International Journal of Research Studies in Education
2024 Volume 13 Number 17, 187-203

Training level, comprehensive ability, and quality among Chinese college students

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ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Received: 20 September 2024 **Revised**: 13 October 2024 **Accepted**: 20 October 2024
Available Online: 25 October 2024 **DOI**: 10.5861/ijrse.2024.24759

Abstract

This dissertation investigated the interrelationship among training level, comprehensive ability and quality based on Chinese college students and proposed a Chinese college students development plan. This paper adapted a standardized questionnaire distributed to 450 students from a Chinese college where the researcher works, utilizing quantitative description research methodologies, with the goal of comprehensively evaluating the relationship between training level and Chinese college students' comprehensive ability and comprehensive quality, so as to formulate better training plan and improve Chinese college students' comprehensive ability and comprehensive quality. Most of the respondents are female freshman, major in management have degree of 1-5 hours per term. On the training level, majority of respondents strongly agreed that participation in student organizations and academic activities. Respondents agreed on all four dimensions of the comprehensive ability study. Academic ability, innovative thinking ability, adaptive ability, and problem solving ability, these four dimensions of comprehensive ability all at the agreed level. The three dimensions of comprehensive quality ranked highest as strongly agree. In addition, in the three dimensions of training level, comprehensive ability and quality, most of the data grouped according to profile did not have significant differences. A small number of differences exist in the study of major, academic ability, innovative thinking ability and adaptive ability. Finally, a student training program was proposed to continuously improve the training level, comprehensive ability and quality. Hence, this dissertation discusses the influencing factors of comprehensive ability and quality in the training level of college students in China, analyzes its important influence on the growth and development of college students, and finally proposes training programs to improve the comprehensive ability and quality of college students in the future face of society and the workplace.

Keywords: Chinese college students, training level, comprehensive ability, comprehensive quality

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1. Introduction

Training level, comprehensive ability, and quality among Chinese college students have become increasingly important topics in the field of education and beyond. As the Chinese higher education system continues to expand and evolve, there is a growing emphasis on not only academic achievement but also on the development of students' practical skills, critical thinking abilities, and overall quality as individuals. This study aims to explore the current status of training levels, comprehensive abilities, and quality among Chinese college students, examining factors that may influence these aspects and proposing potential strategies for improvement. By gaining a deeper understanding of these key components, educators and policymakers can better support the holistic development of college students in China and enhance their overall educational experience.

With the continuous improvement of global education levels, the function and role of higher education have gone beyond merely imparting specialized knowledge and skills, and are now focused on cultivating high-quality talents with comprehensive qualities and innovative abilities. In recent years, the training level, comprehensive ability and quality of Chinese college students have gradually become the focus of academic circles and various sectors of society. The goal of China's current higher education reform is to cultivate composite talents who are equipped with solid professional knowledge and are able to adapt to social and occupational needs. Therefore, the study of college students' training level, comprehensive ability and quality not only has important theoretical significance, but also has extremely high practical value. In foreign countries, research on the comprehensive abilities and qualities of college students started earlier, covering various ability dimensions such as critical thinking, communication and cooperation skills, leadership, and cross-cultural communication skills. Western scholars generally believe that university education should focus on cultivating students' critical thinking and practical application abilities, and enhance their professional competence and adaptability through cooperation between schools and enterprises and social practice. For example, the "Student Involvement Theory" proposed by American higher education scholar Astin (2023) believes that the degree to which students participate in academic, social, and practical activities during their college years directly affects the development of their comprehensive abilities. Additionally, Trow's (2020) theory of mass higher education indicates that when higher education enters the mass education stage, the quality and objectives of education will change accordingly, and the educational system needs to shift from "elite education" to "mass education" and focus on enhancing the comprehensive qualities and social adaptability of all students.

In contrast, China's related research started later, but in recent years, with the expansion of higher education and the improvement of teaching quality, research on the comprehensive ability and quality cultivation of college students has gradually increased. Domestic scholars mainly explore how to effectively enhance college students' comprehensive ability from perspectives such as cultivation models, curriculum design, practical activities, and school-enterprise cooperation. Qiu et al. (2020) pointed out that there is a tendency of Chinese universities to prioritize academic over practical applications and theory over practice, which leads to college students' lack of problem-solving ability and innovative thinking in actual work. In addition, Zhang (2021) studied that the cultivation of college students' comprehensive quality should start from the three aspects of "knowledge, ability, and quality" and build a scientific education system by means of a complete training system and evaluation mechanism to enhance students' overall quality. However, the existing research is mostly concentrated on a single dimension (such as professional ability, practical ability, etc.), and there is a lack of cross-research on training level, comprehensive ability, and quality. Therefore, it is necessary to systematically explore the relationship between the three and its influencing factors based on the existing research. Overall, the research landscape underscores the importance of adopting a balanced approach to education in China, one that combines academic rigor with experiential learning, fosters critical thinking and creativity, and promotes equity and

inclusivity. By addressing these key issues, educators and policymakers can work towards enhancing the training levels, comprehensive abilities, and quality of Chinese college students, thereby preparing them to thrive in an increasingly complex and competitive global landscape.

In this premise, this dissertation delves deeper into the intricacies of this interconnected framework, exploring how training level, comprehensive ability, and quality can be affect the development and growth of college students. This study endeavors to chart a comprehensive strategy that incorporates training level, comprehensive ability, and quality necessary for propose an enhanced strengthen to the college students. The training level of individuals, including college students, can encompass a wide range of areas, such as academic, vocational, technical, and professional training. The training level of Chinese college students may include their proficiency in specific subjects, their practical skills, and their ability to apply knowledge in a real-world context. The academic research on the comprehensive ability of college students is scattered in academic papers and works, which basically describes the comprehensive ability as a collection of multiple general abilities, whether core ability, general ability or key ability. Although the expressions are different, they are all the learning results of students, and the cultivation of these abilities can support students' further study or employment. It is conducive to promoting students' personality development and social development (Fang, 2024). In the context of education, comprehensive quality encompasses not only academic achievements but also personal attributes such as critical thinking, creativity, communication skills, teamwork, adaptability, and ethical behavior.

