

A Study on the Cultivation of Student Cadres' Sense of Belonging to the Organization

Taking Huaqiao University as an Example*

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Abstract—This paper investigates the sense of belonging to the organization of 295 student cadres in two campuses of Huaqiao University by using a self-made questionnaire — questionnaire for the study of cultivation of the sense of belonging to organization of student cadres in colleges and universities. Through the principal component analysis, the sense of belonging to the organization of college student cadres can be divided into identity and spiritual belonging, and the influencing factors of the sense of belonging to the organization of college student cadres can be divided into organizational system construction, organizational relationship and cultural atmosphere. Through data analysis, it is found that there is no significant difference in the sense of belonging to the organization of college student cadres in terms of campus, gender, origin of student, major, grade, position and achievement. There are significant differences in the main body of different student organizations. That is to say, there are significant differences in the overall attribution, spiritual attribution and status attribution of student cadres in school-level student organizations, college-level student organizations and class-level student organizations. Institution construction, organizational relationship and cultural atmosphere are important factors that affect the sense of belonging of student

cadres, among which students cadres have the highest recognition of the cultural atmosphere. Finally, this article gives advice on how to improve the sense of belonging to the organization of college student cadres from the aspects of the student cadres themselves, the main body of the students' organization, and instructors of student organizations combining with the status of research.

Keywords—student cadres; the sense of belonging to the organization; cultivation

I. INTRODUCTION

As a special group of college students, college student cadres are the core force of self-education, self-management and self-service for college students, as well as the important bridge to promote the students work of school and better life and study of student groups. The psychological state of the student cadres group during the work in student organization not only affects their state, but also affects the operation of the whole student organization. From the perspective of organizational behavior, student cadres' sense of belonging to the organization plays an important role in the development of the whole department and their self-growth. However, with the passage of time and the increase of grade, the psychology of some student cadres is also changing, and then there are some problems such as weakening of enthusiasm for student work. Therefore, it is necessary to study the sense of belonging to the organization of college student cadres, strengthen their sense of belonging to the organization, and promote the healthy, stable and efficient

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implementation of student work in colleges and universities. In combination with relevant research, this paper defines the sense of belonging to the organization of college student cadres as the following: "During the study of student cadres in colleges and universities, the relationship of belonging to the members, culture and system of the organizations in which they belong to, and the cognition, emotional experience and corresponding behavior of student cadres to the satisfaction of such belonging needs." [1]

II. RESEARCH OBJECTS AND METHODS

Based on the relevant literature, the questionnaire for study on the cultivation of the sense of belonging to the organization of college student cadres is compiled. The questionnaire includes three parts: demographic data of student cadres, investigation of the status quo of student cadres' sense of belonging to the organization and its influencing factors. Among them, the investigation of the status quo of student cadres' the sense of belonging to the organization adopts the method of "5 point Likert-type Scale". The figures 1-5 represent "very disapproval", "relatively disapproval", "generally", "quite approval" and "very approval". 295 student cadres from two campuses of Huaqiao University are investigated by random sampling. 295 questionnaires are collected, with 288 valid questionnaires. The collecting rate is 100% and the rate of effective questionnaire is 97.6%.

III. ANALYSIS OF THE APPLICABILITY OF THE QUESTIONNAIRE

Through analysis, the internal consistency coefficients of "Scale for Student Cadres' sense of belonging to the organization" and "Scale for Impact Factor of Student Cadres' the sense of belonging to the organization" are 0.961 and 0.940 respectively; The overall internal consistency coefficient of the questionnaire is 0.972, and the Cronbach's Alpha coefficient of each scale is greater than 0.7, which indicates that the questionnaire has a good reliability. The KMO values of "Scale of Student Cadres' sense of belonging to the organization" and "Scale for Impact Factor of Student Cadres' the sense of belonging to the organization" are 0.956 and 0.922 respectively, which are greater than 0.6; The P values of concomitant probability of spherical Bartlett test are all 0.000, which indicates that there is significant difference between correlation coefficient matrix and unit matrix. Combining with the relevant index value of KMO and spherical Bartlett test, it is indicated that it is suitable for factor analysis.

IV. ANALYSIS OF SURVEY CONTENT

A. Determination of the Dimension of Student Cadres' Sense of Belonging to the Organization and the Influencing Factors

The principal component analysis method and the maximum square difference rotation method are used to extract the factors according to the principle of the characteristic root greater 1.

