothesis H3B is not rejected. The details are shown in Table 5.3.

Table 5.3 Influence of internal motivation on students' growth performance

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|--------|-----------------------------|------------|---------------------------|--------|------|-------------------------|-------|
| | B | Std. Error | Beta | | | Tolerance | VIF |
| GX/CJL | .388 | .062 | .381 | 6.238 | .000 | .494 | 2.026 |
| SJL | .310 | .062 | .307 | 5.009 | .000 | .492 | 2.031 |
| BCJL | -.092 | .040 | -.125 | -2.306 | .022 | .829 | 1.206 |
| KHJL | .372 | .061 | .370 | 6.057 | .000 | .651 | 1.536 |
| JSJL | .143 | .058 | .145 | 2.461 | .015 | .698 | 1.433 |

It can be seen that the students' growth performance of university student cadre management is relatively influenced by internal motivation, while contribution and achievement motivation, social motivation have significant positive influence. Therefore, it is necessary to combine the internal motivation factors fully in the motivation mechanism of improving the students' growth performance.

5.3.2 Influence of external motivation on students' growth performance

This section mainly analyzes the influence of different dimensions of external motivation on students' growth performance.

Through the analysis of regression coefficient, it is found that the coefficient of the influence of reward motivation on students' growth performance is -0.092, and the P value is 0.022, lower than the significance test level of 0.05, indicating that there is a significant negative correlation between reward motivation and students' growth performance, so the original hypothesis H6A is rejected.

The coefficient of the influence of assessment motivation on students' growth performance is 0.372, and the P value is 0.000, which was far lower than 0.05. The significance test is passed, indicating that the original hypothesis H6B is not rejected. The coefficient of the influence of promotion motivation on students' growth performance is 0.143, and the P value was 0.015, which was far lower than 0.05. The significance test is passed, indicating that the original hypothesis H6C is not rejected. The details are shown in Table 5.3.

It can be seen that in the motivation mechanism of improving the students' growth performance, it is necessary to focus on the assessment factors and promotion factors. Students' growth is the priority of self-improvement and development of student cadres. The more strengthen reward motivation, it will make student cadres unwilling to take the initiative to participate in, improve and grow, and then lead to the decline of performance.

5.4 The moderating effect of group characteristics on the motivation management of university student cadres

Because of the different group characteristics of university student cadres, these groups may have differences in the significance of different motivation dimensions affecting different management performance dimensions. Therefore, demographic variables are taken as moderating variables to analyze their moderating effects on different motivation management paths.

5.4.1 Gender difference analysis

Through the comparative analysis of the groups, it is found that the female student cadres show a significant negative correlation in the influence of reward motivation on ideological guidance and organizational construction performance, serving students' performance and students'

growth performance, while the male student cadres show no significant correlation. It shows that the effect of promoting the management performance of university student cadres by means of reward motivation is not good, and even has side effects among female student cadres, leading to the reduction of management performance level.

In terms of the influence of promotion motivation on students' growth performance, female student cadres show a significant positive correlation, while the male student cadres show no significant correlation. It shows that promotion motivation is ideal for improving the growth performance of female student cadres. The details are shown in Annex Y.

5.4.2 Age difference analysis

Through the comparative analysis of the groups, it is found that in terms of the influence of reward motivation on ideological guidance and organizational construction performance and students' growth performance, student cadres in the age group of 18-20 years old show a significant negative correlation, while student cadres in other age groups show no significant correlation. In terms of the influence of reward motivation on students' growth performance, student cadres in the age group of 21 and above show a significant negative correlation, while student cadres in other age groups show no significant correlation. It shows that the effect of reward motivation to promote the management performance of university student cadres is not good, and even leads to the reduction of management performance level of student cadres in the age group from 18 to 20 years old and the age group of 21 and above.

In terms of the influence of promotion motivation on ideological guidance and organizational construction performance and students' growth performance, the student cadres in the age group of 21 and above show a significant positive correlation, while the student cadres in other age groups show no significant correlation. In terms of the influence of assessment motivation on serving students' performance, the student cadres in the age group of 18 to 20 years old show a significant positive correlation, while the student cadres in other age groups show no significant correlation. The details are shown in Annex Y.

5.4.3 Grade difference analysis

Through the comparative analysis of the groups, it is found that in terms of the influence of social motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance, in terms of the influence of contribution and achievement motivation on serving students' performance, student cadres of

freshmen, sophomore and senior show a significant positive correlation, while student cadres of junior show no significant correlation. It shows that junior student cadres, who generally hold the most senior positions in student organizations, do not have a very strong need to socialize and contribute.

In terms of the influence of reward motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance, the sophomore student cadres showed a significant negative correlation, while the student cadres in the other grade groups showed no significant correlation. It shows that the effect of reward motivation to promote the management performance of university student cadres is not good.

In terms of the influence of promotion motivation on ideological guidance and organizational construction performance and serving students' performance, the senior student cadres show a significant positive correlation, while the student cadres of other grades show no significant correlation. The details are shown in Annex Y.

5.4.4 Degree difference analysis

Through the comparative analysis of the groups, it is found that in terms of the influence of reward motivation on serving students' performance, student cadres in the science group show a significant negative correlation. In terms of the influence of reward motivation on students' growth performance, student cadres in the agronomy group show a significant negative correlation. It shows that the effect of reward motivation to promote the management performance of university student cadres is not good.

In terms of the influence of promotion motivation on students' growth performance, student cadres in agronomy group showed a significant positive correlation, while student cadres in science group showed no significant correlation. It shows that promotion motivation is ideal for improving students' growth performance in the science group. The details are shown in Annex Y.

5.4.5 Difference analysis of political status

Through the comparative analysis of the groups, it is found that in terms of the influence of contribution and achievement motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance, in terms of the influence of social motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance,

student cadres of the member of the Communist Youth League of China show a significant positive correlation, while the student cadres in other groups show no significant correlation. It shows that the internal motivation is ideal for improving the management performance of student cadres.

In terms of the influence of assessment motivation and promotion motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance respectively, student cadres of the member of the Communist Youth League of China show a significant positive correlation, while the student cadres in other groups show no significant correlation. It shows that it is ideal to improve the management performance of student cadres by means of assessment and promotion.

In terms of the influence of reward motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance, student cadres of the member of the Communist Youth League of China show a significant negative correlation, while the student cadres in other groups show no significant correlation. It shows that it is not effective to promote the management performance by means of reward motivation. The details are shown in Annex Y.

5.4.6 Difference analysis of family economic situation

Through the comparative analysis of the groups, it is found that in terms of the influence of contribution and achievement motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance, the student cadres in the group of not difficult show a significant positive correlation, while the student cadres in other groups show no significant correlation. It shows that the contribution and achievement motivation is ideal for improving the management performance of student cadres.

In terms of the influence of assessment motivation and promotion motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance respectively, the student cadres in the group of not difficult show a significant positive correlation, while the student cadres in other groups show no significant correlation. It shows that the assessment and promotion motivation is ideal for improving the management performance of student cadres.

In terms of the influence of reward motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance, the student cadres in the group of generally difficult show a significant negative correlation, while

the student cadres in other groups show no significant correlation. It shows that it is not effective to promote the management performance by means of reward motivation. The details are shown in Annex Y

5.4.7 Difference analysis of college entrance examination students' origin

Through the comparative analysis of the groups, it is found that in terms of the influence of contribution and achievement motivation and social motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance respectively, the student cadres in the group of South China show a significant positive correlation, while the student cadres in other groups show no significant correlation. It shows that the internal motivation is ideal for improving the management performance of student cadres.

In terms of the influence of assessment motivation and promotion motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance respectively, the student cadres in the group of South China show a significant positive correlation, while the student cadres in other groups show no significant correlation. It shows that the assessment and promotion motivation is ideal for improving the management performance of student cadres.

In terms of the influence of reward motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance, the student cadres in the group of South China show a significant negative correlation, while the student cadres in other groups show no significant correlation. It shows that it is not effective to promote the management performance by means of reward motivation. The details are shown in Annex Y.