This study centers on the three core variables of training level, comprehensive ability, and quality of Chinese college students, exploring their interrelationships and influencing factors, which not only has important theoretical and practical value but also has profound implications for the development of Chinese higher education institutions, on-campus students, and other social organizations. Firstly, this study will provide comprehensive and scientific ideas for improving the talent cultivation model of Chinese higher education institutions. At present, most higher education institutions have problems of "emphasizing academic achievements over practical skills" and "emphasizing theoretical knowledge over practical abilities," which leads to students having good academic performance but being relatively weak in solving real-world problems, communicating and collaborating, and adapting to society. This study, by conducting empirical analysis on the relationship between training level, student comprehensive ability, and quality, will reveal the advantages and disadvantages of the current cultivation model of higher education institutions and provide targeted suggestions for improvement. This will help higher education institutions adjust their curriculum design, teaching methods, and practical activity arrangements, thereby cultivating more applied talents that meet the needs of society and industries. Secondly, this study will promote higher education institutions to further explore optimal paths for school-enterprise cooperation and social practice. By analyzing the impact of students' participation in practical activities on their comprehensive ability and quality improvement, this study will reveal how to better integrate practical The study will reveal the specific role of social practices and enterprise training in enhancing the comprehensive abilities of college students, providing theoretical support for social organizations to participate in college talent cultivation and design corporate-university cooperation projects. By building a good interactive platform, social organizations can work with colleges to cultivate innovative and practical talents with a combination of skills, effectively linking the education chain, talent chain, and industrial chain, and driving all sectors of society to enhance the comprehensive quality and social adaptability of college students.

In summary, this study not only has theoretical value and research significance in the academic field, but also has a positive impact on the educational and management practices of Chinese universities, college students, and other social organizations in practical terms. The research findings will provide important reference for the reform of college education and teaching, the personal development of students, and the employment strategies of social organizations, thus driving the overall improvement of Chinese higher education and cultivating more high-quality and versatile talents for the country and society. Based on the research results of this paper, a proposed training program provided methods for improving the comprehensive ability and quality of students in order to achieve the talent training program and development goals of the school.

Objectives of the Study - This study intended to determine training level, comprehensive ability and quality among Chinese college students, in order to give suggestions to Chinese college students to promote ability of skills. Specifically, this study determined the respondents' training level in terms of social practices, volunteer activities, student organizations, and academic activities; identified the respondents' comprehensive ability as to academic ability, innovative thinking ability, adaptive ability, and problem solving ability; assessed the respondents' comprehensive quality as to providing more comprehensive quality training courses, promoting students' participation in internship and practical projects, and providing more mentor guidance and support; tested the relationship among training level, comprehensive ability, and comprehensive quality; and proposed a Training Program to enhance the training level, comprehensive ability and quality of college students.

2. Methods

Research Design - The description-quantitative method is used to evaluate the relationship between the three variables, which is used as the basis for the school to develop talent training programs and improve the level of student education management. Descriptive research is a type of quantitative research that involves collecting quantifiable data to analyze a population sample. Data can show patterns, trends, and connections over time, and all of the research methods mentioned above can be used in descriptive research, including surveys, polls, and experiments. This is an appropriate choice when the purpose of the study is to determine characteristics, occurrence, patterns, and classification.

Participants of the Study - The participants of the study were Chinese college students from Freshman Year to Senior year who majored Literature, Engineering, Economics, Management and Education. Baoji University of Arts and Sciences from China was involved in the study. The number of respondents was based on the list of students enrolled in the school. In the selection of actual participants, the researchers adopted the method of stratified random sampling, that is, the student population was subdivided according to certain characteristics, and then samples were selected from each subgroup or class. This method is used because every student in the study school has an equal and fair chance of being selected. Every respondent who meets the inclusion criteria has an equal opportunity to be selected as part of the sample. That is how the researchers came up with the sample size.

Using the *Raosoft* sample size calculator, 450 students were the sample size to be included from the total population of twenty thousand from Baoji University of Arts and Sciences where the author works. The student respondents were selected using simple the random sampling technique. Hence, 30 respondents were randomly selected to test the reliability and validity of the questionnaire. The sample size of 450 respondents yields a margin of error of around 5.0 %. This margin of error indicates a relatively precise estimation from the sample data about the population parameters. The researcher believed that this was already a considerable number of participants, adequate to give credible information and significant result and findings for validity and reliability test.

Instruments of the Study - This study used an adapted and modified questionnaires taken from different reliable sources which was validated and tested for reliability. Items in this questionnaire were generated from a thorough analysis and investigation of related literature and studies.

The survey questionnaire contained four parts. The first part described the profile of the student respondents in terms of sex, grade, major, and length of training. The second part determined the respondents' training level in terms of social practices, volunteer activities, and student organizations/societies. This part of the questionnaire was modified from Gong et al. (2020). Improving the training level of archival science professionals through discipline competition -- based on the analysis of extracurricular science and technology competition works of Archival science majors in national Colleges. The third part identified the respondents' comprehensive ability as to academic ability, innovative thinking ability, adaptive ability, and problem solving ability. This section was modified from He et al. (2023). Reconstruction of college students' comprehensive

ability evaluation system from the perspective of developmental funding and education. The fourth part assessed the respondents' comprehensive quality as to providing more comprehensive quality training courses, promoting students' participation in internship and practical projects, and providing more mentor guidance and support. This part of the questionnaire was modified from Huang et al. (2023). To promote the comprehensive quality of college students by scientific research interest groups.

A four-point Likert scale was used in each part to determine the respondents' assessment with verbal interpretation of strongly agree (4), agree (3), disagree (2), and strongly disagree (1). This statistic is frequently utilized in the compilation of questionnaires, serving as a key metric for assessing measurement reliability. Within the domain of social sciences, the application of the α coefficient is notably prevalent.

Table A

Reliability Test Result

Indicators	Cronbach Alpha	Remarks
Academic Competitions	0.850	Good
Social Practices	0.822	Good
Volunteer Activities	0.905	Excellent
Student Organizations/Societies	0.915	Excellent
Academic Ability	0.836	Good
Innovative Thinking Ability	0.816	Good
Adaptive Ability	0.808	Good
Problem-Solving Ability	0.851	Good
Providing More Comprehensive Quality Training Courses	0.846	Good
Promoting Students' Participation in Internship and Practical Projects	0.802	Good
Providing More Mentor Guidance and Support	0.890	Good

George and Mallery (2003) provide the following rules of thumb: "_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and_ < .5 – Unacceptable"

Nevertheless, the researcher maintained confidence that the survey items or questions, when considered collectively, consistently reflected the respondents' relatability, thereby contributing to the instrument's validity.

