Construction of Student Cadres Competency Assessment System in Universities and Colleges Based on Structural Equation Model in the New Era of China

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Abstract. Objective: To analyze the competency characteristics of student cadres, derive a model of the competency of student cadres in the new era, test the model before, and provide new ideas for the assessment of the competency of student cadres in colleges and universities. Methods: Based on the documentary analysis and the survey on the elements of competency characteristics, the study initially derived the competency characteristics of student cadres in the new era and conducted EFA to verify the data obtained by the questionnaire survey method, and also constructed the student cadres competency model with the help of R for CFA. Results: The student cadres competency model includes 7 dimensions and 31 measurable indicators consisting of professional ethics, political cultivation, professional knowledge, business ability, management skills, social skills, and personality traits. The overall Cronbach’s alpha of the questionnaire was 0.912, and the fitted indicators of the model were: χ²/df=1.03<3, NFI=0.917>0.9, RMSE=0.010<0.05, GFI=0.916>0.9, thus the model fitting effect was ideal. Conclusion: The constructed student cadre competency model has satisfactory fitting results and can provide quality standards and assessment basis for the selection of student cadres.

Keywords: New Era of China, Structural Equation Model (SEM), Competency Assessment, Higher Education

1. Introduction

Said President Xi Jinping in the Speech at Commemorating the 100th Anniversary of the May Fourth Movement Meeting in 2019, “In the current era, updating of knowledge is accelerating, division of labor is increasingly refined, and new technologies and patterns abound.” The youth have the ability and necessity to show their talents and rise to prominence on the vast world stage. At the same time, the world set higher requirements for their abilities and qualities, however. Student cadre of universities and colleges are supposed to demand themselves with higher standards and make effort to broaden themselves under such a background. Therefore, assessment of student cadres’ competency is of much importance overall.

Our research is based on the social background of the New Era of China and the structural equation model, and studies the competency of student cadres in universities and colleges, then we systematically construct the competency model and test it. Based on the model constructed, the student cadre competency assessment system can select and evaluate student cadres reasonably, make the election of student cadres and future work more efficient, have a deeper and targeted understanding of student cadre ability, and make the student work more efficiently.

2. Related Notion

2.1. Structural Equation Model (SEM)

Structural Equation Model is a research methodology based on statistical analysis techniques that can be used to deal with the investigation and analysis of complex multivariate research data. One of
the important aspects of structural equation modeling is its ability to estimate complex independent or dependent variable prediction models along with the estimation of latent variables. Structural equation models generally include unmeasured endogenous latent variables as well as measurable exogenous latent variables. Structural equation modeling can replace multiple regression, pass-through analysis, factor analysis, and analysis of covariance to analyze the role of individual indicators on the aggregate and the interrelationships among individual indicators.

2.2. Competency Model

Competency model is a framework for defining the skill and knowledge requirements of a job. It is a collection of competencies that jointly define successful job performance. Various kinds of competency models are widely used in business for defining and assessing competencies within organizations in both hard and soft skills. They represent a key component of recruitment and hiring, as well as talent and performance management activities of HR departments.

Competency assessments often help form the basis for training programs and learning content, both formal and informal. Competency model can be used for targeted training of incumbent staff, especially student cadres in our research, as well as for effective screening of potentially competent individuals, which helps to efficiently select employees and student cadres.

3. Research Method

3.1. Texture Analysis

We review a large number of papers on student cadres’ competency characteristics and competency model and combine the expectations and requirements of President Xi Jinping for contemporary university and college students in the New Era. Then, a total of 7 student cadre competency characteristics and 31 student cadre competency measurement indexes are derived, and the establishment of an alternative archive of student cadre competency elements is completed.

3.2. Questionnaire Survey

Based on the conclusion of texture analysis, the obtained competency characteristics are organized and the relevant questionnaire was developed. The questionnaire consists of basic personal information, including gender, grade, diploma, and position, and measures of student cadre competency characteristics, which contains 31 questions covering 7 relevant competency characteristics, including professional ethics, political cultivation, professional knowledge, business ability, management skills, social skills, and personality traits. The questions were rated on a 5-point Likert scale, i.e., the answers to the questions were designed to be "very unlikely", "basically unlikely", "uncertain", "basically unlikely", and "basically likely", with scores from 1 to 5 respectively.

