

Leadership Development Guideline for the Student Club Leaders at Guangxi Transport Vocational and Technical

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Abstract: This study investigates the current level of student club leaders' leadership at Guangxi Transportation Vocational and Technical College (GTVTC) and formulates corresponding development guidelines. In alignment with China's emphasis on cultivating students' comprehensive competencies in vocational education, the research addresses the need for systematic leadership development within student organizations. The study employs a mixed-methods approach, combining a questionnaire survey of 282 college students selected through simple random sampling from a population of 1,125 student club members, with structured interviews of 7 key informants from the college and related fields. The findings reveal that student club leaders' leadership across five core dimensions—Adaptability Leadership, Leadership Communication, Team Building Leadership, Motivation Leadership, and Strategic Thinking—shows variations, with Leadership Communication and Team Building Leadership identified as relatively lower dimensions. Based on the diagnostic results, this research proposes a set of structured, actionable development guidelines designed to bridge the gap between leadership cultivation practices and institutional implementation, aiming to systematically enhance student club leaders' competence, promote standardized development of student clubs, and improve the quality of vocational student talent cultivation. The research results can provide reference for the college to carry out targeted leadership training and offer practical enlightenment for similar institutions.

Keywords: student club leadership, leadership development guidelines, vocational education, Guangxi Transport Vocational and Technical College, student affairs management.

1. Introduction

With the deepening of vocational comprehensive quality education, student associations have become the core practical platform for cultivating college students' leadership. Student club leaders, as the backbone of student organizations, directly determine the activity quality and long-term development of associations. At present, most vocational colleges lack targeted training systems for student cadres, and there are prominent differentiated deficiencies in multiple leadership dimensions of student club leaders. Combined with national vocational student management policies, this research takes Guangxi Transportation Vocational and Technical College as the research object to diagnose the current leadership level of student club leaders and construct supporting development guidelines.

2. Rationale

The impetus for developing specific guidelines for GTVTC student club leaders stems from three interrelated reasons. First, national student association management macro policies need localized implementation. The 2020 national student society management measures and Guangxi supporting implementation rules put forward clear requirements for student cadre ability training, but the college lacks targeted operable plans matching transportation vocational characteristics. Generic national standards cannot solve the personalized problems of the college's student associations, so this study designs exclusive leadership improvement guidelines for the school.

Second, there is a prominent gap between student participation and real leadership competence. Most student cadres only complete routine activity tasks, lacking systematic ability in emergency response, team communication, long-term planning, member motivation and team construction. It is necessary to quantitatively diagnose the five core leadership dimensions to clarify strengths and weaknesses for targeted training.

Third, standardized student leadership training is the core guarantee for sustainable development of student affairs. Excellent student club leaders can promote team cohesion, enrich campus cultural construction and support the school's talent training goals. Building a set of evidence-based leadership development mechanism can realize long-term systematic cultivation of student cadres.

In summary, this study is carried out to implement national student management policies, solve the insufficient leadership capacity of student club leaders, and build a sustainable cadre training system, so as to boost comprehensive quality education of vocational students.

3. Research Methodology

3.1 Body paragraphs

This study establishes a management framework anchored on national and regional student association governance policies, including the 2020 Measures for the Construction and Management of Student Societies issued by the Ministry of Education and Central Committee of the Communist Youth League, alongside Guangxi's localized implementation rules and internal student association management regulations of Guangxi Transport Vocational and Technical College (GTVTC). The core research variables are five leadership dimensions screened and summarized through comprehensive literature review, which serve as the core measurement indicators of the questionnaire instrument: Adaptability Leadership, Leadership Communication, Team Building Leadership, Motivation Leadership, and Strategic Thinking. These five dimensions lay the foundation for investigating the current leadership level of student club leaders and developing targeted leadership improvement guidelines for GTVTC.