Data Gathering Procedure - Post-approval, the researcher was required to secure consent from the college principals involved. A comprehensive briefing on the study was conducted, encompassed its objectives and the ethical implications that arose. Upon approval, questionnaires were disseminated among participants. Following data collection, the researcher scrutinized for incomplete responses and proceed to enter the gathered information into SPSS software for statistical evaluation. In this study, the data collected through the questionnaire fit the question set in the study. The questionnaire was distributed through the Questionnaire Magnitude online platform. This study used stratified random sampling techniques to select participants from the schools where the researchers worked. The sample size includes a questionnaire test of randomly selected students from different majors and grades. The instrument includes a statement explaining the purpose of the study and a data privacy agreement, which was distributed to the respondents of this study. Respondents were instructed to tick the appropriate box to fit their answers. The data collected by the instrument is summarized, calculated and presented. Data were collected through the administration of the questionnaire to the selected participants. Likert scale items measuring training level, comprehensive ability, and comprehensive quality scale as inputs to the Chinese college students make up the questionnaire. Demographic information, such as sex, grade, major, and length of training will also be collected to provide contextual information.

Data Analysis - The quantitative data collected was analyzed using SPSS to answer the research questions. Specifically, descriptive statistics was used to analyze the responses to the variables and indicators. In addition, a correlation analysis was conducted to test the relationship among the variables: training level, comprehensive ability, and comprehensive quality. Additionally, the data's normality was tested, and the Shapiro-Wilk Test revealed that the p-values for the three major variables are less than 0.05, indicating that the data set is not normally distributed. Accordingly, Spearman rho was used to test whether there was a significant relationship between training level and comprehensive ability and comprehensive quality. Moreover, variables were assessed using the Likert Scale: Strongly Agree ranged from 3.50-4.00; Agree ranged from 2.50-3.49; Disagree ranged

from 1.50-2.49; Strongly Disagree ranged from 1.00-1.49.

Ethical Considerations - The study adhered to several ethical principles. First, the researcher make sure that the heads of the colleges that involved in the study was give their consent to conduct the study. Next, all the respondents of the study were informed of the purpose of the study. The researcher explained the essential concepts of the study. Their participation was strictly voluntary, and they were informed that they can withdraw at any time during the study. Their personal information and data was kept strictly confidential for their privacy. Third, all the ideas not original to the researcher was referenced accordingly to maintain academic integrity. Most importantly, the study prior to its conduct seek approval of the Ethics Review Committee of Lyceum of the Philippines University to ensure adherence to the University's ethical principles.

3. Results and discussion

Table 1
Summary Table on Training Level

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Social Practices	3.27	Agree	4
2. Volunteer Activities	3.30	Agree	3
3. Student Organizations	3.61	Strongly Agree	2
4. Academic Activities	3.77	Strongly Agree	1
Composite Mean	3.49	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 summarizes the data of four dimensions of variable training level, and summarizes and analyzes the training level, comprehensive ability and quality obtained by Chinese university students through social practice, voluntary activities, student organizations and academic activities. The tabular data show that these activities have played a positive role in promoting the cultivation of college students' ability.

As can be seen from Table 1, the comprehensive average value of the four training activities is 3.49, which is close to the upper limit of the "agree" range, indicating that students generally believe that these activities have a significant effect on the improvement of their comprehensive quality and ability. Among the activities, academic activities (3.77) scored the highest, close to "strongly agree", indicating that academic activities had the most significant impact on the improvement of students' ability; While social practice (3.27) had the lowest score, but was still within the "agree" range, indicating that it had some help to students.

Academic activities scored the highest at 3.77, ranking No. 1. It indicates that students believe that academic activities have a very significant impact on their academic performance and research ability. Academic activities include academic lectures, seminars, academic competitions, paper writing and publication, etc. These activities can not only improve students' academic quality, but also stimulate their innovative thinking, and lay the foundation for future studies and scientific research. Based on the data analysis of the first dimension with the highest score, the university can continue to strengthen cooperation with academic institutions at home and abroad, hold more academic seminars, lectures and other activities, and provide more opportunities for students to present their research results. At the same time, attempts can be made to further enhance their scientific research ability and academic performance by introducing an academic tutor system to help students receive personalized guidance in the early stages of research.

In second place were student organization activities with a score of 3.61, indicating that students generally felt that involvement in student organizations had a significant impact on their personal ability. By participating in student organizations, students develop leadership, organizational and teamwork skills, as well as self-management and time management skills. Student organizations are often responsible for the planning and execution of activities on and off campus, which enables students to learn how to coordinate teams, resolve conflicts and complete tasks in practical operations. Student organizations provide a practical platform for students to exercise their comprehensive abilities, enabling them to accumulate rich social experience in the campus environment. Based on the above data analysis results, schools provide systematic leadership training

courses to help students better assume leadership roles in student organizations and improve their leadership and management abilities. Encourage student organizations of different disciplines and interests to cooperate, organize cross-disciplinary activities, and enhance students' ability to organize and collaborate in different fields.

In third place was volunteering, with a score of 3.30, indicating a high degree of student recognition of volunteering. Volunteering offers students the opportunity to participate in society, help others, improve teamwork skills, and develop a sense of responsibility and citizenship. In recent years, volunteering has not only been limited to community service, but also includes long-term public service projects such as volunteer teaching and poverty alleviation. Based on the above data analysis, schools try to cooperate with more non-governmental organizations and social organizations to design diversified volunteer service projects to help students gain more practical experience in different fields. Students are encouraged to participate in long-term volunteer service projects, such as volunteer teaching and poverty alleviation, which can help students gain a deeper understanding of social issues and enhance their sense of responsibility.

Social practice ranked fourth, with a score of 3.27, indicating that students' recognition of social practice activities was at the "agree" level. Social practice activities include summer social research, internships and community service. Through these activities, students can combine what they learn in class with real life and improve their social adaptability. However, due to the limited time of social practice activities, many students may not be able to participate deeply in a short period of time, which affects their overall evaluation of these activities. Zhang's (2021) research showed that social practice activities can help improve students' sense of social responsibility, problem-solving ability and practical skills, but due to the short time spent in practice, students' growth in the activities is limited. Based on the data analysis results, schools should design long-term social practice projects through cooperation with enterprises and communities, so as to help students accumulate practical experience in a longer period of time and improve their ability to solve practical problems. By combining social practice with subject research, students are allowed to complete relevant academic research projects in practice and enhance their ability to combine academic and practice.