5.4.8 Difference analysis of time as a student cadre

Through the comparative analysis of the groups, it is found that in terms of the influence of contribution and achievement motivation and social motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance respectively, the student cadres in the group of the time as a student cadre within 1 year and 1-2 years show a significant positive correlation, while the student cadres in other groups show no significant correlation. It shows that the internal motivation is ideal for improving the management performance as a student cadre less than 2 years.

In terms of the influence of assessment motivation and promotion motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance respectively, the student cadres in the group of the time as a student cadre within 1 year and 1-2 years show a significant positive correlation, while the student cadres in other groups show no significant correlation. It shows that the assessment and promotion motivation is ideal for improving the management performance as a student cadre less than 2 years. The details are shown in Annex Y.

5.4.9 Difference analysis of student cadre positions

Through the comparative analysis of the groups, it is found that in terms of the influence of contribution and achievement motivation and social motivation on ideological guidance and organizational construction performance, the student cadres in the group of department head, department deputy, department secretary and class committee member show a significant positive correlation, while the student cadres in other groups of presidium member and other cadres show no significant correlation. It shows that the contribution and achievement motivation is ideal for improving the management performance of most student cadres.

In terms of the influence of social motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance, the student cadres in the group of department secretary and class committee member show a significant positive correlation, while the student cadres in other groups show no significant correlation. It shows that the social motivation is ideal for improving the management performance of department secretary and class committee member.

In terms of the influence of assessment motivation on ideological guidance and organizational construction performance, serving students' performance and students' growth performance, the student cadres in the group of department secretary show a significant positive correlation, while the student cadres in other groups show no significant correlation. It shows that the assessment motivation is ideal for improving the management performance of department secretary in the most basic department of the student organization.

In terms of the influence of promotion motivation on ideological guidance and organizational construction performance and serving students' performance, the student cadres in the group of department deputy and class committee member show a significant positive correlation, while the student cadres in other groups show no significant correlation. It shows that the promotion motivation is ideal for improving the management performance of the group which accounts for the largest number of student cadres. The details are shown in Annex Y.

5.5 Chapter conclusion

5.5.1 Influence of motivation on ideological guidance and organizational construction performance

According to the analysis, in terms of internal motivation, contribution and achievement motivation, social motivation is significantly positively correlated with ideological guidance and organizational construction performance (H1A and H1B are not rejected). In terms of external motivation, there is a significant correlation between reward motivation and ideological guidance and organizational construction performance, but there is a negative correlation (H4A is rejected). Assessment motivation and promotion motivation are significantly positively correlated with ideological guidance and organizational construction performance (H4B and H4C are not rejected). The details are shown in Table 5.4.

Table 5.4 Influence of motivation from different dimensions on management performance

| Management Performance Psychological motivation | | ideological guidance and organizational construction performance | serving students performance | students' growth performance |
|---|---|--|------------------------------|------------------------------|
| Internal motivation | contribution and achievement motivation | Positive correlation | Positive correlation | Positive correlation |
| | social motivation | Positive correlation | Positive correlation | Positive correlation |
| External motivation | reward motivation | Negative correlation | Negative correlation | Negative correlation |
| | assessment motivation | Positive correlation | Positive correlation | Positive correlation |
| | promotion motivation | Positive correlation | Positive correlation | Positive correlation |

5.5.2 Influence of motivation on serving students' performance

According to the analysis, in terms of internal motivation, contribution and achievement motivation, social motivation is significantly positively correlated with serving students' performance (H2A and H2B are not rejected). In terms of external motivation, there is a significant correlation between reward motivation and serving students' performance, but there is a negative correlation (H5A is rejected). Assessment motivation and promotion motivation are significantly positively correlated with serving students' performance (H5B and H5C are not rejected). The details are shown in Table 5.4.

5.5.3 Influence of motivation on students' growth performance

According to the analysis, in terms of internal motivation, contribution and achievement motivation, social motivation is significantly positively correlated with students' growth performance (H3A and H3B are not rejected). In terms of external motivation, there is a significant correlation between reward motivation and students' growth performance, but there is a negative correlation (H6A is rejected). Assessment motivation and promotion motivation are significantly positively correlated with students' growth performance (H6B and H6C are not rejected). The details are shown in Table 5.4.

5.5.4 The moderating effect of group characteristics on the motivation management

Through the use of SPSS23.0 software, based on the different demographic variables of student cadres, such as gender, age, grade, degree, political status, family economic situation, college entrance examination students' origin, time as a student cadre and the position of student cadre, the group comparative analysis is conducted. Finally, significant differences in different motivation management paths are obtained among all groups.

Chapter 6: Research Conclusions and Prospects

6.1 Basic research conclusions

Through data analysis and model verification, all hypotheses of the theoretical model of motivation management for university student cadres are finally verified, and the verification results are as follows:

(1) Hypothesis and verification results of the relationship between internal motivation dimension and management performance dimension

i) Hypothesis 1A (H1A): There is a positive correlation between contribution and achievement motivation and ideological guidance and organizational construction performance. H1A is not rejected.

ii) Hypothesis 1B (H1B): There is a positive correlation between social motivation and ideological guidance and organizational construction performance. H1B is not rejected.

iii) Hypothesis 2A (H2A): There is a positive correlation between contribution and achievement motivation and serving students' performance. H2A is not rejected.

iv) Hypothesis 2B (H2B): There is a positive correlation between social motivation and serving students' performance. H2B is not rejected.

v) Hypothesis 3A (H3A): There is a positive correlation between contribution and achievement motivation and students' growth performance. H3A is not rejected.

vi) Hypothesis 3B (H3B): There is a positive correlation between social motivation and students' growth performance. H3B is not rejected.

(2) Hypothesis and verification results of the relationship between external motivation dimension and management performance dimension

i) Hypothesis 4A (H4A): There is a positive correlation between reward motivation and ideological guidance and organizational construction performance. H4A is rejected.

ii) Hypothesis 4B (H4B): There is a positive correlation between assessment motivation and ideological guidance and organizational construction performance. H4B is not rejected.

iii) Hypothesis 4C (H4C): There is a positive correlation between promotion motivation and ideological guidance and organizational construction performance. H4C is not rejected.

iv) Hypothesis 5A (H5A): There is a positive correlation between reward motivation and

serving students' performance. H5A is rejected.

v) Hypothesis 5B (H5B): There is a positive correlation between assessment motivation and serving students' performance. H5B is not rejected.

vi) Hypothesis 5C (H5C): There is a positive correlation between promotion motivation and serving students' performance. H5C is not rejected.

vii) Hypothesis 6A(H6A): There is a positive correlation between reward motivation and students' growth performance. H6A is rejected.

viii) Hypothesis 6B (H6B): There is a positive correlation between assessment motivation and students' growth performance. H6B is not rejected.

ix) Hypothesis 6C (H6C): There is a positive correlation between promotion motivation and students' growth performance. H6C is not rejected.

Using SPSS23.0 software for factor analysis, as well as the analysis of the structural dimension and influence path of the theoretical model of motivation management of university student cadres, it is found that some research hypotheses have been verified; Some research hypotheses failed to be tested, and the original hypotheses were not supported.

In the verification of structural dimensions, the original hypothesis of performance structure of university student cadre management has four dimensions: ideological guidance, organizational construction, serving students and students' growth. After combining the two dimensions of ideological guidance and organizational construction into one dimension, the remaining three dimensions have clear boundaries and no cross terms. It is verified that the management performance structure includes three dimensions: ideological guidance and organizational construction performance, serving students' performance and students' growth performance.

The definition of the dimension and connotation of the management performance structure is mainly through sorting out the specific work tasks and actual assessment objectives put forward by the management departments at all levels, which has distinct reality and maneuverability. The ideological guidance and organizational construction performance is mainly to strengthen political guidance, actively convey the Party's voice and propositions, implement the reform measures and requirements of the higher authorities, focusing on "serving the motherland". The serving students' performance is mainly to help students solve difficulties and get support from the students, focusing on "serving the people". The students' growth performance is mainly to abide by their duties, develop and improve themselves in an all-round way, focusing on "serving yourself". The concept of the three dimensions of management performance is clear and hierarchical.