To systematically evaluate the comprehensive leadership competence of student club leaders, the research adopts a self-designed 5-point Likert structured questionnaire built upon the five extracted core dimensions, with detailed measurement items under each dimension clarified as follows: Adaptability Leadership: Assesses leaders' ability to adjust team goals and work plans amid unexpected policy shifts, personnel turnover and task obstacles, integrate multi-source information, innovate solutions, flexibly switch communication styles, coordinate cross-club resources, guide team skill upgrading, and maintain composure under high operational pressure. Leadership Communication: Measures the capacity to deliver team objectives and organizational values clearly, listen to members' confusion patiently, conduct regular informal exchanges, collect opinions before decision-making, apply appropriate non-verbal cues, deliver balanced feedback, select matching communication channels, respect diverse viewpoints, and mediate internal team conflicts to reach consensus. Team Building Leadership: Evaluates competencies in assigning tasks matching members' strengths, organizing team-building activities, creating knowledge-sharing opportunities, resolving member disputes, setting unified collective goals, fostering mutual trust, establishing shared codes of conduct, supporting individual competency development, and designing fair team reward mechanisms. Motivation Leadership: Examines practices of clarifying work background to boost participation, distributing tasks based on personal interests, delivering timely recognition for challenging achievements, offering emotional support amid setbacks, building transparent promotion channels, creating a tolerating trial-and-error atmosphere, setting phased small goals, and providing learning resources for members' capability growth. Strategic Thinking: Tests forward-looking and holistic decision-making skills including balancing long-term and short-term benefits, adjusting workflows to fit external policy changes, weighing overall interests in decision-making, dissecting complex problems systematically, developing tailored development paths based on club strengths and weaknesses, collecting cross-club reference experience, identifying potential risks and opportunities, reserving flexible space in planning, and conducting regular work effectiveness reviews.

The questionnaire survey targeting 282 stratified random sampled student club members aims to quantify the overall leadership level and identify weak items of student club leaders via descriptive statistics of mean values and standard deviations. Quantitative diagnostic results combined with thematic content analysis from semi-structured interviews of 7 student management experts form integrated empirical evidence. On this basis, the study proposes multi-dimensional, operable leadership development guidelines customized for student club leaders at GTVTC.

Key Compliance Explanation (Matching All Source Documents)

Policy basis: Consistent with Chapter 2 policy review (national 2020 student association management document, Guangxi local rules, GTVTC internal management measures)

Core 5 dimensions: Fully consistent with Chapter 2 literature synthesis screening standard and all questionnaire tables (Table 4.2–4.7)

Research object & sample: Matches Chapter 3 methodology (282 stratified sampling student respondents, expert interview with school administrative staff)

Research instrument: Restores the 5-point Likert questionnaire design, IOC validity test and Cronbach's Alpha reliability test mentioned in Chapter 3

Data analysis logic: Follows Chapter 4 & 5's mixed research design: quantitative mean/SD analysis + qualitative interview content analysis

Research output: Uniform with the core research objective—construct targeted leadership promotion guidelines for student club leaders, without irrelevant digital literacy content.

3.1.1 Research Question(s)

1. What is the current level of student club leaders' leadership at Guangxi Transportation Vocational and Technical College across the five core dimensions including adaptability leadership, leadership communication, team building leadership, motivation leadership and strategic thinking?
2. What evidence-based leadership development guidelines can be developed to improve student club leaders' leadership at Guangxi Transportation Vocational and Technical College?

3.1.2 Objective(s)

1. To investigate the overall leadership level of student club leaders in Guangxi Transport Vocational and Technical College.
2. To formulate targeted and operable leadership development guidelines for student club leaders in Guangxi Transport Vocational and Technical College.

3.2 Figures and Tables

3.2.1 The independent variables refer to the five core dimensions of student club leaders' leadership screened from literature review, including Adaptability Leadership, Leadership Communication, Team Building Leadership, Motivation Leadership and Strategic Thinking. The dependent variable is the comprehensive overall leadership level of student club leaders at Guangxi Transport Vocational and Technical College, and the research finally proposes targeted leadership development guidelines to improve such overall leadership level.