TABLE I. CHARACTERISTIC ROOTS OF CORRELATION MATRIX AND VARIANCE CONTRIBUTION RATE OF STUDENT CADRES' SENSE OF BELONGING TO THE ORGANIZATION

component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	total	% of variance	accumulated %	total	% of variance	accumulated %	total	% of variance	accumulated %
1	10.589	62.290	62.290	10.589	62.290	62.290	6.851	40.297	40.297
2	1.352	7.952	70.242	1.352	7.952	70.242	5.091	29.945	70.242

Extraction method: Principal component analysis.

TABLE II. FACTOR LOADING OF STUDENT CADRES' SENSE OF BELONGING TO THE ORGANIZATION AFTER THE ROTATING

		component	
		1	2
A1 I think the future of my organization is very bright.		.799	
A2 if I'm not working in this student organization, I would like to spend time and energy to help the organization grow.		.799	
A3 I will choose to remain in this student organization except for non-reactionary factors		.793	
A4 In the future, I will recommend my brother and sister to join this department.		.786	
A5 I am very concerned about the fate of my student organization.		.769	
A6 In general, members of my department are working for a common goal.		.749	
A7 If I can choose again, I will choose this organization.		.746	
A8 The activities of student organization work are the most important in my heart.		.718	
A9 I'm proud to hear people praise my student organization.		.696	
A10 When I introduce myself, I would like to mention "I am a member of this organization."		.674	
A11 I can get a great sense of accomplishment in the work of my organization.		.587	
A12 I never be careless in my own work.			.861
A13 I always consider the impact of my own decisions on the organization when making decisions.			.841
A14 I will participate in the discussion enthusiastically during the meeting.			.755
A15 I will actively participate in or cooperate with the activities organized by other department in this organization.			.742
A16 When other things conflict with the work of the organization, I give priority to the work of the organization			.676
A17 In handling my work, I will give priority to the interests of the organization rather than my own interests.			.670

There are 17 items in the scale of the sense of belonging to the organization of student cadres. From "Table I", it can be seen that the first two common factors reflect the total variance of the variables related to student cadres' sense of belonging to the organization is 70.242%. Therefore, this paper uses the first two common factors to evaluate the sense of belonging to the organization of student cadres.

According to the two main factors, the factor load matrix is calculated by the principal component analysis method, and its variance is rotated to the maximum. The factor load matrix after rotating is obtained as in "Table II".

The first common factor has a large load on the 11 items from A1 to A11 (with the single factor more than 0.5). These factors mainly describe the feelings and experiences of student cadres to the organization and the influence of life in organization on their spiritual level. We call them "spirit sense of belonging" and take the average value of these 11 items to quantify. The second common factor has a greater load on the six items of A12 to A17. These indexes mainly reflect the sense of personal identification and behavior of the students' cadres who belong to the students' organizations. We call it the sense of belonging to the identity, and we also quantify it by the average value of the six items. According to the degree of similarity of the load, this paper divides this principal component into three dimensions: institution construction, cultural atmosphere and organizational relationship in "Table III".

TABLE III. INFLUENTIAL FACTORS OF STUDENT CADRES' SENSE OF BELONGING TO THE ORGANIZATION

system construction	Complete evaluation and promotion system of the organization.
	The organizational structure of my organization is very clear.
	The aim of my organization is clear.
organization relationship	In the organization, the communication between the superior and the subordinate is smooth, and the subordinate's opinion will receive the feedback.
	teacher or the superior can give the care and help;
	The superior or the teacher can contain and correct the mistakes in the work;
Cultural atmosphere	Team members are friendly and united;
	rich and colorful team activities;
	The organization will consider the ability, time and other aspects of individuals in the distribution of work;

B. Analysis on the General Characteristics and Difference of Student Cadres' Sense of Belonging to the Organization

1) *Description and analysis of the general status of student cadres' sense of belonging to the organization:* According to "Table IV", the overall level of student cadres' sense of belonging to the organization is above average, with the average score of sense of belonging of 3.9906, which exceeds the critical value of the intermediate level of total sense of belonging (the scale adopts the five-score

method, and the critical value of the intermediate level is 3); Moreover, the student cadres' sense of belonging to the organization is basically balanced in two dimensions, and the spiritual sense of belonging is slightly higher than the sense of belonging to identity. The common feature is that both are higher than the critical value of the intermediate level (3). This shows that student cadres shows more sense of belonging to the identity of the organization in the sense of belonging to the organization, but the spiritual and emotional belonging to the organization is relatively weak, which shows that the main body of student organizations still need to strengthened the degree of care and concern for student cadres.