In the verification of psychological motivation dimensions, the motivation of university student cadres includes two aspects: internal motivation and external motivation. The original hypothesis of the internal motivation structure of university student cadres has three dimensions: contribution motivation, achievement motivation and social motivation. After combining the two dimensions of contribution motivation and achievement motivation into one dimension, the remaining two dimensions have clear boundaries and no cross term. It verifies that the internal motivation structure includes two dimensions: contribution achievement and motivation and social motivation.

Contribution and achievement motivation is the student cadre's self-satisfaction and sense of achievement inspired from the heart based on psychological cognition, is the student cadre's power to work hard; The stronger the sense of contribution, the more willing you are to devote time and energy to your work. Social motivation is the student cadre based on the cognition of interaction with the outside world, from the outside world's affirmation and respect to themselves to meet the needs of social communication, to stimulate the enthusiasm of work.

The original hypothesis of external motivation structure has three dimensions: reward motivation, assessment motivation and promotion motivation. The boundary between the three dimensions is clear and there is no cross term, which has also been verified. Reward motivation reflects the demand of university student cadres for material factors, including monetary reward and non-monetary reward, and is an important guarantee and influence force for student cadres to work hard. Assessment motivation is the standard of the task and target of the student cadres in colleges and universities, and the system arrangement of transmitting the pressure from the outside to make the student cadres take the initiative to carry out the work. Promotion motivation is to encourage student cadres to work actively and form a good working power by improving their positions and adjusting their positions.

Overall, there are internal factors and external factors that influence the university student cadres. These factors have different influences on the management performance of student cadres, and the effectiveness of the management motivation path is also different.

6.1.1 Analysis of the influence of internal motivation

From the analysis of internal motivation force, it will have different effects on each dimension of student cadre management performance to adopt contribution and achievement motivation and social motivation respectively.

There is a significant positive correlation between contribution and achievement motivation and ideological guidance and organizational construction performance, serving students'

performance and students' growth performance. It reflects that university student cadres are sensitive to the sense of achievement in the process of "serving the motherland", "serving the people" and "serving themselves". It is helpful to improve the management performance of student cadres by promoting contribution and achievement motivation.

Social motivation also has a significant positive correlation with ideological guidance and organizational construction performance, serving students' performance and students' growth performance. Social motivation reflects the recognition and respect received by university student cadres in the process of external interaction. This kind of motivation is conducive to the formation of a good relationship between classmates, teachers and students, society and family. A good relationship can facilitate better communication and work, and further improve the management performance of student cadres.

From the analysis of group characteristics: In terms of the influence of each dimension of internal motivation on each dimension of management performance, the student cadres in the group of member of the Communist Youth League of China show a significant positive correlation, the student cadres in the group of South China in college entrance examination students origin show a significant positive correlation and the student cadres in the group of serving as student cadres within 1 year and 1-2 years show a significant positive correlation. In terms of the influence of contribution and achievement motivation on each dimension of management performance, the student cadres in the group of not difficult in family economic situation show a significant positive correlation. In terms of the influence of social motivation on each dimension of management performance, the student cadres in the group of freshman, sophomore and junior show a significant positive correlation respectively. In terms of the influence of contribution and achievement motivation on serving students' performance, the student cadres in the group of freshman, sophomore and junior show a significant positive correlation respectively. In terms of the influence of contribution and achievement motivation on ideological guidance and organizational construction performance, the student cadres in the group of department head, department deputy, department secretary and class committee member show a significant positive correlation respectively.

6.1.2 Analysis of the influence of external motivation

From the analysis of external motivation force, it will have different effects on each dimension of student cadre management performance to adopt reward motivation, assessment motivation and promotion motivation respectively.

There is a significant negative correlation between reward motivation and ideological

guidance and organizational construction performance, serving students' performance and students' growth performance. Through investigation and interview, it is found that student cadres do not care about the monetary reward, nor do they care about the various non-monetary rewards provided by student organizations. What they want more is to have a platform for exercise and improvement, and to take the job of student cadres as their feelings and responsibilities. It reflects that college students pay more attention to the ideological and growth of student cadres, the reward is not only the baton to promote the work, the more emphasis on reward motivation, the enthusiasm of student cadres to participate in student work will decline, management performance level will also decline.

In terms of the influence of reward motivation on each dimension of management performance, female student cadres show a significant negative correlation, the student cadres in the group of sophomore show a significant positive correlation respectively, the student cadres in the group of member of the Communist Youth League of China show a significant negative correlation, the student cadres in the group of generally difficult in family economic situation show a significant negative correlation and the student cadres in the group of South China in college entrance examination students origin show a significant negative correlation. In terms of the influence of reward motivation on ideological guidance and organizational construction performance and students' growth performance, student cadres in the age group of 18-20 show a significant negative correlation. In terms of the influence of reward motivation on students' growth performance, student cadres in the age group of 21 and above show a significant negative correlation and student cadres in the agronomy group show a significant negative correlation. In terms of the influence of reward motivation on serving students' performance, student cadres in the science group show a significant negative correlation.

There is a significant positive correlation between assessment motivation and ideological guidance and organizational construction performance, serving students' performance and students' growth performance. It reflects that assessment motivation can mobilize the work enthusiasm of student cadres and make them work hard to complete the task and achieve the assessment target, and the effect of assessment motivation is obvious.

Promotion motivation also has a significant positive correlation with ideological guidance and organizational construction performance, serving students performance and students' growth performance. It reflects that there is a great correlation between students serving as student cadres and personal promotion and development. Good social evaluation, high praise from others and fast self-development are closely related to the promotion of student cadres. Therefore, the establishment of promotion motivation mechanism in line with student cadres

plays a positive role in improving the management performance of student cadres.

From the analysis of group characteristics: In terms of the influence of assessment motivation and promotion motivation on each dimension of management performance, the student cadres in the group of member of the Communist Youth League of China show a significant positive correlation, the student cadres in the group of not difficult in family economic situation show a significant positive correlation, the student cadres in the group of South China in college entrance examination students origin show a significant positive correlation and the student cadres in the group of serving as student cadres within 1 year and 1-2 years show a significant positive correlation. In terms of the influence of promotion motivation on students' growth performance, female student cadres show a significant positive correlation, and student cadres in the agronomy group show a significant positive correlation. In terms of the influence of promotion motivation on ideological guidance and organizational construction performance and students' growth performance, student cadres in the age group of 21 and above show a significant positive correlation. In terms of the influence of promotion motivation on ideological guidance and organizational construction performance and serving students' performance, student cadres in the group of senior show a significant positive correlation, department deputy and department secretary show a significant positive correlation respectively. In terms of the influence of assessment motivation on serving students' performance, student cadres in the age group of 18 to 20 years old show a significant. In terms of the influence of assessment motivation on ideological guidance and organizational construction performance, the student cadres in the group of freshman, sophomore, and junior show a significant positive correlation respectively. In terms of the influence of assessment motivation on each dimension of management performance, department secretary shows a significant positive correlation respectively.

6.2 Conclusion Analysis

Based on the sample of student cadres in South China Agricultural University who are related to animal medicine, the following conclusions are drawn.

Comparative perspective of psychological motivation factors based on three major management performance: First, from the relationship between motivation factors and ideological guidance and organizational construction performance, contribution and achievement motivation, social motivation, assessment motivation and promotion motivation are positively correlated with ideological guidance and organizational construction

performance respectively; reward motivation is negatively correlated with ideological guidance and organizational construction performance. Second, from the relationship between motivation factors and serving students' performance, contribution and achievement motivation, social motivation, assessment motivation and promotion motivation are positively correlated with serving students' performance respectively; reward motivation is negatively correlated with serving students' performance. Third, from the relationship between motivation factors and students' growth performance, contribution and achievement motivation, social motivation, assessment motivation and promotion motivation are positively correlated with students' growth performance respectively; reward motivation is negatively correlated with students' growth performance.