Table 2

Summary Table on Comprehensive Ability

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Academic Ability	3.33	Agree	2
2. Innovative Thinking Ability	3.41	Agree	1
3. Adaptive Ability	3.15	Agree	4
4. Problem-Solving Ability	3.21	Agree	3
Composite Mean	3.27	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 2 is a summary of the questionnaire data of the second variable comprehensive ability studied in this paper. The four indicators in the table are academic ability, innovative thinking ability, adaptive ability and problem solving ability respectively, and the weighted average of each indicator is within the "agree" range, indicating that students' self-evaluation of their own ability is more positive. According to the data in the table, the comprehensive average value of each ability is 3.27, indicating that students generally think they have a good comprehensive ability, but have not yet reached the level of "strong agreement". Specifically, the ability to think creatively scored highest at 3.41, while the ability to adapt scored lowest at 3.15. Here's a detailed breakdown of each metric.

Innovative thinking ability, the mean of 3.41, ranked first, the highest score of innovative thinking ability, indicating that students perform better in innovative ability. In recent years, colleges and Colleges have encouraged students to cultivate creativity and critical thinking through innovative courses and entrepreneurship competitions, which have played a positive role in improving students' innovative thinking ability. Through practical courses and interdisciplinary cooperation, students' ability to innovate has been effectively enhanced. Colleges should continue to promote the cultivation of innovative thinking and help students enhance their innovative ability through interdisciplinary projects, innovation competitions and entrepreneurship courses.

Guide students to use innovative tools, such as mind mapping and brainstorming, to help them apply innovative thinking in practical problems and come up with creative solutions.

The academic ability score of 3.33, ranking second, indicates that students have a good foundation in academic performance and academic research. The emphasis on academic research methods and participation in scientific research projects in college courses provides a good platform for students to improve their academic ability. Courses on academic writing and research methods should be provided to help students improve their academic performance and cultivate their scientific thinking and ability.

The problem solving ability score of 3.21, ranked third, showed that students have some analytical and problem-solving ability when solving complex problems. The problem solving process involves a combination of several abilities, such as logical reasoning, critical thinking and practical skills, which need to be improved through practical projects and training in real situations. Through project-based learning, students can improve their comprehensive problem-solving ability in the process of solving real problems. Schools should encourage students to take part in interdisciplinary projects to enhance their practical abilities. By analyzing real-world problems and cases, students are able to gain a deeper understanding of the nature of the problem and come up with practical solutions.

The adaptability score was the lowest at 3.15, ranking fourth, showing that students have some difficulty in adapting to changes in the environment and coping with uncertainty. When facing new learning and living environments, college students need to have a strong ability to adapt, which not only affects their academic performance, but also has an important impact on their personal lives. Schools should provide adaptive courses for freshmen to help them better cope with the new learning environment and life challenges and enhance their adaptability. Schools can provide psychological counseling services to help students cope with the pressure in study and life and enhance their psychological adaptability.

According to the data summary and analysis, the overall comprehensive ability of Chinese college students is at the "agree" level, especially in innovative thinking and academic ability, but there is still room for improvement in adaptability and problem solving ability. In order to further improve the comprehensive quality of students, the following suggestions are put forward: Colleges and Colleges should continue to promote the cultivation of innovative thinking ability through interdisciplinary projects and practical courses, and help students apply innovative thinking in solving practical problems. More academic resource support and training in academic writing and research methods will be provided to help students improve their academic performance and enhance their scientific research ability and academic literacy. Through project-based learning and case analysis teaching, students are helped to practice their problem-solving ability in real situations and cultivate their ability to comprehensively apply what they have learned to solve complex problems. Schools should use adaptive courses and psychological counseling services to help students better cope with the new environment and study pressure, and enhance their adaptability and mental resilience.

Table 3

Summary Table on Comprehensive Quality

Indicators	WM	VI	Rank
1. Providing More Comprehensive Quality Training Courses	3.76	Strongly Agree	3
2. Promoting Students' Participation in Internship and Practical Projects	3.80	Strongly Agree	1
3. Providing More Mentor Guidance and Support	3.77	Strongly Agree	2
Composite Mean	3.78	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 is the summary survey data analysis of the comprehensive quality of the third variable studied in this paper. Each index in the table reflects students' comprehensive evaluation of the training courses, internship program participation opportunities, mentor guidance and support provided by colleges and Colleges. The data show that students hold a positive attitude toward the comprehensive quality training of colleges and Colleges, and all indicators are in the "strongly agree" range, with a comprehensive average of 3.78.

All the indicators in the table are in the range of "strong agreement" (3.50-4.00), indicating that students have a high degree of recognition of the comprehensive quality training of colleges and Colleges. The highest score is to promote students' participation in internship and practical projects (3.80), while the lowest score is to provide more comprehensive quality training courses (3.76). The following is a detailed analysis of the data.

Promoting student participation in internship and practical programs, with an average of 3.80, ranked 1st, the highest score, indicating that students highly appreciate the internship and practical program participation opportunities offered by colleges and Colleges. Internships and practical projects are an important way to improve students' comprehensive quality, which can help students apply what they learn in class to practical work, and enhance their vocational skills and employment competitiveness. Colleges and Colleges should establish partnerships with more enterprises and organizations to expand opportunities for internships and practical projects to ensure that every student has a chance to participate in practical work. The quality of internship experience can also be improved by strengthening the management and supervision of internship programs to ensure that students have access to effective guidance and support during practice.

Provide more guidance and support from tutors, with an average of 3.77, ranking second, and students highly appraise the guidance and support from tutors, indicating that tutors play a significant role in improving students' comprehensive quality. Tutors not only help students academically, but also help students improve their self-confidence and professional quality through career planning and personal development advice. Colleges and Colleges should encourage more interaction between tutors and students, and enhance the effectiveness of tutors' guidance to students through regular tutor meetings and academic salons. Regular training and assessment of tutors can also be carried out to ensure that tutors are able to provide students with high-level guidance and support, and further improve the overall level of the tutor team.