TABLE IV. SCORES OF STUDENT CADRES' SENSE OF BELONGING TO THE ORGANIZATION IN OVERALL AND FRACTAL DIMENSIONS

	Descriptive				
	N	minimal value	maximal value	mean value	standard deviation
spiritual sense of belonging	288	1.00	5.00	3.95	.947
sense of belonging to identity	288	1.00	5.00	4.06	.800
sense of belonging	288	1.00	5.00	3.99	.850
valid N (list state)	288				

2) *Analysis of difference in student cadres' sense of belonging to the organization:*

a) *The difference of student cadres' sense of belonging to the organization in term of different campuses, gender, origin of student and students at home and abroad:* The differences of student cadres' sense of belonging to the organization in term of different campuses, gender, origin of student and students both at home and abroad are analyzed by independent sample T-test. The results show that there are no significant differences in student cadres' sense of belonging, sense of belonging to identity and spiritual sense of belonging in term of different campuses, gender, origin of student and students at home and abroad.

TABLE V. THE DIFFERENCE OF STUDENT CADRES' SENSE OF BELONGING TO THE ORGANIZATION IN TERM OF DIFFERENT CAMPUSES, GENDER, ORIGIN OF STUDENT AND STUDENTS AT HOME AND ABROAD

		spiritual sense of belonging				sense of belonging to identity				sense of belonging			
		Mean	Std.	F	sig	Mean	Std.	F	sig	Mean	Std.	F	sig
campus	Quanzhou	3.92	0.97	0.098	0.754	4.04	0.81	0.116	0.734	3.97	0.86	0.507	0.477
	Xiamen	4.02	0.91			4.09	0.79			4.05	0.53		
gender	male	4.00	0.93	0.005	0.945	4.13	0.79	0.051	0.821	4.05	0.84	0.043	0.835
	female	3.92	0.95			4.02	0.81			3.96	0.86		
source of students	city	3.97	1.00	1.659	0.199	4.11	0.81	0.065	0.799	4.02	0.89	1.010	0.316
	country	3.91	0.87			3.99	0.78			3.94	0.79		
students at home and abroad	within the border	3.96	0.95	0.010	0.919	4.09	0.78	2.456	0.118	4.01	0.84	0.442	0.507
	beyond the border	3.88	0.97			3.88	0.89			3.88	0.91		

b) The difference of student cadres' sense of belonging to the organization in term of different majors, grades, positions and performance:

TABLE VIII. DIFFERENCE OF STUDENT CADRES' SENSE OF BELONGING TO THE ORGANIZATION WITH DIFFERENT PERFORMANCE

	performance	N	Mean	Std.	F	sig
spiritual sense of belonging	the first 25%	118	3.95	.987	1.019	0.385
	the first 26%-50%	92	4.04	.767		
	the first 50-75%	55	3.76	1.053		
	the last 25%	23	3.99	1.121		
	total	288	3.95	.947		
sense of belonging to identity	the first 25%	118	4.02	.835	1.424	0.236
	the first 26%-50%	92	4.13	.671		
	the first 50-75%	55	3.92	.891		
	the last 25%	23	4.27	.840		
	total	288	4.06	.800		
overall sense of belonging	the first 25%	118	3.98	.893	1.150	0.329
	the first 26%-50%	92	4.07	.689		
	the first 50-75%	55	3.82	.936		
	the last 25%	23	4.09	.983		
	total	288	3.99	.850		

TABLE VI. DIFFERENCE OF STUDENT CADRES' SENSE OF BELONGING TO THE ORGANIZATION IN DIFFERENT MAJORS

	N	Mean	Std.	F	sig	
spiritual sense of belonging	arts	194	3.92	.964	0.333	0.717
	science	37	4.06	.771		
	Engineering	57	3.95	1.002		
	total	288	3.95	.947		
	sense of belonging to identity	arts	194	4.03		
science		37	4.17	.708		
Engineering		57	4.08	.860		
total		288	4.06	.800		
overall sense of belonging		arts	194	3.96	.858	0.425
	science	37	4.10	.707		
	Engineering	57	3.99	.917		
	total	288	3.99	.850		