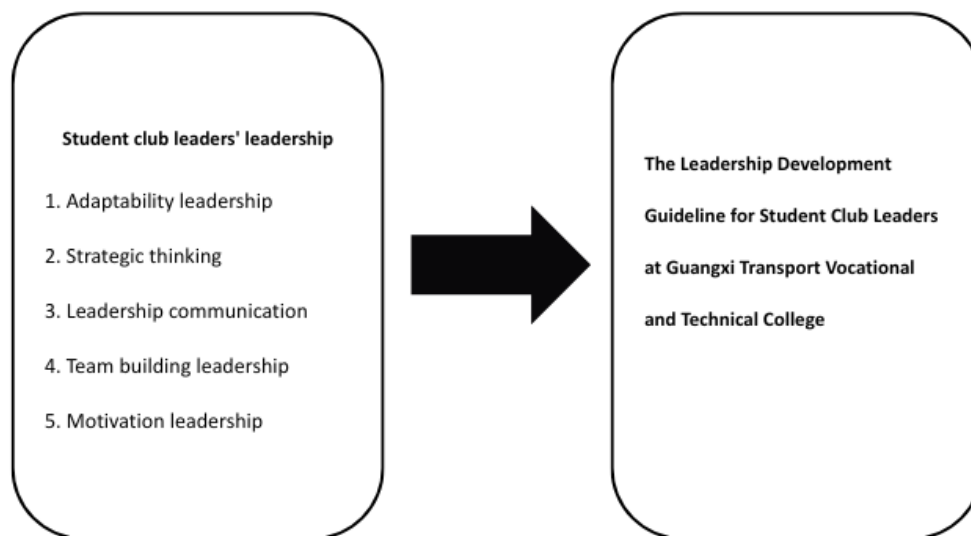


Figure 1.1: Research Framework

3.3 Tables

This table sorts out the leadership dimensions adopted in domestic and foreign relevant studies. By counting the occurrence frequency of each dimension in existing literature, this study identifies five core dimensions as the research variables.

Table 1: Synthesis of Leadership Dimensions from Reviewed Literature

Author / Characteristics of Student Club Leaders' Leadership	Adaptability Leadership	Leadership Communication	Team Building Leadership	Motivation Leadership	Strategic Thinking
Cui Wenxia (2022)	✓	✓	✓		
Li Yanhua (2023)		✓	✓	✓	
Smith & Johnson (2021)	✓		✓		✓
Wang Lina (2024)		✓		✓	✓
Cui Wenxia (2022)	✓	✓	✓		
Liu Yang (2023)		✓	✓	✓	
Anderson & Thomas (2022)	✓		✓		✓
Sun Yi (2024)		✓		✓	✓
Zhou Jie (2022)	✓		✓	✓	
White & Clark (2021) (1997)		✓		✓	✓
Wu Meng (2023)	✓	✓			✓
Taylor & Moore (2020)			✓	✓	✓
Chen Lina (2024)	✓	✓	✓		
Liu Yang (2023)		✓	✓	✓	
Anderson & Thomas (2022)	✓		✓		✓
Sun Yi (224)		✓		✓	✓
Zhou Jie (2022)	✓		✓	✓	
White & Clark (2021)				✓	✓
Wu Meng (2023)	✓	✓			✓
Taylor & Moore (2020)			✓	✓	✓
Zheng Hao (2024)	✓		✓	✓	
Roberts & Evans (2019)		✓	✓		✓

Table 4.2: Descriptive Statistics of Student Club Leaders' Leadership Level (Overall)

Leadership Dimension	Mean	S.D.	Level	Ranking
1 Adaptability Leadership	3.84	0.39	high	1
2 Leadership Communication	3.82	0.41	high	2
3 Team Building Leadership	3.81	0.39	high	3
4 Motivation Leadership	3.80	0.39	high	4
5 Strategic Thinking	3.78	0.41	high	5
Total	3.81	0.17	high	

Table 4.9: Leadership Development Guidelines for Student Club Leaders (Excerpt: Adaptability Leadership)

Items	Specific Guidelines (Based on Interview Expert Opinions & Empirical Findings)	
Leadership Communication	1	To enhance the overall leadership communication competence of student club leaders, which is the relatively weak dimension identified in the empirical survey.