More comprehensive quality training courses are provided, with an average value of 3.76, ranking third. Students' recognition of comprehensive quality training courses is high, indicating that colleges and Colleges have achieved certain results in curriculum design. These training courses cover many aspects such as vocational skills, communication ability and teamwork, which are conducive to the all-round development of students. Colleges and Colleges should design more targeted comprehensive quality training courses based on industry needs and students' career development goals to help students improve essential skills in the workplace. More flexible training courses will be offered through online platforms so that students can participate in their spare time to improve their participation and learning results.

According to the data analysis in Table 3, students show a high degree of approval for the comprehensive quality training courses, internship programs and tutor support offered by colleges and Colleges. In order to further improve the effectiveness of colleges and Colleges in comprehensive quality training, the following suggestions are put forward: To continue to expand the coverage of internship and practical programs, colleges and Colleges should continue to expand cooperation with enterprises and social organizations, provide more internship and practical opportunities, and help students accumulate experience in real working environments and improve vocational skills. On this basis, the supporting role of tutors in the career development of students can be enhanced by providing more training and resources, improving the guidance ability of tutors and optimizing the interaction mechanism between tutors and students. At the same time, the content of comprehensive quality training courses can be further enriched and optimized according to students' career development needs, and more flexible learning opportunities can be provided through online learning platforms to enhance students' comprehensive quality and employment competitiveness.

Table 4 displays the association between Training Level and Comprehensive Ability. The computed r-values indicates a weak direct correlation, however, only social practices vs. academic ability; and academic activities vs. Innovative Thinking Ability and Adaptive Ability showed significant relationship because the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the training level, the better is the comprehensive ability The results showed that while the overall

correlation was weak, there was a significant positive correlation between certain training activities and specific comprehensive abilities. It showed that the correlation between different types of training activities and students' overall ability varies considerably. Among them, "social practice" and "academic ability", "academic activities" and "innovative thinking ability" and "adaptive ability" show significant positive correlation, while the correlation between other training types and comprehensive ability is not significant.

Table 4

Relationship Between Training Level and Comprehensive Ability

Social Practices	r-value	p-value	Interpretation
Academic Ability	.148**	0.002	Significant
Innovative Thinking Ability	0.054	0.250	Not Significant
Adaptive Ability	0.036	0.452	Not Significant
Problem-Solving Ability	0.072	0.126	Not Significant
Volunteer Activities			
Academic Ability	0.076	0.105	Not Significant
Innovative Thinking Ability	0.039	0.415	Not Significant
Adaptive Ability	0.02	0.674	Not Significant
Problem-Solving Ability	0.035	0.456	Not Significant
Student Organizations			
Academic Ability	0.063	0.184	Not Significant
Innovative Thinking Ability	0.011	0.817	Not Significant
Adaptive Ability	-0.007	0.886	Not Significant
Problem-Solving Ability	-0.025	0.599	Not Significant
Academic Activities			
Academic Ability	0.081	0.085	Not Significant
Innovative Thinking Ability	.123**	0.009	Significant
Adaptive Ability	.114*	0.015	Significant
Problem-Solving Ability	0.056	0.236	Not Significant

Legend: Significant at p-value < 0.01

The relationship between social practice and comprehensive ability, social practice and "academic ability" showed a significant positive correlation (r=0.148, p=0.002), indicating that participation in social practice is conducive to improving students' academic ability. However, the correlation between social practice and "innovative thinking ability", "adaptive ability" and "problem solving ability" was not significant, and the P-values were all greater than 0.05. To encourage more academically related social practice activities, and colleges and Colleges should design more social practice projects related to academic content, such as research-based practice and social research, to help students improve their academic ability in practice. More innovation-oriented practice projects should be introduced to cultivate students' innovative thinking and adaptability through social innovation and interdisciplinary projects.

As for the relationship between volunteer activity and comprehensive ability, the correlation between volunteer activity and all comprehensive ability (academic ability, innovative thinking ability, adaptive ability, problem-solving ability) was not significant, with P-values greater than 0.05. This indicates that participation in volunteer activities has a weak effect on improving students' comprehensive ability. Volunteering should be combined with skill training, and colleges and Colleges can design programs that combine volunteering service and skill training to help students improve their practical abilities in volunteer activities. Enhance the professionalism of volunteer activities, by combining volunteer services with students' professional skills, such as professional volunteer services in fields such as medicine and law, to enhance the impact of volunteer activities on students' comprehensive ability.

The relationship between student organization and comprehensive ability, the correlation between student organization and all comprehensive ability is not significant, and the P-value is greater than 0.05. This indicates that participation in student organizations has little effect on improving students' academic ability, innovative thinking ability, adaptive ability and problem solving ability. To strengthen the academic and innovative orientation of student organizations, and encourage student organizations to incorporate more academic

discussions and innovative projects in their activities, such as entrepreneurship competitions, academic seminars, etc., to help students improve their academic ability and innovative thinking in organizational activities. Provide leadership training to enhance students' learning and development experience in organizational activities through training student organization members in leadership, project management and other aspects.

The relationship between academic activities and comprehensive ability showed that academic activities are significantly positively correlated with "innovative thinking ability" (r=0.123, p=0.009) and "adaptive ability" (r=0.114, p=0.015), indicating that participation in academic activities is conducive to improving students' innovative thinking and adaptive ability. However, the correlation between academic activities and "academic ability" and "problem solving ability" was not significant. Academic activities should be more innovation-oriented, and Colleges should encourage more innovation-oriented academic activities, such as innovation workshops and interdisciplinary research projects, to help students improve their innovative thinking ability. Provide an interdisciplinary academic exchange platform, and promote exchanges among students from different disciplinary backgrounds to enhance their adaptability and interdisciplinary thinking ability by organizing interdisciplinary academic forums and seminars.

According to the analysis results in Table 4, social practice has a significant relationship with academic ability, and academic activities have a significant relationship with innovative thinking ability and adaptive ability, while other training activities have a weak correlation with comprehensive ability. In order to further improve the impact of training level on students' comprehensive ability, the following suggestions are put forward: To design academically oriented practice projects, colleges and Colleges should design more academically oriented social practice and volunteer activities to help students improve their academic ability, innovative ability and adaptive ability in practical projects. The innovation of academic activities should be strengthened, and students' innovative ability and adaptability in academic activities should be enhanced through innovative workshops and interdisciplinary research projects. Provide leadership training and academic support to student organizations to help students improve their overall abilities in organizational activities, especially problem-solving and teamwork.