Comparative perspective of management performance based on the influence of psychological motivation factors: First, external motivation mainly come from institutional constraints, and then affect people's psychology and behavior. From the perspective of external motivation affecting management performance, assessment motivation and promotion motivation have positive effects on all dimensions of management performance respectively; reward motivation is negatively correlated with all dimensions of management performance. Second, internal motivation mainly comes from individual initiative and guides behavior through psychology. From the perspective of internal motivation affecting management performance, internal motivation factors have a positive impact on all dimensions of management performance.

Based on the above conclusions and the current situation of university student cadre management, the following conclusions can be further drawn.

First, ideological guidance and organizational construction are the fundamental compliance of university students' organizational constitution. Universities should adhere to the socialist direction of running schools and take moral education as the fundamental task of education. Student organizations must do a good job of political guidance to students, convey the voice and opinions of the Party to students, take the initiative to do a good job in the internal reform of the organization, and always maintain vigorous vitality. In addition to reward motivation, other external motivation and internal motivation can stimulate the enthusiasm of student cadres in ideological guidance and organizational construction. In the practice of student cadres' management, ideological guidance and organizational construction is a weak aspect. To the ideological guidance and organizational construction work, the understanding is not enough, the attention is not high, the promotion ability is insufficient, far from meeting the development needs of students and the society. In terms of system design and management measures, the

importance of university management is ranked as follows: contribution and achievement motivation (The path coefficient between contribution and achievement motivation and ideological guidance and organizational construction performance is 0.451), assessment motivation (path coefficient is 0.357), social motivation (path coefficient is 0.315) and promotion motivation (path coefficient is 0.210).

Second, serving students is the purpose of student organizations in universities, which is also an important symbol that distinguishes universities from most other social organizations. Student organizations are the mass organizations of university students which is a self-service, self-governing and self-education organization of university students. Student cadres represent the interests of students, participate in the democratic management of school affairs involving students, safeguard the legitimate rights and interests of students, and solve the contradiction between school management and students' interests through proper ways, which is the bridge of communication between schools and students. In the practice of student cadre management, the function of serving students is generally undertaken by some departments and organizations of the school, student cadres generally do not pay enough attention to serving students, and they get more happiness from the process of holding various activities. In terms of system design and management measures, the importance of university management is ranked as follows: contribution and achievement motivation (The path coefficient between contribution and achievement motivation and serving students' performance is 0.576), assessment motivation (path coefficient is 0.338), social motivation (path coefficient is 0.260) and promotion motivation (path coefficient is 0.254).

Third, students' growth is an inevitable requirement for the effectiveness of university student organization construction. Training talents is the most basic function of universities, and training builders and successors of socialism is the fundamental task of education work and the fundamental direction of education modernization. University student organization is an important position to improve students' comprehensive quality and train innovative talents. In the practice of student cadre management, students' growth is often a personal matter, and both students and student cadres need to coordinate the relationship between study, life and work, and carry on towards the goal set by themselves. Student organizations organize colorful activities to cultivate students' interests and hobbies, expand their fields of knowledge, cultivate their thoughts and sentiments, display their talents and wisdom, and promote all-round and diversified development. In terms of system design and management measures, the importance of university management is ranked as follows: contribution and achievement motivation (The path coefficient between contribution and achievement motivation and students' growth

performance is 0.388), assessment motivation (path coefficient is 0.372), social motivation (path coefficient is 0.310) and promotion motivation (path coefficient is 0.143).

Fourth, reward motivation is the problem of university student cadre management. As an important content of external motivation, reward motivation and student cadre management performance are not positively correlated or irrelevant, but negatively correlated. The path coefficients between reward motivation and ideological guidance and organizational construction performance, serving students performance and students' growth performance are -0.115, -0.083, -0.092 respectively. In other words, reward motivation has a negative impact on management performance. Student cadres will not actively engage in student work because of reward motivation, but because of the richer reward motivation, student cadres will refuse or resist to undertake work tasks, resulting in low management performance. In the practice of student cadre management, it is generally believed that we can not use remuneration to measure the efforts and gains of student cadres, and exercise ability in the work is the greatest gain. Student cadres should play an exemplary role without caring about the remuneration and without being afraid of hard work. Compared to the remuneration will make student cadres forget the original intention, become utilitarian, vulgarization, more and more far from the students.

Fifth, external motivation plays different roles in the three management performance. Assessment motivation and promotion motivation have an impact on all dimensions of management performance respectively. Both have positive effects on ideological guidance and organizational construction performance, but the impact of assessment motivation is greater than that of promotion motivation (path coefficient is 0.357 and 0.210, respectively). Both of them have positive effects on the serving students' performance, but the impact of assessment motivation is slightly greater than that of promotion motivation (path coefficient is 0.338 and 0.254, respectively). Both of them have positive effects on students' growth performance, but the impact of assessment motivation is far greater than that of promotion motivation (path coefficient is 0.372 and 0.143, respectively).

Sixth, internal motivation is an important management method to improve management performance. Contribution and achievement motivation and social motivation have an impact on all dimensions of management performance respectively. Both of them have positive effects on ideological guidance and organizational construction performance, but the impact of contribution and achievement motivation is greater than that of social motivation (path coefficient 0.451 and 0.315, respectively). Both of them have positive effects on the serving students' performance, but the impact of contribution and achievement motivation is much

greater than the impact of social motivation (path coefficient 0.576 and 0.260, respectively). Both of them have positive effects on students' growth performance, but the impact of contribution and achievement motivation and social motivation has little difference (path coefficient is 0.388 and 0.310, respectively).

6.3 Management Enlightenment

6.3.1 Deepen contribution and achievement motivation and social motivation, and enhance the core role of internal motivation

Internal motivation is a kind of inner motivation power produced by student cadres themselves. This power mainly comes from student cadre's own psychological needs, can stimulate student cadre's sense of achievement and career, so as to encourage their own hard work. It often takes a long time to implement internal motivation, but once motivation works, they have internal initiative and consciousness, not only can be effective, but also easy to last.

It is found that internal motivation has a positive impact on all dimensions of management performance. Universities need to deepen the study of internal motivation, grasp the rationality and effectiveness of motivation measures in the design of internal motivation mechanism, and give full play to the role of contribution and achievement motivation and social motivation (Chinese Ministry of Education, 2018).

First, universities need to pay attention to mental health education, cultivate student cadres' healthy psychology. The school strengthens the construction of spiritual civilization, build a full-time and part-time team to carry out physical and mental health education, guides students to have a correct understanding of righteousness and interests, group and self, success and failure, gain and loss, cultivates students' self-respect, self-confidence, rationality, peace, positive and healthy attitude, forms a positive outlook on life and develop good behavior habits.

Second, universities need to set a good example and encourage student cadres to do their jobs well. The school carries out the theme activities of commend the advanced figures, guiding student cadres to do their work well, encouraging student cadres to do volunteer service, so that student cadres can form a sense of satisfaction and fulfillment in the process of solving problems and serving others.

Third, universities need to build a platform to encourage student cadres to interact with the outside world. The school creates an atmosphere of interaction and cooperation with the outside world, and student cadres actively participate in communication with the outside world,

highlighting the initiative and leadership of student cadres, so that student cadres feel the respect and attention given by society, family, teachers and classmates, and enjoy the happiness and satisfaction in interaction with the outside world. At the same time, the student cadres can invest more time and energy, actively carry out the management service work and improve the service ability and management performance level.

6.3.2 Strengthen assessment motivation and promotion motivation, and play a guiding role of external motivation

External motivation is a kind of motivation force that affects the behavior of student cadres because of external constraints. This kind of force mainly comes from the psychological contract of student cadres serving the student organization. It can clarify the responsibilities and boundaries of student cadres, so as to motivate themselves to work according to the requirements. The implementation of external motivation needs a relatively short time, with external mandatory and binding, and the effect is also fast, but often not easy to last.

It is found that assessment motivation and promotion motivation have positive impact on all dimensions of management performance. Universities need to play a guiding role of external motivation, reflect the positive and leading nature of motivation measures in the design of external motivation mechanism, and give full play to the role of assessment motivation and promotion motivation. We can improve the evaluation system, actively explore, and perfect the whole chain mechanism of student cadre training, selection, assessment, management and use, and effectively promote systematic, standardized and scientific work.