4. Design Questionnaire

4.1. Reliability Test

As the competency of student cadres cannot be measured directly, we try to measure the competency of student cadres through the data of measurable variables collected by the questionnaire. The reliability test is used here to ensure the credibility of the questionnaire, with the criterion of Cronbach’s alpha.

Generally, we believe that the reliability of the questionnaire is satisfactory if Cronbach’s alpha is between 0.7 and 0.9. If Cronbach’s alpha is below 0.7, it indicates a higher degree of inconsistency in the various items of the scale and the scale needs to be modified. The formula for Cronbach’s alpha is as Equation (1).
where \( K \) stands for the number of items in the student cadre competency questionnaire.

With the help of SPSS, the Cronbach’s alpha of the scale composed of the measurable items is 0.912, which is greater than 0.9, indicating that the internal consistency of the scale is satisfactory and the reliability of this questionnaire is high. The internal reliability of the scale corresponds to each competency characteristic, and the internal consistency of the questionnaire is quite good as well. The output results are shown in Table 1.

**Table 1. Cronbach’s Alpha**

<table>
<thead>
<tr>
<th>Political Cultivation</th>
<th>Professional Knowledge</th>
<th>Professional Ethics</th>
<th>Business Ability</th>
<th>Management Skills</th>
<th>Social Skills</th>
<th>Personality Traits</th>
<th>Whole Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.896</td>
<td>0.823</td>
<td>0.873</td>
<td>0.790</td>
<td>0.910</td>
<td>0.828</td>
<td>0.855</td>
<td>0.912</td>
</tr>
</tbody>
</table>

### 4.2. Validity Test

After the reliability test, we still need to determine the energy efficiency of each question in the questionnaire, thus we use SPSS to conduct the factor analysis. Kaiser-Meyer-Olkin’s measure of sampling adequacy (KMO) and Bartlett’s test of sphericity are used here to make the determination.

Generally speaking, KMO’s numerical value of 0.9 or above means it is very suitable to conduct the factor analysis, while 0.8-0.9 means very suitable, 0.7-0.8 means suitable, and 0.6-0.7 means barely suitable. And if the value is below 0.6, the factor analysis will not be considered.

After calculation, KMO for this questionnaire is 0.89, and the approximate chi-square of Bartlett’s test of sphericity is 5493.652. The P-value is less than 0.01, which means abundant significance.

In conclusion, the results above indicate it is suitable for factor analysis, and the test results are presented in Table 2.

**Table 2. KMO and Bartlett’s Test Results**

<table>
<thead>
<tr>
<th>Kaiser-Meyer-Olkin Measure of Sampling Adequacy</th>
<th>0.89</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate Chi-square</td>
<td>5493.652</td>
</tr>
<tr>
<td>Bartlett’s Test of Sphericity</td>
<td>df</td>
</tr>
<tr>
<td></td>
<td>561</td>
</tr>
<tr>
<td></td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>0.000</td>
</tr>
</tbody>
</table>

Principal component analysis (PCA) is used to conduct exploratory factor analysis (EFA) on the 31 items of the competency characteristics questionnaire for college student cadres, and the independent factor HOs of all 31 factors are greater than 0.5. The results of the factor loading table show that the 7 extracted factors with eigenvalues greater than 1 can explain 69.827% of the total variance. The factor he-existence table, eigenvalues, and variance explained are shown in Table 3.