Table 5

Relationship Between Training Level and Comprehensive Quality

Social Practices	r-value	p-value	Interpretation
Providing More Comprehensive Quality Training Courses	0.027	0.573	Not Significant
Promoting Students' Participation In Internship And Practical Projects	0.016	0.738	Not Significant
Providing More Mentor Guidance And Support	0.034	0.469	Not Significant
Volunteer Activities			
Providing More Comprehensive Quality Training Courses	0.005	0.914	Not Significant
Promoting Students' Participation In Internship And Practical Projects	0.001	0.978	Not Significant
Providing More Mentor Guidance And Support	0.019	0.689	Not Significant
Student Organizations			
Providing More Comprehensive Quality Training Courses	-0.003	0.946	Not Significant
Promoting Students' Participation In Internship And Practical Projects	-0.011	0.809	Not Significant
Providing More Mentor Guidance And Support	-0.009	0.853	Not Significant
Academic Activities			
Providing More Comprehensive Quality Training Courses	0.016	0.729	Not Significant
Promoting Students' Participation In Internship And Practical Projects	0.028	0.551	Not Significant
Providing More Mentor Guidance And Support	0.014	0.764	Not Significant

Legend: Significant at p-value < 0.01

According to the survey data in Table 5, the relationship between training level and students' comprehensive quality (comprehensive quality training courses, internship and practical project participation, tutor guidance and support) is analyzed in detail.

The results show that the correlation between different types of training activities (such as social practice, voluntary activities, student organizations, academic activities) and comprehensive quality cultivation is low, and the P-value of all relevant relationships is greater than 0.01, indicating that there is no significant relationship

between training level and comprehensive quality. Table 20 showed that there is no significant correlation between training types such as social practice, volunteer activities, student organizations and academic activities and the three dimensions of comprehensive quality (comprehensive quality training courses, internships and practical projects, mentor guidance and support). The following is a detailed analysis of each of the data. There was no significant correlation between social practice and comprehensive quality training courses (r=0.027, p=0.573), internships and practical projects (r=0.016, p=0.738) and tutor guidance and support (r=0.034, p=0.469). This indicates that participation in social practice has little impact on the improvement of students' comprehensive quality.

Colleges and Colleges can combine social practice with academic projects to help students improve their comprehensive quality in practice, especially in the practice of professional skills and career development to get more effective training. Optimize the design of social practice projects, design more systematic and professional social practice projects, and ensure that students can apply what they learn in practice and improve their comprehensive quality.

The relationship between volunteer activity and comprehensive quality, volunteer activity and "comprehensive quality training course" (r=0.005, p=0.914), "internship and practice project" (r=0.001, p=0.978) and "tutor guidance and support" (r=0.019, p=0.689) were not significantly correlated. Volunteer activity had no significant effect on the improvement of students' comprehensive quality.

Voluntary projects related to students' majors should be designed to help students improve their professional abilities and comprehensive qualities in volunteer activities. Design volunteer activities according to the needs of career development, and encourage students to participate in volunteer activities related to their future career development, so that volunteering is not only limited to social welfare, but also can provide students with vocational skills development opportunities.

The relationship between student organization and comprehensive quality, student organization and "comprehensive quality training course" (r=-0.003, p=0.946), "internship and practice project" (r=-0.011, p=0.809) and "tutor guidance support" (r=-0.009, p=0.853) were not significantly correlated. This indicates that the direct influence of student organization on the improvement of comprehensive quality is small.

Student organizations should be encouraged to carry out activities related to academic research, innovation and entrepreneurship, so as to improve students' comprehensive ability in organizational activities. Provide organization and management training for student organization members in leadership, project management and other aspects to help them improve their comprehensive quality in the organization.

The relationship between academic activities and comprehensive quality, academic activities and "comprehensive quality training course" (r=0.016, p=0.729), "internship and practice project" (r=0.028, p=0.551) and "tutor guidance support" (r=0.014, p=0.764) were not significantly correlated. This indicates that academic activities have no significant effect on the improvement of comprehensive quality. Colleges and Colleges should encourage students to participate in activities that combine academic and career development, such as the combination of scientific research projects and internships, to help students improve their comprehensive quality in academic activities. Provide opportunities for interdisciplinary academic activities, and help students broaden their horizons and enhance their interdisciplinary innovation ability and comprehensive quality through interdisciplinary academic seminars and project cooperation.

According to the analysis results in Table 5, there is no significant correlation between different types of training activities (social practice, voluntary activities, student organizations, academic activities) and the three dimensions of comprehensive quality (comprehensive quality training courses, internship and practical projects, mentor guidance and support). This indicates that the existing training programs have limited effect on improving students' comprehensive quality. In order to further improve the effectiveness of training programs, the following suggestions are put forward: To optimize the design of social practice and volunteer activities,

colleges and Colleges should strengthen the design of social practice and volunteer activities, so as to make them more close to students' academic and career development needs, and help students improve their comprehensive quality in practice. Enhance the academic and career orientation of student organizations, by providing more academic and career-oriented training and activities for student organizations, help students improve their comprehensive quality in organizational activities, especially in vocational skills and leadership. Academic activities that combine academic and career development, colleges and Colleges should design more academic activities that combine academic and career development to help students improve their practical ability and professional quality while participating in academic research. The computed r-values indicate an almost negligible direct or indirect correlation, and the resulting p-values were greater than the alpha level. This means that there is no significant relationship existing between the two variables.