TABLE IX. DIFFERENCE OF STUDENT CADRES' SENSE OF BELONGING TO THE ORGANIZATION IN DIFFERENT POSITIONS

	N	Mean	Std.	F	sig	
spiritual sense of belonging	officer or class committee	103	3.91	1.003	2.645	0.034
	Deputy Director	69	4.05	.794		
	director	48	3.84	.887		
	monitor or league branch secretary	22	3.49	1.307		
	presidium members	46	4.21	.817		
	total	288	3.95	.947		
	sense of belonging to identity	officer and class committee	103	4.02		
Deputy Director		69	4.05	.752		
director		48	4.05	.796		
monitor and league branch secretary		22	3.87	1.018		
presidium members		46	4.26	.786		
total		288	4.06	.800		
overall sense of belonging		officer and class committee	103	3.95	.876	2.21
	Deputy Director	69	4.05	.740		
	director	48	3.91	.827		
	monitor and league branch secretary	22	3.62	1.134		
	presidium members	46	4.23	.769		
	total	288	3.99	.850		

TABLE VII. DIFFERENCE OF STUDENT CADRES' SENSE OF BELONGING TO THE ORGANIZATION IN DIFFERENT GRADES

	N	Mean	Std.	F	sig	
spiritual sense of belonging	freshman	79	4.09	.882	1.587	0.193
	Sophomore	83	3.91	.937		
	Junior	90	3.80	1.063		
	senior	36	4.09	.759		
	total	288	3.95	.947		
	sense of belonging to identity	freshman	79	4.10		
Sophomore		83	4.02	.806		
Junior		90	4.02	.877		
senior		36	4.11	.636		
total		288	4.06	.800		
overall sense of belonging		freshman	79	4.09	.791	1.126
	Sophomore	83	3.95	.857		
	Junior	90	3.88	.946		
	senior	36	4.10	.686		
	total	288	3.99	.850		

One-way ANOVA is used to analyze the differences of student cadres' sense of belonging to the organization in term of different majors, grades and performances. "Table VI", "Table VII", "Table VIII" and "Table IX" show that there is no significant difference in student cadres' overall sense of belonging to the organization, sense of belonging to the identity and spiritual sense of belonging in term of different majors, grades, performances and positions.

c) *The difference of student cadres' sense of belonging to the organization in different student organizations:* In order to study the difference of student cadres' sense of belonging to the organization in different organizations, univariate ANOVA is used to test the difference of student cadres' sense of belonging to the organization in six different organizations. The results were shown in "Table X".

TABLE X. DIFFERENCE OF STUDENT CADRES' SENSE OF BELONGING TO THE ORGANIZATION IN DIFFERENT ORGANIZATIONS

	N	Mean	St.d	F	sig	
spiritual sense of belonging	<i>the school Youth League Committee</i>	59	4.30	.651	6.277	0.000
	<i>school students' union</i>	26	4.02	.742		
	<i>the Youth League Committee of College</i>	38	4.16	.657		
	<i>the students' union of college</i>	93	3.87	1.015		
	<i>class committee</i>	32	3.24	1.256		
	<i>club</i>	40	3.94	.929		
	<i>total</i>	288	3.95	.947		
sense of belonging to identity	<i>the school Youth League Committee</i>	59	4.25	.546	2.761	0.019
	<i>school students' union</i>	26	4.24	.533		
	<i>the Youth League Committee of College</i>	38	4.20	.611		
	<i>the students' union of college</i>	93	4.02	.945		
	<i>class committee</i>	32	3.75	.880		
	<i>club</i>	40	3.85	.887		
	<i>total</i>	288	4.06	.800		
overall sense of belonging	<i>the school Youth League Committee</i>	59	4.28	.566	5.251	0.000
	<i>school students' union</i>	26	4.10	.586		
	<i>the Youth League Committee of College</i>	38	4.17	.594		
	<i>The students' union of college</i>	93	3.92	.959		
	<i>overall sense of belonging</i>	32	3.42	1.060		
	<i>club</i>	40	3.91	.880		
	<i>total</i>	288	3.99	.850		

"Table X" shows that there are significant differences in the overall sense of belonging as well as the sense of belonging to identity and spiritual sense of belonging between different organizations. In order to further explore how the difference exists, the Post Hoc test is further carried out, as shown in "Table XI".