First, universities need to give priority to their career and constantly improve the selection and appointment system of employees matching their positions, vigorously select and appoint student cadres who have the courage to take responsibility, have the courage to contribute, and are good at acting in connecting with teachers and students and solving difficulties.

Second, universities need to consolidate the source foundation, constantly improve the whole process of quality training system, cultivate student cadres from the lower grades and select student cadres from the perspective of cross-student organization through regular analysis, theoretical training, practice, tracking inspection, dynamic adjustment and other forms.

Third, universities need to strictly manage, constantly improve strict supervision and management system, timely adjust inappropriate student cadres, and form a clean and upright student organization ecology through active reporting, conversation reminders, teachers and students' reflection, research and understanding, tracking and asking for results. At the same time, the school promotes the examination and promotion to form a joint force, inspires the

spirit of student cadres to fulfill their duties and shapes the character of student cadres to take on the mission.

6.3.3 Adhere to the combination of spiritual motivation and material motivation, and weaken the negative impact of reward motivation

People have both material needs and spiritual needs, and the motivation of university student cadres must adhere to the general principle of combining material motivation with spiritual motivation. Material motivation reflects the need of people's pursuit of life, is the embodiment of people's survival instinct. we need to pay attention to the principle of moderation in policy, with appropriate material means to stimulate student cadres' desire for work and development, stimulate the sense of responsibility and ambition. Spiritual motivation is an intangible but influential means of motivation, it can stimulate students' subjective initiative through the stimulation and cultivation of students' thoughts, open the student cadre's internal motivation system, and produce lasting motivation effects.

In the process of putting into the spirit and behavior for a certain need or pursuit, the enthusiasm and initiative of student cadres are naturally generated. Universities cannot completely use work allowance, office conditions, job bonus points, learning and training opportunities as motivation to stimulate student cadres' behavior. Universities should adhere to the fundamental task of moral cultivation and should not rush to gain benefits. Any system design against the essence of education and training objectives will be ineffective, and even the effect will be the opposite direction. It is found that reward motivation has a negative impact on all dimensions of management performance, so we can consider weakening or even canceling the relevant system of reward motivation such as work allowance for student cadres.

In the process of motivation, spiritual motivation should be realized in a certain material form. Material motivation should also reflect certain spiritual significance. For example, the scholarship of student cadre is not only material motivation, but also the encouragement of advanced individual spirit and behavior. In addition to titles and certificates, the commendation of outstanding student cadres can also be accompanied by material rewards such as notebooks. Based on paying attention to spiritual motivation, giving consideration to material motivation can make motivation play a better effect; the organic combination of the two can properly mobilize the enthusiasm of student cadres.

6.3.4 Improve the pertinence and effectiveness of psychological motivation

Through the design and research of university student cadre motivation management questionnaire, the multi-dimensional motivation structure and management performance structure are formed, which reflects that the design of university student cadre motivation management mechanism should be carried out from many aspects. At present, universities more adopt the way of assessment to encourage student cadres. Therefore, we should further consider the integrity of the psychological motivation management system, improve the design of each dimension of the motivation management system, integrate various elements of external motivation and internal motivation into the system, grasp the specific action path and motivation measures of the motivation elements of each dimension, and form a more influential and effective management motivation system.

In addition, through the study of the management motivation status of different student cadre groups, it is found that different motivation factors will have different influences and form different motivation effects. Different student cadre groups differ in the effectiveness of the same management motivation mechanism and have different sensitivity to different performance factors. Universities can increase the promotion motivation of female student cadres to improve students' growth performance. In the aspect of political status, the management performance can be improved comprehensively by increasing the assessment motivation and promotion motivation of student cadres of the member of the Communist Youth League of China. In the aspect of college entrance examination students' origin and family economic situation, the management performance can be improved comprehensively by increasing the assessment motivation and promotion motivation of student cadres in South China or those who have no difficult in family economic situation. In terms of the time as a student cadre and student cadre positions, the management performance can be comprehensively improved by increasing the assessment motivation and promotion motivation of department secretary or students who have served as student cadres for less than 2 years.

Universities are generally divided into research universities, research and teaching universities, teaching and research universities, teaching universities, applied universities, high vocational school (Guan, 2018). Therefore, in the process of designing the student cadre motivation management system, universities should not only establish morality and cultivate talents, adhere to the direction of socialism with Chinese characteristics, but also promote it by classification, clarify the overall strategic orientation of school education management, and formulate the corresponding motivation management mechanism according to the orientation of the school and the goal of talent training. Universities should form different motivation mechanisms according to different motivation subjects and management objectives to ensure

that motivation management mechanisms are targeted and effective. Different groups of university student cadres need different motivation mechanisms and different management performance objectives need different motivation mechanisms.

By designing a targeted and effective motivation management system, we can mobilize the enthusiasm and initiative of student cadres. We need to always encourage student cadres in the heart of "serving the motherland", firm ideals and beliefs, implement ideological guidance, and promote organizational construction. We need to always encourage student cadres in the heart of the "serving the people", put the people in the first place, close contact with students and teachers, and constantly benefit most students. We need to encourage student cadres at all times in the heart of the "serving themselves", always abide by their duties, practice excellent skills, and take up the task of national rejuvenation.

6.4 Research deficiencies and prospects

As the sample subjects of the questionnaire survey are student cadres in South China Agricultural University who are related to animal medicine, many research conclusions are more applicable to some student cadres of relevant universities, which may lead to the lack of universality of research conclusions. Therefore, the scope of research objects can be further expanded to make the research more extensive and representative, which needs to be further studied in the later stage. In addition, there are some deficiencies in the research on the motivation management of university student cadres, which also need to be deeply analyzed and discussed through follow-up research, mainly reflected in two aspects.

First, the study on the psychological motivation factors of university student cadres needs to be further expanded. In this study, psychological motivation factors are extracted and summarized into two aspects: external motivation and internal motivation. External motivation is subdivided into three dimensions, and internal motivation is subdivided into two dimensions. Through literature, questionnaire and data analysis, factor analysis and test, the rationality, integrity, and differentiation of motivation factors are relatively accurate. However, due to the limitation of literature sources and the limited number of survey interviews, the completeness of motivation factors may not be fully considered. As the influencing factors of student cadres' enthusiasm and initiative will change with the change of social economy and living environment, the motivating factors will also change accordingly. The influencing factors of student cadres' enthusiasm and initiative will change with the change of social economy and living environment, and the motivation factors will also change accordingly. These are areas

where research needs to be improved.

Second, the performance connotation of university student cadres' management needs to be further discussed. In this study, the objective connotation and performance dimension of management are extracted and summarized into three dimensions. Through combing the student organization, student cadre and student education management, and analyzing the work tasks and assessment objectives of the management department, the connotation of management performance is mainly qualitative. However, as the educational management of student cadres is historical and contemporary, the change of social contradictions will make the main task of the management department change, and the management focus and work objectives of student cadres will also change accordingly. These are areas that need to be followed up and adjusted in time.

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**Annex A: Reliability statistics of external motivation
questionnaire**

| Cronbach's α | N of Items |
|---------------------|------------|
| .819 | 14 |

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Annex B: Split-half reliability analysis of external motivation questionnaire

| | | odd array | even array |
|------------|---------------------|-----------|------------|
| odd array | Pearson Correlation | 1 | .793** |
| | Sig.(2-tailed) | | .000 |
| even array | Pearson Correlation | .793** | 1 |
| | Sig.(2-tailed) | .000 | |

**. Correlation is significant at the 0.01 level (2-tailed).

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Annex C: KMO and Bartlett's test of external motivation questionnaire

| | | |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .830 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 1796.064 |
| | df | 105 |
| | Sig. | .000 |

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Annex D: Reliability statistics of sub-dimensions of external motivation

| Dimension | Cronbach's α | N of Items |
|-----------|---------------------|------------|
| BCJL | .880 | 5 |
| KHJL | .756 | 4 |
| JSJL | .781 | 5 |