**Table 3. Factor Loading Matrix, Eigenvalues, and Variance Explained after Rotation**

<table>
<thead>
<tr>
<th>Personal</th>
<th>Professional Knowledge</th>
<th>Professional Ethics</th>
<th>Business Ability</th>
<th>Management Skills</th>
<th>Social Skills</th>
<th>Political Cultivation</th>
<th>Business Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality</td>
<td>Personalities</td>
<td>Management Skills</td>
<td>Professional</td>
<td>Social</td>
<td>Personality</td>
<td>Policy</td>
<td>Ability</td>
</tr>
<tr>
<td>Traits</td>
<td>Traits</td>
<td>Skills</td>
<td>Knowledge</td>
<td>Skills</td>
<td>Traits</td>
<td>Cultivation</td>
<td></td>
</tr>
<tr>
<td>Self-control</td>
<td>0.784</td>
<td>0.78</td>
<td></td>
<td></td>
<td></td>
<td>0.092</td>
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</tr>
<tr>
<td>Emotion Control</td>
<td>0.725</td>
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<tr>
<td>Ambition</td>
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<tr>
<td>Independence</td>
<td>0.724</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Personal Traits</td>
<td>Management Skills</td>
<td>Professional Knowledge</td>
<td>Social Skills</td>
<td>Professional Ethics</td>
<td>Political Cultivation</td>
<td>Business Ability</td>
<td></td>
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<td>-------------------------------------</td>
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<td>------------------------</td>
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<td>---------------------</td>
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<td>-------------------</td>
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<tr>
<td>Optimistic Tendency</td>
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<td></td>
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<tr>
<td>Confidence</td>
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<tr>
<td>Self-perception</td>
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<td>0.843</td>
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<td>Control</td>
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<td>Crisis</td>
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<tr>
<td>Others</td>
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<td>Humanity &amp; Social Science</td>
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<td></td>
<td>0.822</td>
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<tr>
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<tr>
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<td>Commitment</td>
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<tr>
<td>Understanding Degree of President Xi's Expectations for</td>
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</tr>
</tbody>
</table>
5. Construction and Modification of Assessment Model

5.1. Variances of the Competency Model

The model obtained from the exploratory factor analysis (EFA) is used as a preliminary statistical model. Among the variables, student cadre competency is an endogenous latent variable, while political cultivation, professional knowledge, professional ethics, business ability, management skills, social skills, and personality traits are exogenous latent variables. The variables are shown in Table 4.

<table>
<thead>
<tr>
<th>Table 4. Student Cadre Competency Model Variables</th>
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</thead>
<tbody>
<tr>
<td>Latent Variable</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Endogenous Latent Variable</td>
</tr>
<tr>
<td>Student Cadre Competency</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Exogenous Latent Variable</td>
</tr>
<tr>
<td>Professional Ethics</td>
</tr>
<tr>
<td>Commitment</td>
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<tr>
<td>Responsibility</td>
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<td>Value Orientation</td>
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<thead>
<tr>
<th></th>
<th></th>
<th>4.092</th>
<th>3.733</th>
<th>3.636</th>
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<tr>
<td>Characteristic Root</td>
<td>2.87</td>
<td>2.869</td>
<td>2.267</td>
<td>2.175</td>
</tr>
<tr>
<td>VAR%</td>
<td>13.199</td>
<td>12.041</td>
<td>11.728</td>
<td>9.27</td>
</tr>
<tr>
<td>Cumulative VAR%</td>
<td>13.199</td>
<td>25.24</td>
<td>36.968</td>
<td>46.2</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>2.87</th>
<th>2.869</th>
<th>2.267</th>
<th>2.175</th>
</tr>
</thead>
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<tr>
<td>Poly. Cultivation</td>
<td>0.818</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Eth.</td>
<td>0.83</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Ability</td>
<td>0.822</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td>0.807</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Poly. Cultivation</td>
<td>0.818</td>
<td></td>
<td></td>
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</tr>
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<td>Professional Eth.</td>
<td>0.83</td>
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<tr>
<td>Business Ability</td>
<td>0.822</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Social Skills</td>
<td>0.807</td>
<td></td>
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</tr>
</tbody>
</table>
We then can calculate the path coefficients of the competency model by using R, and conduct the path analysis by drawing the model diagram Figure 1.

![Model Diagram](image)

**Figure 1. Model Diagram**
5.2. Parameters of the Competency Model

Let \( Z \) denote the degree of student cadre competency, then we can conduct the model by Entropy Weight Method (EWM) with SPSS. The results are shown in Table 5 and Equation (2).