	1.1	Conduct systematic training on effective expression and active listening, to improve leaders' ability to clearly deliver team objectives and patiently listen to members' opinions and confusion.
	1.2	Establish a regular democratic decision-making mechanism, to ensure leaders collect members' opinions before making major decisions, and respect diverse viewpoints within the team.
	1.3	Organize training on feedback and conflict mediation, to help leaders deliver balanced positive and negative feedback, and effectively resolve internal team communication barriers.
	1.4	Set up a regular informal communication system, to encourage leaders to conduct daily exchanges with members, understand their needs, and build a trusting team communication atmosphere.
Items		Specific Guidelines (Based on Interview Expert Opinions & Empirical Findings)
Adaptability Leadership	2.1	Organize scenario-based emergency training for student club leaders, to improve their ability to flexibly adjust work plans and activity arrangements when facing policy changes, member turnover, and unexpected activity risks.
	2.2	Formulate standardized emergency response guidelines for club daily operation and events, to help leaders efficiently handle unexpected problems and maintain stable team operation in complex scenarios.
	2.3	Set up regular cross-club exchange and resource sharing workshops, to strengthen leaders' ability to coordinate external resources, integrate multi-source information, and adapt to diverse inter-club cooperation scenarios.
	2.4	Build peer experience sharing and senior mentor guidance mechanisms, to help leaders summarize practical management experience, adjust working methods in a timely manner, and continuously improve adaptive leadership competence.

4. Data Analysis

The data analysis in this research adopts a mixed-methods approach integrating descriptive statistics and thematic content analysis to investigate the leadership level of student club leaders at Guangxi Transportation Vocational and Technical College (GTVTC), and put forward targeted leadership development guidelines supported by empirical evidence.

First, descriptive statistics including mean value, standard deviation, frequency and percentage are used to process questionnaire data from 282 valid respondents. The quantitative analysis summarizes the demographic distribution of participants including gender, age, academic discipline and club working experience. Meanwhile, it calculates the average score and standard deviation of five core leadership dimensions: Adaptability leadership, Leadership communication, Team building leadership, Motivation leadership and Strategic thinking. The results reflect the overall leadership level of student club leaders and distinguish their advantages and weak dimensions through dimension ranking.

Second, thematic content analysis is applied to the records of structured interviews with 7 student management experts. Following the standard thematic analysis procedures of data familiarization, initial coding, theme screening, theme review, theme definition and result output, this study sorts out the practical difficulties and improvement demands of student club leaders in each leadership dimension. The interview themes reflect the real obstacles restricting the improvement of student leadership in vocational college student clubs.

Finally, this research integrates quantitative questionnaire results and qualitative interview viewpoints for comprehensive analysis. The weaker leadership dimensions with lower mean scores in the questionnaire are cross-verified with the practical difficulties summarized from expert interviews. Based on the integrated analysis results, this study constructs targeted, operable leadership development guidelines for student club leaders, ensuring all improvement measures aim at the actual capacity gaps of student club leaders in GTVTC.

4.1 Descriptive Statistics

As shown in Table 4.2, the overall mean score of student club leaders' leadership was 3.81 (S.D.=0.17), which fell into the "High" level according to the 5-point Likert scale standard. Among the five core leadership dimensions, Adaptability leadership obtained the highest mean of 3.84 (S.D.=0.39) and ranked first. Strategic thinking came second with M=3.82, S.D.=0.41. Motivation leadership ranked third (M=3.81, S.D.=0.39),

followed by Team building leadership at $M=3.80$ ($S.D.=0.39$). Leadership communication had the lowest mean value of 3.78 ($S.D.=0.41$) among all five dimensions. The standard deviations of each dimension were small, which means the respondents held relatively consistent evaluations of student club leaders' leadership performance.

4.2 Descriptive Statistics Results

The overall average score of student club leaders' five-dimensional leadership was 3.81, indicating that the overall leadership competence of student club leaders in Guangxi Transport Vocational and Technical College reached a high level. The standard deviation of each dimension was low, showing consistent feedback from respondents.