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**Annex E: Reliability statistics of internal motivation
questionnaire**

| Cronbach's α | N of Items |
|---------------------|------------|
| .940 | 14 |

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Annex F: Split-half reliability analysis of management performance questionnaire

| | | odd array | even array |
|------------|---------------------|-----------|------------|
| odd array | Pearson Correlation | 1 | .921** |
| | Sig.(2-tailed) | | .000 |
| even array | Pearson Correlation | .921** | 1 |
| | Sig.(2-tailed) | .000 | |

** . Correlation is significant at the 0.01 level (2-tailed).

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Annex G: KMO and Bartlett's test of internal motivation questionnaire

| | | |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .940 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 2862.880 |
| | df | 91 |
| | Sig. | .000 |

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Annex H: Reliability statistics of sub-dimensions of internal motivation

| Dimension | Cronbach's α | N of Items |
|-----------|---------------------|------------|
| GXJL | .898 | 5 |
| CJL | .924 | 5 |
| GXJL和CJL | .943 | 10 |
| SJL | .803 | 4 |

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**Annex I: Reliability statistics of management performance
questionnaire**

| Cronbach's α | N of Items |
|---------------------|------------|
| .950 | 16 |

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Annex J: Split-half reliability analysis of management performance questionnaire

| | | odd array | even array |
|------------|---------------------|-----------|------------|
| odd array | Pearson Correlation | 1 | .927** |
| | Sig.(2-tailed) | | .000 |
| even array | Pearson Correlation | .927** | 1 |
| | Sig.(2-tailed) | .000 | |

** . Correlation is significant at the 0.01 level (2-tailed).

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**Annex K: KMO and Bartlett's test of management
performance questionnaire**

| | | |
|--|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .955 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 3235.390 |
| | df | 120 |
| | Sig. | .000 |

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**Annex L: Reliability statistics of sub-dimensions of
management performance**

| Dimension | Cronbach's α | N of Items |
|-------------------|---------------------|------------|
| SXYLJX | .874 | 4 |
| ZZJSJX | .875 | 4 |
| SXYLJX and ZZJSJX | .928 | 8 |
| FWTXJX | .884 | 4 |
| XSCZJX | .850 | 4 |

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Annex M: The significance of gender in the motivation dimension

| | Gender | N | Mean | Std. Deviation | F/t | T |
|------------|--------|-----|--------|----------------|-------|----------|
| assessment | male | 146 | 3.7466 | .76788 | 2.406 | -2.627** |
| motivation | female | 141 | 3.9681 | .65387 | | |

(** $P < 0.05$)

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Annex N: The significance of age in the motivation dimension

| Group | Age | N | reward motivation | assessment motivation | promotion motivation | contribution and achievement motivation | social motivation |
|------------------|----------|-----|----------------------|--------------------------|-------------------------|---|----------------------|
| 1 | below 18 | 8 | 3.5938 | 3.0000 | 3.8625 | 3.8625 | 3.4375 |
| 2 | 18-20 | 167 | 3.8802 | 3.2503 | 4.1257 | 4.1257 | 3.9386 |
| 3 | above 21 | 112 | 3.8371 | 3.3946 | 4.1375 | 4.1375 | 3.8237 |
| | Total | 287 | 3.8554 | 3.2997 | 4.1230 | 4.1230 | 3.8798 |
| F | | | 4.939** | 0.660 | 1.988 | 0.554 | 2.434 |
| Scheffe | | | 2-3 | | | | |
| Mean | | | (0.3707**) | | | | |
| Difference (I-J) | | | | | | | |

(** $P < 0.05$, *** $P < 0.001$)

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Annex O: The significance of grade in the motivation dimension

| Group | Grade | N | reward motivation | assessment motivation | promotion motivation | contribution and achievement motivation | social motivation |
|---------------------|-----------|-----|----------------------|--------------------------|-------------------------|---|----------------------|
| 1 | freshman | 82 | 2.3268 | 3.8750 | 3.3122 | 4.1317 | 3.8780 |
| 2 | sophomore | 63 | 2.7683 | 3.8333 | 3.1206 | 4.0143 | 3.8214 |
| 3 | junior | 31 | 2.2774 | 4.1694 | 3.3742 | 4.5484 | 4.3952 |
| 4 | senior | 111 | 2.8114 | 3.7658 | 3.3712 | 4.0595 | 3.7703 |
| | Total | 287 | 2.6058 | 3.8554 | 3.2997 | 4.1230 | 3.8798 |
| F | | | 5.746*** | 2.611 | 1.721 | 4.611** | 6.670*** |
| Scheffe | | | | | | 3-1 (0.4167**) | 3-1 (0.5171**) |
| Mean | | | 4-1(0.4845**) | | | 3-2 (0.5341**) | 3-2 (0.5737**) |
| Difference (I-J) | | | | | | 3-4 (0.4890**) | 3-4 (0.6250***) |

(** $P < 0.05$, *** $P < 0.001$)

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Annex P: The significance of student pool in the motivation dimension

| Group | Student pool | N | reward motivatio n | assessment motivation | promotion motivation | contribution and achievement motivation | social motivatio n |
|-----------------------------|--------------------|-----|--------------------------|--------------------------|-------------------------|---|--------------------------|
| 1 | North China | 6 | 2.2667 | 4.2083 | 3.2667 | 4.1667 | 4.3750 |
| 2 | Northeast China | 11 | 2.5455 | 3.1136 | 3.0727 | 3.5182 | 3.6591 |
| 3 | East China | 58 | 2.6172 | 4.1164 | 3.4931 | 4.3172 | 4.0647 |
| 4 | Central China | 32 | 2.6625 | 3.6875 | 3.1313 | 3.9688 | 3.5625 |
| 5 | South China | 172 | 2.5910 | 3.8445 | 3.2860 | 4.1343 | 3.8866 |
| 6 | Southwest China | 6 | 3.3333 | 3.8750 | 3.2667 | 3.8333 | 3.4167 |
| 7 | Northwest China | 2 | 1.8000 | 2.8750 | 3.0000 | 4.0500 | 4.1250 |
| | Total | 287 | 2.6058 | 3.8554 | 3.2997 | 4.1230 | 3.8798 |
| F | | | 0.909 | 4.691*** | 1.197 | 2.533** | 2.866** |
| Scheffe | | | | | | | |
| Mean Difference (I-J) | | | | 3- 2(1.0027**) | | | |

(** $P < 0.05$, *** $P < 0.001$)

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Annex Q: The significance of the time as a student cadre in the motivation dimension

| Group | Time | N | reward motivation | assessment motivation | promotion motivation | contribution and achievement motivation | social motivation |
|------------------|----------------------|-----|----------------------|--------------------------|-------------------------|---|----------------------|
| 1 | within 1 year | 142 | 2.5061 | 3.7923 | 3.3113 | 4.0289 | 3.8028 |
| 2 | 1-2 years | 89 | 2.7573 | 3.8034 | 3.2045 | 4.0764 | 3.8736 |
| 3 | 2-3 years | 28 | 2.3786 | 4.3304 | 3.5500 | 4.5000 | 4.2232 |
| 4 | 3 years and above | 28 | 2.8571 | 3.8661 | 3.2929 | 4.3714 | 3.9464 |
| | Total | 287 | 2.6058 | 3.8554 | 3.2997 | 4.1230 | 3.8798 |
| F | | | 2.302 | 4.733** | 1.601 | 4.861** | 2.801** |
| Scheffe | | | | | | | |
| Mean | | | | 3-1(0.5381**) | | | 3-1 |
| Difference (I-J) | | | | 3-2(0.5270**) | | 3-1 (0.4711**) | (0.4204**) |

(** $P < 0.05$, *** $P < 0.001$)