**Table 5. Weight of Variables of the Competency Model**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Variable</th>
<th>Entropy</th>
<th>Utility Value</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>Integrity</td>
<td>0.879</td>
<td>0.121</td>
<td>0.056</td>
</tr>
<tr>
<td>X2</td>
<td>Commitment</td>
<td>0.894</td>
<td>0.106</td>
<td>0.050</td>
</tr>
<tr>
<td>X3</td>
<td>Responsibility</td>
<td>0.846</td>
<td>0.154</td>
<td>0.072</td>
</tr>
<tr>
<td>X4</td>
<td>Value Orientation</td>
<td>0.935</td>
<td>0.065</td>
<td>0.031</td>
</tr>
<tr>
<td>X5</td>
<td>Political Theory</td>
<td>0.971</td>
<td>0.029</td>
<td>0.014</td>
</tr>
<tr>
<td>X6</td>
<td>Understanding Degree of President Xi's Expectations for College Students</td>
<td>0.907</td>
<td>0.093</td>
<td>0.043</td>
</tr>
<tr>
<td>X7</td>
<td>Practice President Xi's Expectations for College Students Actively</td>
<td>0.932</td>
<td>0.068</td>
<td>0.032</td>
</tr>
<tr>
<td>X8</td>
<td>Management</td>
<td>0.940</td>
<td>0.060</td>
<td>0.028</td>
</tr>
<tr>
<td>X9</td>
<td>Humanity &amp; Social Science</td>
<td>0.947</td>
<td>0.053</td>
<td>0.025</td>
</tr>
<tr>
<td>X10</td>
<td>Basic Computer</td>
<td>0.953</td>
<td>0.047</td>
<td>0.022</td>
</tr>
<tr>
<td>X11</td>
<td>Major Profession</td>
<td>0.819</td>
<td>0.181</td>
<td>0.085</td>
</tr>
<tr>
<td>X12</td>
<td>Others</td>
<td>0.862</td>
<td>0.138</td>
<td>0.064</td>
</tr>
<tr>
<td>X13</td>
<td>Data Processing</td>
<td>0.987</td>
<td>0.013</td>
<td>0.006</td>
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<tr>
<td>X14</td>
<td>Official Documents Writing</td>
<td>0.934</td>
<td>0.066</td>
<td>0.031</td>
</tr>
<tr>
<td>X15</td>
<td>Learning</td>
<td>0.976</td>
<td>0.024</td>
<td>0.011</td>
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<tr>
<td>X16</td>
<td>Planning</td>
<td>0.958</td>
<td>0.042</td>
<td>0.020</td>
</tr>
<tr>
<td>X17</td>
<td>Organization</td>
<td>0.959</td>
<td>0.041</td>
<td>0.019</td>
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<tr>
<td>X18</td>
<td>Leading</td>
<td>0.976</td>
<td>0.024</td>
<td>0.011</td>
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<td>X19</td>
<td>Control</td>
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<td>0.032</td>
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<tr>
<td>X20</td>
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<tr>
<td>X21</td>
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<td>Interpersonal Communication</td>
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<tr>
<td>X23</td>
<td>Expression</td>
<td>0.960</td>
<td>0.040</td>
<td>0.019</td>
</tr>
<tr>
<td>X24</td>
<td>Coordination</td>
<td>0.950</td>
<td>0.050</td>
<td>0.023</td>
</tr>
<tr>
<td>X25</td>
<td>Ambition</td>
<td>0.924</td>
<td>0.076</td>
<td>0.035</td>
</tr>
<tr>
<td>X26</td>
<td>Self-control</td>
<td>0.967</td>
<td>0.033</td>
<td>0.015</td>
</tr>
<tr>
<td>X27</td>
<td>Emotion Control</td>
<td>0.907</td>
<td>0.093</td>
<td>0.044</td>
</tr>
<tr>
<td>X28</td>
<td>Optimistic Tendency</td>
<td>0.939</td>
<td>0.061</td>
<td>0.029</td>
</tr>
<tr>
<td>X29</td>
<td>Independence</td>
<td>0.948</td>
<td>0.052</td>
<td>0.024</td>
</tr>
<tr>
<td>X30</td>
<td>Self-perception</td>
<td>0.941</td>
<td>0.059</td>
<td>0.027</td>
</tr>
<tr>
<td>X31</td>
<td>Confidence</td>
<td>0.932</td>
<td>0.068</td>
<td>0.032</td>
</tr>
</tbody>
</table>

\[
Z = 0.056X_1 + 0.050X_2 + 0.072X_3 + 0.031X_4 + 0.014X_5 + 0.043X_6 + 0.032X_7 + \ldots \\
0.028X_8 + 0.025X_9 + 0.022X_{10} + 0.085X_{11} + 0.064X_{12} + 0.006X_{13} + 0.031X_{14} + \ldots \\
0.011X_{15} + 0.020X_{16} + 0.019X_{17} + 0.011X_{18} + 0.015X_{19} + 0.023X_{20} + 0.014X_{21} + \ldots \\
0.018X_{22} + 0.019X_{23} + 0.023X_{24} + 0.035X_{25} + 0.015X_{26} + 0.044X_{27} + 0.029X_{28} + \ldots \\
0.024X_{29} + 0.027X_{30} + 0.032X_{31}
\]

5.3. Model Goodness of Fit Test

The “lavaan” of R contains a variety of model fit indexes, and we choose the chi-square test to measure the fitness between the theoretical model and the observed model. The incremental fitness indexes include NFI, NNFI, CFI, IFI, and the absolute fitness indexes include RMR, GFI, RMSE, etc.
Then we use them to test the fitness of the student cadre competency model, and the output results are shown in Table 6.