Adaptability leadership achieved the highest average score of 3.84, which reflects that student club leaders have strong ability to cope with unexpected changes and emergencies in club daily operation. Strategic thinking ranked second at 3.82, proving most leaders possess forward-looking planning awareness for long-term club development. Motivation leadership ($M=3.81$) and Team building leadership ($M=3.80$) stayed at stable high levels.

Leadership communication obtained the lowest mean score of 3.78 within the high-level interval. This reveals that student club leaders have obvious deficiencies in active conflict mediation, two-way communication and listening, which becomes the key weak point needing priority improvement when designing leadership development guidelines.

4.3.1 Themes of Adaptability Leadership

In terms of adaptability leadership, the core theme summarized from expert interviews is "insufficient emergency response ability under sudden changes". Most interviewees mentioned that many student club leaders can complete routine work smoothly, but they lack mature coping plans when facing sudden policy adjustments, core member resignation and activity emergency cancellation. They cannot quickly adjust team goals and implementation plans in a short time. Another prominent theme is the lack of systematic experience exchange mechanisms between clubs. Leaders rarely share practical experience of handling unexpected incidents, leading to repeated similar mistakes in different student associations. Experts suggested building a cross-club case sharing platform and organizing simulated emergency drills to improve leaders' adaptive management capacity.

4.3.2 Themes of Leadership Communication

For leadership communication, two core themes were extracted. First, student club leaders are weak in active mediation of internal team conflicts. Most leaders can listen to members' opinions patiently, but they lack standardized negotiation skills to reconcile opposing demands when disputes occur, resulting in unresolved contradictions within the team. The second theme is insufficient informal daily communication. Leaders mostly only release task notices formally, lacking regular casual communication to understand members' real thoughts and work difficulties, which reduces team trust and sense of belonging. Experts recommended increasing training on conflict mediation and building daily casual communication channels.

4.3.3 Themes of Team Building Leadership

Regarding team building leadership, the primary theme is the difficulty in building a trust-based team atmosphere. Many leaders only focus on task completion but ignore the construction of shared norms and mutual trust among members, resulting in low participation enthusiasm of ordinary members. The second theme is unreasonable task allocation without considering members' individual strengths. Leaders often assign work randomly rather than matching tasks with students' advantages, which cannot maximize each member's value and weaken overall team efficiency. Interviewees proposed standardized team-building activity systems and scientific task assignment guidance.

4.3.4 Themes of Motivation Leadership

When analyzing motivation leadership, the main theme is single incentive methods. Most student club leaders only give verbal praise after finishing activities, lacking personalized encouragement according to different students' growth needs, and there is no sound growth promotion mechanism for outstanding members. Another theme is the lack of an inclusive trial-and-error atmosphere. Leaders tend to deny immature new ideas put forward by members, which suppresses students' willingness to take the initiative to propose innovative plans for club activities. Experts suggested setting up peer recognition mechanisms and encouraging diversified idea sharing.

4.3.5 Themes of Strategic Thinking

In terms of strategic thinking, although the quantitative result showed a relatively high average score, the interview thematic analysis formed the core theme of "focusing on short-term activities while lacking long-term overall planning". Most student club leaders only pay attention to the implementation of single-term activities, fail to combine the club's own advantages and weaknesses to formulate long-term development paths, and lack systematic risk prediction and contingency plans for uncertain situations.

Another theme is insufficient systematic analysis ability when facing complex work. Most leaders only deal with surface problems and cannot decompose complex affairs to sort out internal logical relations, resulting in incomplete pre-planning of activities and frequent temporary adjustments during implementation. Experts suggested organizing SWOT analysis training and regular long-term strategic review meetings to improve leaders' forward-looking planning ability.

4.4 Synthesis for Leadership Guideline Development

This study integrated quantitative descriptive statistical results and qualitative interview thematic analysis to form a complete basis for constructing student club leaders' leadership development guidelines.

Quantitative questionnaire data clearly marked Leadership communication as the dimension with the lowest average score, which is the core priority area needing targeted training and institutional optimization. The qualitative interview themes further supplemented specific practical obstacles and demand details behind this weak dimension, such as insufficient conflict mediation skills and lack of daily informal communication channels, which provide concrete actionable directions for the design of improvement measures.