Table 6
Relationship Between Comprehensive Ability and Comprehensive Quality

Academic Ability	r-value	p-value	Interpretation
Providing More Comprehensive Quality Training Courses	0.049	0.303	Not Significant
Promoting Students' Participation In Internship And Practical Projects	0.037	0.437	Not Significant
Providing More Mentor Guidance And Support	0.042	0.375	Not Significant
Innovative Thinking Ability			
Providing More Comprehensive Quality Training Courses	-0.021	0.649	Not Significant
Promoting Students' Participation In Internship And Practical Projects	-0.017	0.713	Not Significant
Providing More Mentor Guidance And Support	-0.02	0.677	Not Significant
Adaptive Ability			
Providing More Comprehensive Quality Training Courses	0.002	0.961	Not Significant
Promoting Students' Participation In Internship And Practical Projects	-0.01	0.838	Not Significant
Providing More Mentor Guidance And Support	0.014	0.772	Not Significant
Problem-Solving Ability			
Providing More Comprehensive Quality Training Courses	0.017	0.722	Not Significant
Promoting Students' Participation In Internship And Practical Projects	0.02	0.673	Not Significant
Providing More Mentor Guidance And Support	0.022	0.647	Not Significant

Legend: Significant at p-value < 0.01

According to the survey data in Table 6, the relationship between students' comprehensive ability (academic ability, innovative thinking ability, adaptive ability, problem solving ability) and comprehensive quality (comprehensive quality training courses, internship and practical project participation, tutor guidance and support) is analyzed in detail. The results show that the correlation between comprehensive ability and comprehensive quality is weak, and all R-values and P-values do not reach the level of significance. This indicates that the relationship between comprehensive ability and comprehensive quality is not significant. Table 6 showed that the correlation between different comprehensive abilities (academic ability, innovative thinking ability, adaptive ability, problem solving ability) and comprehensive quality (comprehensive quality training courses, internship and practice project participation, mentor guidance and support) is not significant, and the P-value is greater than 0.01, indicating that the relationship between comprehensive ability and comprehensive quality is not significant. The following is a detailed analysis of each data.

The relationship between academic ability and comprehensive quality, academic ability and "comprehensive quality training course" (r=0.049, p=0.303), "internship and practical project" (r=0.037, p=0.437) and "tutor guidance support" (r=0.042, p=0.375) were not significantly correlated. This indicates that academic ability has a weak effect on the improvement of comprehensive quality, and there is no significant correlation between students' academic ability and their performance in comprehensive quality. Colleges and Colleges should design interdisciplinary practice projects to combine academic ability with practical ability to help students apply what they have learned in practice and improve their comprehensive quality. More opportunities for research-based internships should be introduced, and by encouraging students to participate in research-based internships, academic ability and practical ability should be integrated to improve students' comprehensive quality.

The relationship between innovative thinking ability and comprehensive quality, innovative thinking ability and "comprehensive quality training course" (r=-0.021, p=0.649), "internship and practical project" (r=-0.017,

p=0.713) and "tutor guidance and support" (r=-0.020, p=0.677) were not significantly correlated. The effect of innovative thinking ability on the improvement of comprehensive quality is limited, and there is no significant correlation. Interdisciplinary innovation programs should be strengthened, and colleges and Colleges should design more interdisciplinary innovation programs to cultivate students' innovative thinking and improve their comprehensive quality in combination with practical problem solving. By adding training courses oriented to innovative thinking, students are encouraged to cultivate innovative thinking in their daily study and apply it to the improvement of their comprehensive quality.

There was no significant correlation between adaptive ability and "comprehensive quality training course" (r=0.002, p=0.961), "internship and practice project" (r=-0.010, p=0.838) and "tutor guidance and support" (r=0.014, p=0.772). This indicates that the influence of adaptability on the comprehensive quality of students is small, and there is no significant positive relationship. To design training courses in complex environments, and colleges and Colleges should design more training courses simulating complex situations, so that students can practice adaptability in different environments, so as to improve comprehensive quality. By providing cross-cultural communication and international educational opportunities, students should be helped to improve their adaptability to different cultures and environments.

The relationship between problem-solving ability and comprehensive quality, problem-solving ability and "comprehensive quality training course" (r=0.017, p=0.722), "internship and practical project" (r=0.020, p=0.673) and "tutor guidance support" (r=0.022, p=0.647) were not significantly correlated. The relationship between problem-solving ability and comprehensive quality of students was not significant. Colleges should promote problem-based learning (PBL) model to help students improve their problem-solving ability by solving practical problems, and combine it with comprehensive quality training. Through the design of challenging and complex training tasks, students can be trained to solve problems and enhance their ability to cope with complex situations. According to the analysis results in Table 6, the correlation between comprehensive ability (academic ability, innovative thinking ability, adaptive ability, problem solving ability) and comprehensive quality (comprehensive quality training courses, internship and practical projects, mentor guidance and support) is not significant. In order to further enhance the correlation between students' comprehensive ability and comprehensive quality, the following suggestions are put forward: Colleges and Colleges should design more interdisciplinary practice programs, combine academic ability with practical ability, help students apply what they have learned in practice, and improve their comprehensive quality. Through the design of interdisciplinary innovative projects and the increase of innovative training courses, students' innovative thinking is cultivated and encouraged to apply innovative thinking to the improvement of comprehensive quality. Training courses in complex environments are introduced, and training courses simulating complex environments are designed to help students practice their adaptability and problem-solving skills in different situations.

Proposed Chinese College Students Training Program

This students training program is a proposed program and development method for Chinese university leaders and responsible leaders of student development. It aims to propose a top-level design plan for student training and development for the school leadership. Enhance the school level, visibility and reputation. This plan for future work, combined with the survey results in the previous table, helps the leadership of Chinese colleges and Colleges, especially the student administrators, to design a development plan by describing the proposed school training arrangement, the course guidance in some specific respects, and the goal of combining students' comprehensive ability development and interests.

Table 7

Proposed College Students Training Programs for Enhancing Training level, comprehensive ability, and quality