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Annex R: The significance of student cadre positions in the motivation dimension

| Group | position | N | reward motivation | assessment motivation | promotio n motivation | contribution and achievement motivation | social motivation |
|-----------|---------------------------|-----|----------------------|--------------------------|-----------------------------|---|----------------------|
| 1 | presidium member | 21 | 2.3619 | 4.2619 | 3.4190 | 4.6952 | 4.3452 |
| 2 | department head | 28 | 2.6500 | 3.8393 | 3.3929 | 4.3464 | 3.9911 |
| 3 | department deputy | 53 | 2.6642 | 3.8868 | 3.1811 | 4.1547 | 3.9811 |
| 4 | department secretary | 111 | 2.4649 | 3.8153 | 3.2919 | 4.0595 | 3.8378 |
| 5 | class committee member | 44 | 2.9273 | 3.8693 | 3.3364 | 4.0523 | 3.7159 |
| 6 | other cadres | 30 | 2.6820 | 3.6583 | 3.3133 | 3.7967 | 3.6667 |
| | Total | 287 | 2.6058 | 3.8554 | 3.2997 | 4.1230 | 3.8798 |
| F | | | 1.740 | 1.905 | 0.498 | 5.117*** | 3.286** |
| Scheffe | | | | | | | 1-5 (0.6293**) |
| Mean | | | | | | |) |
| Differenc | | | | | | | 1-6 |
| e (I-J) | | | | | | | (0.6785**) |

(** $P < 0.05$, *** $P < 0.001$)

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Annex S: The significance of gender or degree in the management performance dimension

| | Gender/Degree | N | Mean | Std. Deviation | F/t | T |
|--|---------------|-----|--------|----------------|-------|----------|
| ideological guidance and organizational construction | male | 146 | 4.0205 | .68466 | 0.000 | -2.853** |
| | female | 141 | 4.2460 | .65278 | | |
| serving students | male | 146 | 3.9521 | .75676 | 0.193 | -2.621** |
| | female | 141 | 4.1773 | .69664 | | |
| students' growth | male | 146 | 3.9812 | .74804 | 0.043 | -2.988** |
| | female | 141 | 4.2340 | .68283 | | |

(** $P < 0.05$, *** $P < 0.001$)

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Annex T: The significance of gender or degree in the management performance dimension

| | Gender/Degree | N | Mean | Std. Deviation | F/t | T |
|--|---------------|-----|--------|----------------|-------|---------|
| ideological guidance and organizational construction | agronomy | 169 | 4.2149 | .69342 | 1.649 | 2.524** |
| | science | 118 | 4.0117 | .63800 | | |
| students' growth | agronomy | 169 | 4.1760 | .70742 | 0.047 | 1.981** |
| | science | 118 | 4.0042 | .74463 | | |

(** $P < 0.05$, *** $P < 0.001$)

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Annex U: The significance of grade in the management performance dimension

| Group | Grade | N | ideological guidance and organizational construction | serving students | students' growth |
|------------------|-----------|-----|--|------------------|------------------|
| 1 | freshman | 82 | 4.0716 | 3.9909 | 4.0732 |
| 2 | sophomore | 63 | 4.0992 | 4.0238 | 4.1667 |
| 3 | junior | 31 | 4.6532 | 4.6855 | 4.5645 |
| 4 | senior | 111 | 4.0479 | 3.9640 | 3.9662 |
| | Total | 287 | 4.1313 | 4.0627 | 4.1054 |
| F | | | 7.421*** | 9.115*** | 5.983*** |
| Scheffed | | | 3-1(0.5816***) | 3-1(0.6946***) | 3-1(0.4913**) |
| Mean | | | 3-2(0.5540**) | 3-2(0.6617***) | 3-4(0.5983***) |
| Difference (I-J) | | | 3-4(0.6054***) | 3-4(0.7215***) | |

(** $P < 0.05$, *** $P < 0.001$)

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Annex V: The significance of political status in the management performance dimension

| Group | Political status | N | ideological guidance and organizational construction | serving students | students' growth |
|-----------------------|---|-----|--|------------------|------------------|
| 1 | member of Communist Party of China | 25 | 4.2850 | 4.2600 | 4.4400 |
| 2 | member of the Communist Youth League of China | 245 | 4.1268 | 4.0582 | 4.0908 |
| 3 | the masses | 17 | 3.9706 | 3.8382 | 3.8235 |
| | Total | 287 | 4.1313 | 4.0627 | 4.1054 |
| F | | | 1.128 | 1.705 | 4.064** |
| Scheffe | | | | | |
| Mean Difference (I-J) | | | | | 1-3(0.6165**) |

(** $P < 0.05$, *** $P < 0.001$)

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Annex W: The significance of the time as a student cadre in the management performance dimension

| Group | Time | N | ideological guidance and organizational construction | serving students | students' growth |
|------------------|-------------------|-----|--|------------------|------------------|
| 1 | within 1 year | 142 | 4.0185 | 3.9296 | 3.9806 |
| 2 | 1-2 years | 89 | 4.1580 | 4.0815 | 4.1882 |
| 3 | 2-3 years | 28 | 4.5670 | 4.4911 | 4.4464 |
| 4 | 3 years and above | 28 | 4.1830 | 4.2500 | 4.1339 |
| | Total | 287 | 4.1313 | 4.0627 | 4.1054 |
| F | | | 5.523*** | 5.602*** | 3.971** |
| Scheffe | | | | | |
| Mean | | | 3-1(0.5485***) | 3-1(0.5615**) | 3-1**(0.4660**) |
| Difference (I-J) | | | 3-2(0.4090**) | | |

(** $P < 0.05$, *** $P < 0.001$)

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Annex X: The significance of student cadre positions in the management performance dimension

| Group | position | N | ideological guidance and organizational construction | serving students | students' growth |
|------------------|------------------------|-----|--|------------------|------------------|
| 1 | presidium member | 21 | 4.7143 | 4.6667 | 4.5000 |
| 2 | department head | 28 | 4.3661 | 4.3839 | 4.2589 |
| 3 | department deputy | 53 | 4.2288 | 4.1462 | 4.1745 |
| 4 | department secretary | 111 | 3.9876 | 3.9505 | 4.0338 |
| 5 | class committee member | 44 | 4.0213 | 4.0057 | 4.1023 |
| 6 | other cadres | 30 | 4.0250 | 3.6917 | 3.8333 |
| | Total | 287 | 4.1313 | 4.0627 | 4.1054 |
| F | | | 5.835*** | 6.755*** | 2.721*** |
| Scheffe | | | 1-4(0.7267***) | 1-4(0.7162***) | |
| Mean | | | 1-5(0.6930**) | 1-5(0.6610**) | |
| Difference (I-J) | | | 1-6(0.6893**) | 1-6(0.9750***) | |
| | | | | 2-6(0.6923**) | |

(** $P < 0.05$, *** $P < 0.001$)

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Annex Y: Comparative analysis of the significance of group characteristics differences in motivation management

| Path | Gender | | Age | | |
|------|----------|-----------|----------|----------|----------|
| | male | female | below 18 | 18-20 | above 21 |
| H1A | 0.432*** | 0.463*** | - | 0.403*** | 0.552*** |
| H1B | 0.333*** | 0.310*** | 1.167 | 0.354*** | 0.248*** |
| H2A | 0.586*** | 0.606*** | - | 0.535*** | 0.581*** |
| H2B | 0.265*** | 0.231** | 1.083 | 0.332*** | 0.196** |
| H3A | 0.443*** | 0.364*** | - | 0.379*** | 0.391*** |
| H3B | 0.310*** | 0.278** | 1.583 | 0.396*** | 0.185* |
| H4A | -0.051 | -0.189*** | - | 0.494*** | 0.197** |
| H4B | 0.379*** | 0.363*** | 1.469 | 0.056 | 0.324*** |
| H4C | 0.180** | 0.223** | -0.902 | -0.081 | -0.177* |
| H5A | -0.035 | -0.162** | - | 0.511*** | 0.078 |
| H5B | 0.291*** | 0.433*** | 1.698 | 0.073 | 0.394*** |
| H5C | 0.266** | 0.248** | -0.401 | -0.125** | -0.069 |
| H6A | -0.067 | -0.106* | - | 0.540*** | 0.183* |
| H6B | 0.344*** | 0.439*** | 1.727 | 0.061 | 0.145 |
| H6C | 0.135 | 0.207** | -0.534 | -0.149** | -0.085 |

| Path | Grade | Degree |
|------|-------|--------|
|------|-------|--------|

The Psychological Motivation of Student Cadres to Participate in University Management