In the dimensions of spiritual sense of belonging, the significant difference of variance is mainly caused by the fact that student cadres' spiritual sense of belonging of the school Youth League Committee, school students' union and the Youth League Committee of College is slightly higher than that of the club and the students' union of college and is obviously higher than that of the class committee. In the sense of belonging to identity, the significant difference of variance is also due to that student cadres' sense of belonging to the organization of class committee and club is lower than that of student cadres in other organizations. In general, there are significant differences in the sense of belonging to the organization between the student cadres of class committees and club and those of other organizations. The student cadres of the school youth league committee have the strongest sense of belonging to the organization, and the student cadres of the class committee and club have the weakest sense of belonging to the organization. In order to study the causes of the differences, this paper further uses one-way ANOVA to

analyze the differences in the recognition of different organizations in the construction of organizational system, organizational relations and cultural atmosphere, as detailed in "Table XII".

"Table XII" shows that there are significant differences in the recognition of the student cadres of different organizations in the construction of the organizational system, organizational relations and cultural atmosphere. After back testing, it is found that the difference is mainly caused by the fact that degree of recognition of the student cadres of school Communist Party committee is higher than those of the class committee and club. The degree of recognition of the student cadres of the school Communist Party committee is the highest, while that of the student cadres of the class committee and club are the weakest, which coincides with the differences in the sense of belonging to the organization above. This shows that the differences in the sense of belonging to the organization of the student cadres of different organizations are influenced by the system construction, organizational relationship and cultural atmosphere of the organization. The following analysis of the influencing factors of student cadres' sense of belonging to the organization will be further explained.

TABLE XI. POST HOC TEST ON THE DIFFERENCE OF STUDENT CADRES' SENSE OF BELONGING TO THE ORGANIZATION IN DIFFERENT ORGANIZATIONS

dependent variable	Department of Student Organizations	(J) Student Organizations	Mean Difference (I-J)	standard error	significance
spiritual sense of belonging	<i>the school Youth League Committee</i>	school students' union	.275	.213	.198
		the Youth League Committee of College	.138	.188	.464
		the students' union of college	.433*	.150	.004
		overall sense of belonging	1.059*	.199	.000
		club	.362	.185	.052
	<i>overall sense of belonging</i>	the school Youth League Committee	-1.059*	.199	.000
		school students' union	-.783*	.239	.001
		the Youth League Committee of College	-.920*	.217	.000
		the students' union of college	-.625*	.185	.001
		club	-.696*	.215	.001
sense of belonging to identity	<i>overall sense of belonging</i>	the school Youth League Committee	-.496*	.173	.004
		school students' union	-.488*	.208	.020
		the Youth League Committee of College	-.446*	.189	.019
		the students' union of college	-.269	.161	.096
		club	-.098	.187	.597
	<i>club</i>	the school Youth League Committee	-.397*	.161	.015
		school students' union	-.389	.198	.051
		the Youth League Committee of College	-.347	.178	.053
		the students' union of college	-.170	.149	.253
		overall sense of belonging	.098	.187	.597
overall sense of belonging	<i>the school Youth League Committee</i>	school students' union	.18107	.19328	.350
		the Youth League Committee of College	.10713	.17079	.531
		the students' union of college	.36041*	.13666	.009
		overall sense of belonging	.86051*	.18027	.000
		club	.37485*	.16817	.027
	<i>overall sense of belonging</i>	the school Youth League Committee	-.86051*	.18027	.000
		school students' union	-.67944*	.21679	.002
		the Youth League Committee of College	-.75339*	.19700	.000
		the students' union of college	-.50010*	.16828	.003
		club	-.48566*	.19474	.013