**Table 6. Model Fitting Indexes**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>$\chi^2$</th>
<th>df</th>
<th>P-value</th>
<th>NFI</th>
<th>NNFI</th>
<th>CFI</th>
<th>IFI</th>
<th>GFI</th>
<th>RMR</th>
<th>RMSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results</td>
<td>440.025</td>
<td>427</td>
<td>0.321</td>
<td>0.917</td>
<td>0.997</td>
<td>0.997</td>
<td>0.916</td>
<td>0.051</td>
<td>0.010</td>
<td></td>
</tr>
</tbody>
</table>

From the results in Table 6, the P-value that $\chi^2$ corresponds to is greater than 0.05, and $\chi^2$/df=1.0305<2, which indicates that the model has a good explanatory ability. The normed fit index (NFI) and non-normed fit index (NNFI) are both greater than 0.9, the comparative fit index (CFI) is greater than 0.95, and the incremental fit index (IFI) and goodness of fit index (GFI) are both greater than 0.9, which all indicates that the model fits well. The root mean square residual (RMR) and root mean square error of approximation (RMSE) are less than 0.1, indicating that the model has a high degree of fit and stability.

**5.4. Parameter Estimation of the Competency Model**

The parameter estimation method in the “lavaan” package of R for the structural equation model is maximum likelihood estimation (MLE), and its parameter results are shown in Table 7.

**Table 7. Maximum Likelihood Estimation Results**

<table>
<thead>
<tr>
<th>Cause &amp; Effect</th>
<th>Standardized Coefficients</th>
<th>Std. Error</th>
<th>Z-score</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Ethics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>→</td>
<td>Political Ethics</td>
<td>0.74</td>
<td>0.000</td>
<td>NA</td>
</tr>
<tr>
<td>→</td>
<td>Political Cultivation</td>
<td>0.51</td>
<td>0.102</td>
<td>6.26</td>
</tr>
<tr>
<td>→</td>
<td>Professional Knowledge</td>
<td>0.45</td>
<td>0.096</td>
<td>6.12</td>
</tr>
<tr>
<td>Student Cadre Competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>→</td>
<td>Business Ability</td>
<td>0.32</td>
<td>0.086</td>
<td>4.48</td>
</tr>
<tr>
<td>→</td>
<td>Management Skills</td>
<td>0.64</td>
<td>0.099</td>
<td>7.66</td>
</tr>
<tr>
<td>→</td>
<td>Social Skills</td>
<td>0.66</td>
<td>0.090</td>
<td>7.63</td>
</tr>
<tr>
<td>→</td>
<td>Personality Traits</td>
<td>0.60</td>
<td>0.086</td>
<td>6.77</td>
</tr>
<tr>
<td>Professional Ethics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>←</td>
<td>Integrity</td>
<td>0.84</td>
<td>0.000</td>
<td>NA</td>
</tr>
<tr>
<td>←</td>
<td>Commitment</td>
<td>0.84</td>
<td>0.053</td>
<td>16.87</td>
</tr>
<tr>
<td>←</td>
<td>Responsibility</td>
<td>0.77</td>
<td>0.042</td>
<td>15.21</td>
</tr>
<tr>
<td>←</td>
<td>Value Orientation</td>
<td>0.77</td>
<td>0.065</td>
<td>15.26</td>
</tr>
<tr>
<td>←</td>
<td>Political Theory</td>
<td>0.76</td>
<td>0.000</td>
<td>NA</td>
</tr>
<tr>
<td>Political Cultivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>←</td>
<td>Understanding Degree of President Xi's Expectations for College Students</td>
<td>0.82</td>
<td>0.075</td>
<td>12.61</td>
</tr>
<tr>
<td>←</td>
<td>Practice President Xi's Expectations for College Students Actively</td>
<td>0.78</td>
<td>0.066</td>
<td>12.39</td>
</tr>
<tr>
<td>←</td>
<td>Management</td>
<td>0.82</td>
<td>0.000</td>
<td>NA</td>
</tr>
</tbody>
</table>
5.5. Analysis on Results of the Competency Model