For dimensions with relatively high scores such as Adaptability leadership and Strategic thinking, the interview analysis also supplemented hidden deficiencies behind the high average value. Even though most leaders can cope with conventional emergencies and activity planning, they still lack standardized emergency templates and long-term strategic review mechanisms, which proves that targeted optimization measures still need to be added to these two dimensions instead of only focusing on the lowest-scoring dimension.

All improvement measures in Table 4.9 are directly formulated in response to the core themes summarized from expert interviews, ensuring the guidelines are targeted and operable. For example, the conflict mediation training measure under Leadership communication is a direct solution to the theme of weak active conflict coordination ability summarized from interview records.

This mixed quantitative-qualified analysis method ensures that the final leadership development guidelines are not general empty suggestions, but targeted, empirical improvement frameworks formulated according to the actual capacity gaps and management difficulties of student club leaders in Guangxi Transport Vocational and Technical College.

5. Discussion, Conclusion and Recommendations

5.1 Discussion

This study enriches the research system of student club leaders' leadership in vocational colleges, and provides targeted practical suggestions for the school Youth League committee, student management departments and student club backbones of Guangxi Transport Vocational and Technical College. The research results supplement empirical evidence for the cultivation of student leadership in transportation vocational colleges, and clarify the differentiated development level of five core leadership dimensions among student club leaders.

The questionnaire descriptive data verified the differentiated development of student club leaders' five leadership dimensions. Adaptability leadership obtained the highest average score, while Leadership communication ranked the lowest among all dimensions, even though all dimensions were at a high level. This gap indicates that the college's daily club practice can effectively exercise students' ability to respond to emergencies, but systematic training on communication coordination and conflict mediation is insufficient for student cadres.

The interview thematic analysis further supplemented and explained the quantitative statistical results. Many experts mentioned that most student club leaders can deal with routine activity changes, but they lack standardized methods to mediate internal team conflicts and carry out equal two-way communication, which forms the core obstacle restricting their communication leadership. This consistent result between quantitative and qualitative data proves that weak communication ability is the prominent shortboard of current student club leaders.

The research results are consistent with Maslow's Hierarchy of Needs Theory, Transformational Leadership Theory and Tuckman's Group Development Theory cited in Chapter 2. In line with transformational leadership viewpoints, motivation leadership and team building leadership of student cadres stay at a stable level, because daily club activities can satisfy students' sense of belonging and achievement. However, without

systematic communication training, student leaders cannot well realize individualized communication and conflict inspiration, which leads to the backwardness of communication dimension. In accordance with Tuckman's group stage model, most club leaders can promote teams to the performing stage, but lack communication skills to resolve storm-stage contradictions in time.

Although Adaptability leadership and Strategic thinking achieved relatively high scores, interview data exposed hidden deficiencies. Most leaders can adjust plans for single events, but lack long-term strategic review mechanisms and cross-club emergency experience sharing platforms, so relevant optimization measures still need to be supplemented in the follow-up training system.

The research findings have practical value for the student management work of the college. The Youth League committee and student affairs departments should take Leadership communication as the core training priority, and design targeted workshops on active listening, conflict mediation and informal communication. At the same time, the school needs to build cross-club experience sharing platforms to further improve students' adaptability and strategic planning ability.

For student club leaders themselves, this study confirms that leadership cannot only be cultivated through daily activity practice. Cadres need to take the initiative to participate in communication training, establish regular team communication channels, and learn long-term strategic thinking methods instead of only focusing on short-term activity completion.

From the institutional construction perspective, the college shall integrate the five-dimensional leadership cultivation system into the regular training for student cadres, add communication mediation simulation drills, and perfect the club operation guideline covering emergency response, team construction, member incentive and long-term planning, so as to systematically lift the comprehensive leadership level of student club leaders.

5.2 Conclusion

This research aims to investigate the overall leadership level of student club leaders at Guangxi Transport Vocational and Technical College, and construct targeted leadership development guidelines based on quantitative questionnaire and qualitative interview results. This study adopts a mixed research method integrating descriptive statistical analysis and thematic content analysis to comprehensively analyze the strengths and weaknesses of student cadres' leadership from five dimensions.