Key Result Area / Specific Objectives	Strategies/ Activities	Success Indicator	Person/Office In-charge
1. Training level 1.1 Social practices Objective: Provide internship and practical opportunities for students to enhance practical work experience.	1. Establish long-term cooperative relations with enterprises, government departments and scientific research institutions, and provide internship and practical positions. 2. Establish a campus practice base to provide simulated work scenes and experimental projects. 3. Encourage students to participate in practice through activities such as innovation and entrepreneurship competitions.	80% of students participate in at least one internship or practical project, and 70% receive positive internship feedback.	School Head Master Teachers Head Teachers Teachers
1.2 Volunteer Activities Objective: Effectively recruit volunteers and enhance their capabilities and overall quality through systematic training to better serve the community and organization.	1.Develop a volunteer recruitment plan, attract potential volunteers through online platforms and offline channels such as social media, school outreach, community events, etc. 2.Conduct volunteer on-boarding training, including the organization's mission and goals, volunteer responsibilities and tasks, communication skills and service etiquette, etc. 3.Provide professional skills training, such as first aid training, counseling skills, event planning and management, etc., to enhance volunteers' capabilities in actual work.	The number of volunteers increased by 30% compared to the previous year. Over 85% of the volunteers completed the training program and passed the examination.	Volunteer Coordinator Training Department Head
2.Comprehensive ability 2.1 Problem solving ability Objective: Develop students' ability to analyze and solve practical problems in complex environments.	1. Help students learn to analyze problems systematically through case studies and real project simulations. 2. Offer problem solving skills courses, focusing on critical thinking, logical reasoning and data analysis. 3. Organize students to participate in corporate internships or social practice projects to solve real industry or social problems. 4. Invite experts to give special lectures to share successful cases and experiences in solving problems in different fields.	80% of students were able to solve assigned practical problem projects independently, and 90% reported significant improvement in problem-solving skills.	School Head Master Teachers Head Teachers Teachers Research Career development centers
2.2 Adaptive ability Objective: Enhance students' ability to adapt to changing environments, tasks, and job requirements, helping them to integrate into new environments more quickly and effectively respond to changes.	1.Conduct adaptability training courses, including stress management, time management, emotional regulation, and problem-solving. 2.Organize role-playing and simulation exercises to allow students to experience and learn how to quickly adapt to new work environments and requirements in simulated changing scenarios. 3.Establish a "Adaptability Mentorship Program" by assigning experienced teachers or managers as mentors for new members to help them better understand the organization's culture and work processes. 4.Regularly hold team exchange meetings to share experiences and strategies for adapting in different environments and promote mutual learning and support.	80% of the students indicated that they could maintain a calm state of mind and adjust their work pace quickly in the face of environmental changes. The adaptation period for new employees has been shortened to within one month (compared to the previous three months).	Department of Academic Affairs Student Affairs Office Counselors
3.Comprehensive quality 3.1 Providing more comprehensive quality training courses Objective: Through the diversified curriculum, students' comprehensive quality is enhanced, covering various soft skills such as communication, teamwork, leadership and innovation.	1. Provide comprehensive quality training courses covering communication, teamwork, leadership, time management and other aspects. 2. Regularly invite industry experts and outstanding alumni to give lectures or workshops to share practical experience. 3. Encourage students to take interdisciplinary elective courses to enhance their knowledge and way of thinking in different fields. 4. Provide flexible and diverse learning pathways through a combination of online and offline approaches.	80% of students participated in the comprehensive quality training course, and 85% of students said that through the course, they improved their communication, teamwork and innovation skills.	School Head Master Teachers Head Teachers Teachers Alumni office
3.2 Providing More Mentor Guidance And Support Objective: Through a systematic mentorship program, students are provided with more support in career development, skills enhancement and personal growth to enhance their work ability and career satisfaction.	1.Develop the framework of the mentor program, including the selection criteria, mentoring content, timing and evaluation mechanism. 2.During the selection process, senior staff with rich working and management experience are preferred, and relevant training is provided for them to improve the guidance effect. 3.Each mentor is matched with a mentee to ensure a high degree of match in areas of expertise, career direction and personality traits.	85% of mentees said the mentorship program helped them improve their professional and personal skills. Mentor program participation increased by 30% over the previous year.	Students' Affairs office Office of teaching affairs Student tutor

	4.Conduct regular meetings between mentors and mentees to clarify mentoring goals and plans, and regularly review and adjust mentoring strategies to ensure continuous effectiveness of the mentoring process.

4. Conclusions and recommendations

The following conclusions were drawn from the results of the study: On the training level, majority of respondents strongly agreed that participation in student organizations and academic activities, while they agreed on social practice and volunteer activities that they showed agreed. As for comprehensive ability, all agreed appears in learning ability, innovative thinking ability, adaptive ability and problem solving ability, indicating that students' self-evaluation of their own ability is more positive. All respondents strongly agreed that providing more comprehensive quality training courses, promoting students' participation in internships and practical projects, and providing more mentor guidance and support are equally important in improving comprehensive quality, indicating that students have a positive attitude towards the comprehensive quality training of colleges and universities, in the same time, students have a high degree of recognition of the comprehensive quality training of colleges and universities. There is a highly significant positive correlation between comprehensive quality training and internship and practical project participation. Students who participate in more quality training courses show more initiative and leadership in the internship program, which showed that the training courses have a positive impact on the development of students' practical work ability and comprehensive quality. A proposed college students' training program was proposed to enhance Chinese college students training level, comprehensive ability and quality which will guide on how to deal with the changing needs and challenges of talent training, as well as the changing needs of the environment related to the development of the whole society and the overall improvement of the school.

The following recommendations are hereby forwarded: Department heads may supply seminars and lectures on the topics of career development, academic competence and social responsibility. Through the diversified training content, the comprehensive ability of students from different majors and backgrounds is enhanced, and students are encouraged to actively participate in interdisciplinary cooperation and innovative projects, so as to promote the cultivation innovative thinking and problem solving ability. Head teachers may strengthen cooperation with different industries and disciplines, provide more internship and practical opportunities, and improve students' comprehensive quality and job readiness. At the same time, maintain the continuity of the project, establish an effective evaluation mechanism, and continue to track and evaluate the practical results of students. Teacher trainers may assess specific needs of students and provide personalized, flexible curriculum design based on research results. Through regular evaluation of the training effect, the training content is constantly optimized and improved to meet the diverse learning needs of students. Counselor teachers can interact with students on a regular basis to help them receive in-depth guidance and support in learning, professional development and personal growth. Tutors should provide specific suggestions according to the individual needs of students to help students improve their comprehensive ability and promote their all-round development. With modern information technology, the IT Association may enrich the learning experience and strengthen the interaction between students, teachers and classmates. Through the digital learning platform and online learning management system, the effective communication and collaboration between teachers and students are promoted to improve the learning effect. College Students may establish clear career development goals, complete learning courses, participate in school activities, establish their own career development path programs, and better access to all quality resources provided by the school. The proposed college students training program may periodically evaluate and optimize existing management development programs based on student feedback and needs. Adjust the training content and implementation methods through student feedback to ensure that the training can meet the diverse needs of students and further promote the all-round development of students. Future researchers may continue to study the development of personalized training programs for college students in China, the long-term impact of training results, the impact of training programs on gender,

culture and regional differences, and the improvement of training evaluation system, so as to achieve better talent training goals and cultivate more outstanding and comprehensive applied talents.

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