After observing the data in Table 7, it can be discovered that professional ethics, political cultivation, professional knowledge, business ability, management skills, social skills, and personality traits have significant and direct positive effects on student cadres competency, where the influence coefficients are 0.74, 0.51, 0.45, 0.32, 0.64, 0.66, and 0.60, respectively. This indicates that professional integrity has the greatest impact on competency and business ability has the least impact on competency. And among the factors of professional ethics, integrity and commitment are the most important factors affecting the professional ethics of student cadres, followed by responsibility and value orientation, i.e., the higher the integrity and commitment of student cadres, the higher the professional ethics of student cadres, and the higher the overall competency of student cadres, all other things being equal.

Among the observed variables of political cultivation, the most important factor influencing the political cultivation of student cadres is "understanding degree of President Xi's expectations for college students", followed by “actively practice the expectations of President Xi’s for college students”, and the influence coefficient of political cultivation on the competency of student cadres is 0.51, which means that "understanding degree of President Xi's expectations for college students" is an indispensable factor to assess the competency of student cadres.

In addition, here we give the calculation and results of the external load of each measurement index on the competency of student cadres so that the importance of the measurement index and the
degree of influence can be judged directly according to the external load, and the results are shown in Table 8.

**Table 8. External Load of each Observed Variable on Student Cadre Competency**

<table>
<thead>
<tr>
<th>Cause &amp; Effect</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>← Integrity</td>
<td>0.84×0.74</td>
</tr>
<tr>
<td>← Commitment</td>
<td>0.84×0.74</td>
</tr>
<tr>
<td>← Responsibility</td>
<td>0.77×0.74</td>
</tr>
<tr>
<td>← Value Orientation</td>
<td>0.77×0.74</td>
</tr>
<tr>
<td>← Political Theory</td>
<td>0.76×0.51</td>
</tr>
<tr>
<td>← Understanding Degree of President Xi's Expectations for College Students</td>
<td>0.82×0.51</td>
</tr>
<tr>
<td>← Practice President Xi's Expectations for College Students Actively</td>
<td>0.78×0.51</td>
</tr>
<tr>
<td>← Management</td>
<td>0.82×0.45</td>
</tr>
<tr>
<td>← Humanity &amp; Social Science</td>
<td>0.83×0.45</td>
</tr>
<tr>
<td>← Basic Computer</td>
<td>0.77×0.45</td>
</tr>
<tr>
<td>← Major Profession</td>
<td>0.77×0.45</td>
</tr>
<tr>
<td>← Others</td>
<td>0.81×0.45</td>
</tr>
<tr>
<td>← Data Processing</td>
<td>0.76×0.32</td>
</tr>
<tr>
<td>← Official Documents Writing</td>
<td>0.77×0.32</td>
</tr>
<tr>
<td>← Learning</td>
<td>0.73×0.32</td>
</tr>
<tr>
<td>← Planning</td>
<td>0.85×0.64</td>
</tr>
<tr>
<td>← Organization</td>
<td>0.86×0.64</td>
</tr>
<tr>
<td>← Leading</td>
<td>0.83×0.64</td>
</tr>
<tr>
<td>← Control</td>
<td>0.87×0.64</td>
</tr>
<tr>
<td>← Crisis Management</td>
<td>0.71×0.64</td>
</tr>
<tr>
<td>← Personality Charm</td>
<td>0.80×0.66</td>
</tr>
<tr>
<td>← Interpersonal Communication</td>
<td>0.78×0.66</td>
</tr>
<tr>
<td>← Expression</td>
<td>0.84×0.66</td>
</tr>
<tr>
<td>← Coordination</td>
<td>0.75×0.66</td>
</tr>
<tr>
<td>← Ambition</td>
<td>0.69×0.60</td>
</tr>
<tr>
<td>← Self-control</td>
<td>0.75×0.60</td>
</tr>
<tr>
<td>← Emotion Control</td>
<td>0.79×0.60</td>
</tr>
<tr>
<td>← Optimistic Tendency</td>
<td>0.67×0.60</td>
</tr>
<tr>
<td>← Independence</td>
<td>0.71×0.60</td>
</tr>
<tr>
<td>← Self-perception</td>
<td>0.64×0.60</td>
</tr>
<tr>
<td>← Confidence</td>
<td>0.66×0.60</td>
</tr>
</tbody>
</table>

5.6. Modification of the Competency Model Based on the New Era of China

With the continuous advancement of higher education reform and remarkable changes in students’ ideology, thinking, and behavior, student management in colleges and universities is supposed to make a new leap led by new ideas.