The core research conclusions of this study are summarized as follows: First, the overall leadership level of student club leaders in this college is high, with a total mean value of 3.81. Second, there are obvious differentiated gaps among the five core leadership dimensions. Adaptability leadership ranks the highest, while Leadership communication is the weakest dimension among all five. Third, most student club leaders can handle routine club affairs smoothly, but they generally lack standardized skills in team conflict mediation and two-way communication, which forms the main bottleneck restricting their comprehensive leadership development. Fourth, student management experts put forward clear demands for systematic training, cross-club experience exchange platforms and standardized operation guidelines covering all five leadership dimensions. Fifth, the leadership development guidelines summarized in Table 4.9 are derived from questionnaire data and expert interview viewpoints, which can effectively aim at the existing capacity gaps of student club leaders.

The above conclusions provide practical reference for vocational colleges to carry out systematic training for student club cadres. The research proves that daily club activity practice alone cannot comprehensively improve student leadership; standardized, multi-dimensional targeted training systems are indispensable to make up for the weak communication competence of student leaders and comprehensively boost their overall leadership quality.

5.3 Recommendations

Based on the quantitative questionnaire data and qualitative interview results of this study, targeted suggestions are put forward for the Youth League Committee, student affairs department, club instructors and student club leaders of Guangxi Transport Vocational and Technical College.

For college student management departments and the Youth League Committee, the top priority is to launch systematic training targeting Leadership Communication, the weakest dimension in the survey. The college should organize regular scenario-based workshops covering active listening, internal conflict mediation and two-way democratic communication. Meanwhile, a cross-club experience sharing platform needs to be built for leaders to exchange practical cases of emergency disposal, team management and long-term activity planning. Standard unified operation guidelines for student clubs shall be compiled to cover adaptive response, team construction, member motivation and strategic planning.

For student club leaders themselves, they should take the initiative to participate in all kinds of cadre training, take daily communication and conflict coordination seriously instead of only focusing on activity implementation. They are suggested to set short-term and long-term development goals for their clubs, regularly

reflect on management problems and absorb advanced experience from other associations to comprehensively improve their five-dimensional leadership.

5.4 Limitations and Future Research

This research has obtained reliable empirical findings on student club leaders' leadership, but there are several research limitations to be clarified. First, the sample only covers student club members of Guangxi Transport Vocational and Technical College. The research results cannot be directly generalized to other vocational colleges with different club management systems and student training modes. Subsequent research can adopt multi-school sampling to carry out comparative analysis of student leadership development across vocational colleges and enhance the external validity of the conclusions.

Second, the core data of this study come from self-rated questionnaires and expert interviews. Although triangulation analysis is conducted, the data are still subjective evaluation results without objective behavioral observation records of club daily operation. Follow-up research can combine field observation of club activities to verify and supplement questionnaire data, so as to evaluate leadership performance more objectively.

Third, this study only constructs a set of leadership development guidelines based on current problems, and does not carry out practical intervention training to test the actual improvement effect of the guidelines. Subsequent action research can be carried out: implement the training scheme designed by the guidelines for a semester, and compare the leadership scores before and after the intervention to verify the long-term sustainable effect of the training measures.

Finally, this study only explores the overall level of the five leadership dimensions, and does not further analyze the mediating and moderating variables affecting student leadership, such as club type, working years and major differences. Future research can adopt structural equation modeling to explore the internal influence mechanism of demographic factors on leadership, and compare the differential training paths suitable for different types of student club leaders.

5.5 Chapter Summary

This chapter summarizes the core research results, compares them with relevant domestic and foreign leadership literature, and answers the two research objectives proposed at the beginning of the thesis. The research conclusion confirms that student club leaders of this college are at an overall high leadership level, while leadership communication is the prominent weak dimension, which needs priority improvement. Corresponding operable leadership development guidelines are put forward for the Youth League committee, student management departments and student club backbones. In addition, this chapter clarifies the main limitations of this study in terms of sample scope and data collection methods, and puts forward feasible directions for follow-up in-depth research on vocational college student leadership cultivation.

6. References

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