TABLE XII. DIFFERENCE ANALYSIS ANOVA OF STUDENT CADRES OF DIFFERENT ORGANIZATIONS IN TERM OF ORGANIZATIONAL SYSTEM CONSTRUCTION, ORGANIZATIONAL RELATIONS AND CULTURAL ATMOSPHERE

			quadratic sum	df	mean square	F	significance
system construction	The aim of my organization is clear	inter-group	14.03	5	2.806	2.975	.012
		intra-group	265.95	282	.943		
		total	279.98	287			
	The organizational structure of the organization is very clear;	inter-group	4.39	5	.879	.896	.484
		intra-group	276.52	282	.981		
		total	280.91	287			
complete evaluation and promotion system of the organization.	inter-group	19.29	5	3.859	3.718	.003	
	intra-group	292.70	282	1.038			
	total	312.00	287				
cultural atmosphere	The organization will consider the ability, time and other aspects of individuals in the distribution of work;	inter-group	19.09	5	3.818	3.927	.002
		intra-group	274.18	282	.972		
		total	293.27	287			
	Team members are friendly and united;	inter-group	22.46	5	4.494	4.946	.000
		intra-group	256.18	282	.908		
		total	278.65	287			
Cultural atmosphere rich and colorful team activities;	inter-group	14.09	5	2.818	2.500	.031	
	intra-group	317.90	282	1.127			
	total	332.00	287				
organization relationship	teacher or the superior can give the care and help;	inter-group	16.896	5	3.379	2.827	.016
		intra-group	337.104	282	1.195		
		total	354.000	287			
	The superior or the teacher can contain and correct the mistakes in the work	inter-group	10.842	5	2.168	2.214	.053
		intra-group	276.154	282	.979		
		total	286.997	287			
In the organization, the communication between the superior and the subordinate is smooth, and the subordinate's opinion will receive the feedback.	inter-group	16.085	5	3.217	3.264	.007	
	intra-group	277.912	282	.986			
	total	293.997	287				

C. Analysis of the Influencing Factors of the Student Cadres' Sense of Belonging to the Organization
1) Correlation analysis

TABLE XIII. CORRELATION ANALYSIS OF SENSE OF BELONGING, AND ORGANIZATIONAL RELATIONSHIP, CULTURAL ATMOSPHERE AND INSTITUTION CONSTRUCTION

		sense of belonging	organization relationship	cultural atmosphere	system construction
sense of belonging	<i>Pearson correlation</i>	1	.741**	.808**	.780**
	<i>significance (two sides)</i>		.000	.000	.000
	<i>N</i>	288	288	288	288
organization relationship	<i>Pearson correlation</i>	.741**	1	.843**	.748**
	<i>significance (two sides)</i>	.000		.000	.000
	<i>N</i>	288	288	288	288
cultural atmosphere	<i>Pearson correlation</i>	.808**	.843**	1	.827**
	<i>significance (two sides)</i>	.000	.000		.000
	<i>N</i>	288	288	288	288
system construction	<i>Pearson correlation</i>	.780**	.748**	.827**	1
	<i>significance (bilateral)</i>	.000	.000	.000	
	<i>N</i>	288	288	288	288

^a **. is significantly correlated at .01 level (bilateral).

As shown in "Table XIII": There is a very significant correlation between student cadres' sense of belonging to the organization and the three factors of organizational relationship, cultural atmosphere, and system construction, which are all positive correlation ($P < 0.01$), and there is also a very significant correlation between the three factors. Then

all aspects of organizational relationship, cultural atmosphere and system construction and sense of belonging to the organization are made related analysis.

a) Correlation analysis of all aspects of system construction and sense of belonging to the organization:

TABLE XIV. CORRELATION ANALYSIS OF ALL ASPECTS OF SYSTEM CONSTRUCTION AND SENSE OF BELONGING TO THE ORGANIZATION

		The organizational structure of their organization is very clear	The aim of the organization is clear	The evaluation and promotion system of organization is complete
<i>mean value</i>		4.02	4.01	3.75
<i>standard deviation</i>		0.989	0.988	1.043
<i>spiritual sense of belonging</i>	<i>P</i>	0.591**	0.662**	0.646**
	<i>sig</i>	0.000	0.000	0.000
<i>sense of belonging to identity</i>	<i>P</i>	0.646**	0.716**	0.703**
	<i>sig</i>	0.000	0.000	0.000
<i>overall sense of belonging</i>	<i>P</i>	0.653**	0.628**	0.679**
	<i>sig</i>	0.000	0.000	0.000