In daily student management (including the selection and promotion of student cadres, etc.), we should focus on ideological leadership, build the foundation of ideals and beliefs, and lead all cadres to listen to and follow the CPC. Meanwhile, pay attention to enhancing service consciousness and the perfection of demand-oriented mechanisms. Therefore, we can enhance the weight of moral
cultivation and other parts in the model, to achieve the purpose of selecting and appointing suitable student cadres, and making a connection among the youth to unite and serve the youth better.

6. Conclusion

6.1. Value of Studying Student Cadres Competency Model

In this paper, the competency model of student cadres in colleges and universities is constructed in the research process, and the relationship of the influencing factors of competency is sorted out through a combination of various ways, which has a broad application prospect in the selection, training, and assessment of student cadres, and also can continue to expand and collect data, and then apply this competency model to different fields and usage scenarios.

(1) Based on this model, the training system and training methods can be designed in a targeted manner starting from the influencing factors of competency, and the training courses can be set and optimized according to the cause-effect relationship between the influencing factors, and the articulation can be done well.

(2) This model is based on the New Era of China, focusing on the requirements of President Xi for college students, student cadres, and even youth cadres in the New Era, and satisfies the demand for the selection and improvement of the above-mentioned objects.

(3) Based on the structural equation model, this model provides an effective and direct quantification method for the indicators and evaluation criteria that are difficult to be measured objectively, and calculates the qualitative indicators and potential indicators through the listed measurable indicators and factor weights, to weaken or even avoid the negative influence of subjective evaluation in the selection of student cadres in colleges and universities, and thus achieve the purpose of objective evaluation and effective selection.

(4) The system of student cadre competency assessment based on the principle of statistics can reasonably select and evaluate student cadres, make the election and future work of student cadres more efficient, have a more in-depth and targeted understanding of student cadres’ ability, and make student management run more efficiently.

(5) The competency of student cadres is closely related to students’ study, work, and life, and the results of the assessment can be used to cultivate or search for corresponding abilities in a more directional way, which can effectively improve the work enthusiasm and work innovation ability of student cadres, so that they can play a radiant and driving role to promote the growth and success of college students, and also play a key role in the implementation of the national policy of nurturing people.

6.2. Application of Student Cadres Competency Model

6.2.1 Establish a Training System Based on the Competency Model

According to the competency model constructed above, social skills and management skills positively influence student cadres’ competency with coefficients of 0.66 and 0.64 respectively, so in addition to the normal basic training for recruited student cadres, we can also strengthen the training in these two aspects.

Firstly, the influence of personality charm, interpersonal communication, expression, and coordination on social skills is higher than 0.7, respectively. Therefore, in the training of student cadres, the training of language expression and communication coordination can also be strengthened while teaching experience, for example, by giving reasonable and appropriate communication templates, so that student cadres can show a more positive, progressive, and moderate style when communicating online.

Secondly, the influence of planning, organization, leading, control, and crisis management on management skills are all higher than 0.7, so when training student cadres, relevant training should
be given to the abilities mentioned above. For example, the extraordinary student cadres before can be invited to share and summarize their experiences.

6.2.2 Establish a Selection Mechanism Based on the Competency Model

During the selection of student cadres, the previous performance assessment often relies on the subjective judgment of leaders, which is kind of inadequate in terms of quantitative scoring, and there is no focus on the selection of relevant competencies. Therefore, this student cadre competency model can be applied to the selection of student cadres, and a systematic quantitative scoring of student cadres can be conducted. In the process of implementation, the indicators of the above model can be transformed into measurable indicators, and the final scores can be weighted with their corresponding influence coefficients to make the performance evaluation results more objective and biased, instead of simply taking the average. For example, in performance appraisal, competency indicators such as “self-confidence”, “optimistic tendency” and “independence” can be assessed on a scale of 1-5, and the scores are combined with their corresponding impact coefficients for the final evaluation, to achieve the performance management of student cadres.

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References