| | freshman | sophomore | junior | senior | agronomy | Science |
|-----|----------|-----------|---------|----------|----------|----------|
| H1A | 0.506*** | 0.349** | 0.282** | 0.490*** | 0.375*** | 0.533*** |
| H1B | 0.316** | 0.374** | 0.188 | 0.305*** | 0.332*** | 0.285*** |
| H2A | 0.645*** | 0.571*** | 0.049 | 0.574*** | 0.530*** | 0.649*** |
| H2B | 0.208* | 0.293** | 0.233 | 0.276** | 0.253*** | 0.274** |
| H3A | 0.334** | 0.566*** | 0.391** | 0.349** | 0.337*** | 0.437*** |
| H3B | 0.395** | 0.341** | 0.190 | 0.286** | 0.284*** | 0.336** |
| H4A | -0.106 | -0.162** | 0.118 | -0.074 | -0.124** | -0.143** |
| H4B | 0.506*** | 0.693*** | 0.162 | 0.178* | 0.369** | 0.309** |
| H4C | 0.080 | -0.042 | -0.083 | 0.366*** | 0.172** | 0.335*** |
| H5A | -0.023 | -0.202** | 0.093 | -0.063 | -0.071 | -0.124* |
| H5B | 0.545*** | 0.701*** | 0.008 | 0.108 | 0.346*** | 0.275** |
| H5C | 0.007 | 0.150 | -0.094 | 0.450*** | 0.236** | 0.410*** |
| H6A | 0.008 | -0.199** | -0.019 | -0.029 | -0.085* | -0.096 |
| H6B | 0.351** | 0.843*** | 0.412** | 0.214* | 0.451*** | 0.290** |
| H6C | 0.178 | 0.102 | -0.271 | 0.168 | 0.038 | 0.217** |

| Path | Political status | | | Family economic situation | | | |
|------|------------------------------------|---|------------|---------------------------|-----------|---------------------|---------------|
| | member of Communist Party of China | member of the Communist Youth League of China | the masses | very difficult | difficult | generally difficult | not difficult |
| H1A | 0.329 | 0.515*** | -2.321 | - | 0.326 | 0.511*** | 0.476*** |
| H1B | 0.766 | 0.258*** | -1.048 | - | -0.574 | 0.252** | 0.326*** |
| H2A | -0.030 | 0.640*** | -0.375 | - | 1.197 | 0.674*** | 0.583*** |
| H2B | 1.070* | 0.215*** | -0.905 | - | 0.296 | 0.160 | 0.226*** |
| H3A | -0.122 | 0.427*** | 0.536 | - | -0.775 | 0.467** | 0.386*** |
| H3B | 0.733 | 0.303*** | -0.143 | - | -0.662 | 0.204 | 0.343*** |

The Psychological Motivation of Student Cadres to Participate in University Management

| | | | | | | | |
|-----|--------|----------|--------|--------|--------|----------|----------|
| H4A | -0.487 | -0.078** | -0.282 | - | -0.209 | -0.214** | -0.081* |
| H4B | -0.308 | 0.391*** | 3.975 | - | 0.718 | 0.440** | 0.297*** |
| H4C | -0.215 | 0.192** | -2.151 | -0.469 | 0.498 | 0.189* | 0.254*** |
| H5A | -0.054 | -0.074* | 0.481 | - | -0.996 | -0.265** | -0.038 |
| H5B | -0.585 | 0.362*** | 1.308 | - | 0.153 | 0.223 | 0.312*** |
| H5C | 0.725 | 0.247*** | -0.673 | -0.417 | 0.985 | 0.290* | 0.233** |
| H6A | -0.170 | -0.087** | 0.343 | - | 0.599 | -0.237** | -0.072 |
| H6B | 1.432 | 0.409*** | -0.543 | - | 0.547 | 0.555** | 0.356*** |
| H6C | 0.465 | 0.132* | 0.349 | -0.208 | -0.689 | 0.027 | 0.160** |

| Path | College entrance examination students' origin (Student pool) | | | | | Time as a student cadre | | | |
|------|--|-----------------|------------|---------------|-------------|-------------------------|-----------|-----------|-------------------|
| | North China | Northeast China | East China | Central China | South China | within 1 year | 1-2 years | 2-3 years | 3 years and above |
| H1A | - | 0.983 | 0.270* | 0.577** | 0.562*** | 0.406*** | 0.565*** | -0.077 | 0.835** |
| H1B | - | - | 0.331** | 0.057 | 0.229*** | 0.322*** | 0.268** | -0.084 | 0.243 |
| H2A | - | 0.804 | 0.609*** | 0.205 | 0.706*** | 0.622*** | 0.659*** | -0.006 | 0.578 |
| H2B | - | - | 0.006 | 0.644** | 0.175** | 0.185** | 0.266** | 0.089 | 0.092 |
| H3A | - | 0.804 | 0.235 | 0.047 | 0.519*** | 0.340*** | 0.586*** | 0.030 | 0.634 |
| H3B | - | - | 0.077 | 0.675* | 0.236** | 0.342*** | 0.272** | -0.145 | -0.117 |
| H4A | - | - | -0.075 | -0.079 | -0.100* | -0.094* | -0.121* | 0.190* | 0.011 |
| H4B | - | - | 0.176 | 0.265 | 0.389*** | 0.375*** | 0.385** | 0.005 | 0.390 |
| H4C | 0.437 | 0.052 | 0.227 | 0.082 | 0.209** | 0.192** | 0.227* | -0.187* | 0.244 |
| H5A | - | - | -0.023 | -0.218 | -0.119* | -0.060 | -0.116 | -0.123 | 0.375** |
| H5B | - | - | 0.240 | 0.619** | 0.382*** | 0.309*** | 0.468** | -0.142 | 0.089 |
| H5C | 0.375 | 0.312 | 0.165 | -0.160 | 0.286*** | 0.226** | 0.252** | 0.206* | 0.018 |
| H6A | - | - | -0.174 | 0.078 | -0.090** | -0.071 | -0.144* | -0.009 | 0.305* |

The Psychological Motivation of Student Cadres to Participate in University Management

| | | | | | | | | | |
|-----|-------|---|--------|-------|----------|---------|----------|--------|---------|
| H6B | - | - | 0.267 | 0.360 | 0.402*** | 0.263** | 0.703*** | -0.048 | 0.572** |
| H6C | 0.500 | - | -0.092 | 0.186 | 0.147* | 0.174* | 0.013 | 0.040 | -0.282 |

| Path | The position of student cadre | | | | | |
|------|-------------------------------|-----------------|-------------------|----------------------|------------------------|--------------|
| | presidium member | department head | department deputy | department secretary | class committee member | other cadres |
| H1A | 0.381 | 0.552** | 0.676*** | 0.444*** | 0.475** | 0.081 |
| H1B | 0.420* | 0.078 | 0.179 | 0.316*** | 0.386** | 0.737** |
| H2A | 0.118 | 0.449 | 0.770*** | 0.571*** | 0.290 | 0.733** |
| H2B | -0.065 | 0.596** | 0.208 | 0.201** | 0.573** | 0.400 |
| H3A | -0.503 | 0.584 | 0.799*** | 0.179 | 0.109 | 0.318 |
| H3B | -0.333 | 0.394 | 0.139 | 0.351** | 0.573** | 0.498 |
| H4A | 0.203 | -0.049 | -0.137 | -0.140** | 0.022 | 0.041 |
| H4B | -0.168 | 0.226 | 0.292 | 0.362*** | 0.359* | 0.956** |
| H4C | 0.095 | 0.191 | 0.349* | 0.159* | 0.139 | -0.155 |
| H5A | 0.254 | 0.031 | -0.174* | -0.080 | 0.031 | -0.058 |
| H5B | 0.006 | 0.348 | 0.402* | 0.356*** | 0.269 | 0.578 |
| H5C | -0.317 | 0.299 | 0.373* | 0.183** | 0.209 | 0.390 |
| H6A | -0.164 | -0.094 | -0.121 | -0.069 | -0.031 | 0.072 |
| H6B | 0.118 | 0.735* | 0.601** | 0.207* | 0.337* | 0.661 |
| H6C | -0.369* | 0.042 | 0.188 | 0.013 | 0.240 | -0.107 |

(* $P < 0.1$, ** $P < 0.05$, *** $P < 0.001$)