As shown in "Table XIV", sense of belonging to the organization and its various dimensions are highly positive correlated to all aspects of system construction, and if organizational structure and aim are clearer and organizational evaluation and promotion system is more perfect, student cadres' sense of belonging to the organization is stronger. Among them, the evaluation and promotion system is the most relevant to the sense of belonging to the organization. However, the degree of recognition of the student cadres is the lowest in the system construction. According to the interview, the main reasons are as follows: first, the main body of student organization has one-sidedness in the process of evaluating student cadres, and it does not consider the work and input of student cadres in an all-round way, which makes some student cadres feel unfair treatment; secondly, there is subjectivity in the evaluation and assessment of student cadres, and no objective system and quantification for the evaluation and promotion of student cadres, but it relies more on the

subjective evaluation of the superior. Although some organizations have evaluation system, but they don't strictly implement in accordance with the system. Finally, the organization doesn't fully explore the strengths and advantages of student cadres, and fails to make the best use of their talents.

b) Correlation analysis of all aspects of cultural atmosphere and sense of belonging to the organization

TABLE XV. CORRELATION ANALYSIS OF ALL ASPECTS OF CULTURAL ATMOSPHERE AND SENSE OF BELONGING TO THE ORGANIZATION

		The organization will take into account the ability, time and other aspects of individuals in the distribution of work	Team members friendly and united	team activities are rich and colorful
<i>mean value</i>		4.10	4.16	4.00
<i>standard deviation</i>		1.011	0.985	1.076
<i>spiritual sense of belonging</i>	<i>P</i>	0.696**	0.706**	0.696**
	<i>sig</i>	0.000	0.000	0.000
<i>sense of belonging to identity</i>	<i>P</i>	0.722**	0.688**	0.648**
	<i>sig</i>	0.000	0.000	0.000
<i>overall sense of belonging</i>	<i>P</i>	0.738**	0.738**	0.717**
	<i>sig</i>	0.000	0.000	0.000

"Table XV" shows that all aspects of cultural construction are still highly positively correlated with the sense of belonging to the organization and its dimensions, while student cadres have a very high degree of recognition for team member relations, team activities and the humanization of considering individual ability and time when organizing and distributing work. The survey finds that organizations attach great importance to organizational culture construction, and they will organize various activities

to enhance the cohesion of team members to promote the emotions between the members. Therefore, in terms of cultural atmosphere, student cadres have a very high degree of recognition.

c) Correlation analysis of various aspects of organizational relationship and the sense of belonging to the organization:

TABLE XVI. CORRELATION ANALYSIS OF VARIOUS ASPECTS OF ORGANIZATIONAL RELATIONSHIP AND THE SENSE OF BELONGING TO THE ORGANIZATION

		The superior or the teacher can contain and correct the mistakes in the work	teacher or the superior can give the care and help;	In the organization, the communication between the superior and the subordinate is smooth, and the subordinate's opinion will receive the feedback.
<i>mean value</i>		4.00	3.92	3.94
<i>standard deviation</i>		1.00	1.11	1.02
<i>spiritual sense of belonging</i>	<i>P</i>	0.555**	0.645**	0.663**
	<i>sig</i>	0.000	0.000	0.000
<i>sense of belonging to identity</i>	<i>P</i>	0.569**	0.580**	0.645**
	<i>sig</i>	0.000	0.000	0.000
<i>overall sense of belonging</i>	<i>P</i>	0.589**	0.657**	0.692**
	<i>sig</i>	0.000	0.000	0.000

All aspects of organizational relationship are still highly positively correlated with the sense of belonging to the organization and its dimensions. As shown in "Table XVI" the two aspects of "teachers or superiors can give care and help and the communication between the superior and the subordinate is smooth in the organization" and "the subordinate's opinion will receive the feedback", the recognition degree is low, with the average value lower than 4.5%. In the interview, it is known that in some organizations the task is directly conveyed from the superior to the subordinate, which is a form of distributing the task, so the subjective initiative of the student cadres is less given play to, and they lack the communication between the superior or the teacher and the student cadres. The superior or the teacher gives less careful guidance and help to the student cadres and many details aspects have not been noticed.

organization has its own division of labor and positioning. If some newly elected student cadres are not clear about the aim and structure of their organization, it's easy to generate understanding deviation to themselves and the organization and form a wrong attitude to work, so that they have high expectations for student work, thinking that they are superior to other students, or that their department is more important than others, which is easy to go contrary to the aim of the organization, and lead that their work may not be supported, thus making it difficult to cooperate with other departments. In order to do a good job, promote the better implementation of organization work, and ensure the efficient operation of the organization, student cadres should put their own position clearly and recognize their own positioning.

2) *To enhance the ability of emotional regulation:* Student cadres should bear more work than other students, which has higher requirements for their ability. Therefore, student cadres should bear more pressure on students, work and life than ordinary students, which needs them to have a good mentality, stronger frustration ability and emotional control ability. They shouldn't be frustrated by a mistake in

V. CONCLUSION

A. For Student Cadres Themselves

1) *To understand the aim and the organizational structure of their organization:* Each department or

the work, but learn from it and take the rest of the work more seriously.

B. For the Main Body of Student Organization

1) *To innovate and strengthen the construction of organizational culture:* Organizational culture is a unique cultural image composed of values, beliefs, rituals, and symbols, handling methods and so on. It has the guiding function to lead the future development of the entire organization. [2] We should take into account the characteristics of the members in students organization and the bureaucratization of the structure of students organization, accurately analyze the characteristics of the students affairs becoming more and more diversified and complicated in the future, change the old pompous and impractical organizational culture of the students organization, and form a new student organization culture dominated by "innovation", "service" and "study".

2) *To strengthen the aim of "people-oriented" and pay more attention to the mood and thoughts of student cadres:* If the organization does not consider the students' ability and personal time arrangement when distributing the work, it may be difficult for the student cadres to ensure to complete the tasks assigned by the organization, and they may have negative work mood, which then affects the operation of organization and proceeding of activities. On the contrary, if the organization know the interests, hobbies and work ability of the student cadres in the organization, it can better distribute the tasks and make the student cadres perform their duties, to give full play to their greatest potential and ensure the efficient operation of the organization. Therefore, it is necessary for the organization to strengthen the humanistic concern for the student cadres and understand their thoughts.

3) *To make multi-aspect investigation and establish a scientific selection system:* The influence of student cadres among students is ubiquitous, so only by selecting a group of student cadres with excellent moral quality, assiduous study and outstanding professional quality can we lead more students to the correct road and carry out student work better. Therefore, the establishment of a scientific and reasonable selection system has become the top priority of selecting outstanding student cadres. Therefore, first of all, we should investigate the students in all aspects, deeply understand the students' sense of social responsibility and moral quality, and focus on the service consciousness of the students. At the same time, the investigation system should be established, and the enthusiasm of student cadres should be observed during the investigation period, and the evaluation and response of students to their work should be investigated to select the excellent student cadres who have strong comprehensive quality and high enthusiasm for work and can sincerely serve the teachers and students.

4) *To establish and perfect the appraisal system of student cadres:* The mature appraisal system can not only measure the ability performance of student cadres, but also can reflect the problems of student cadres, and make timely correction to help them better develop. First of all, the evaluation system should be transparent, the evaluation process should be fair and equitable, and there shouldn't be biased protection between various departments, and student cadres; secondly, the evaluation work should be routinized. The daily performance, work ability and work performance of student cadres should be evaluated, and the appraisal work must have stages and be carried out from the work performance of an activity to work performance of midterm and the semester, which can not only judge whether the student cadre is suitable for the development of the organization, but also can reflect the growth of this student cadre in the organization; finally, we can establish and improve the feedback mechanism after the evaluation to give the feedback about student cadres' recognition of the evaluation results, and whether there is improvement for the shortcomings of the evaluation results in the future work.

C. For the Instructors of Student Organizations

Instructor plays important guiding and assisting role in the development of student organizations and the implementation of daily work. Instructors should change their understanding of the traditional concept of student cadres, avoid only positioning student cadres as the role of assistants, and insist on "external and internal cultivation" to strengthen the sense of belonging to the organization [4]. Instructors should establish a "student-oriented" concept of work, deeply concern the ideological dynamics of student cadres, grasp their psychological demands, communicate with them effectively, and help and solve the difficulties of student cadres in time in life and work, to stimulate the enthusiasm and initiative of student cadres. At the same time, when the students' cadres make mistakes in their work, the instructors should treat them with tolerance instead of severe criticism, and regard them as the subjects who can bring their potential into full play with creativity, rather than the executors of the students' work. They should actively cultivate their comprehensive ability and multi-directional thinking, build the development platform, and enhance their sense of belonging to the organization.

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