

A STUDY ON THE SATISFACTION OF STUDENTS' ASSOCIATION MEMBERS IN ZHENGZHOU SHENGDA UNIVERSITY

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Abstract

This study focused on the current status survey of satisfaction among college student association members in Zhengzhou Shengda University. It aimed to analyze differences in association member satisfaction under various background characteristics. The study targeted association members and collected data through questionnaires, which distributed 360 questionnaires through convenient sampling with 357 valid responses. Research methods included descriptive statistics, independent samples t-test, and ANOVA analysis. The questionnaire results showed that overall satisfaction among association members was high. Significant differences existed in member satisfaction based on variables such as grade, duration of membership, number of associations joined, and average weekly participation time in associations. However, it was not significant in gender effects on satisfaction. Based on detailed data analysis, this study comprehensively evaluated association member satisfaction and proposed improving strategies. The theoretical significance of this study was to reveal the current status of association member satisfaction, provide a basis for the development of school associations, and promote the improvement of association management. The practical significance was that by analyzing satisfaction differences under different background characteristics, key factors affecting satisfaction were identified, providing guidance for personalized training and development plans, which helped to improve satisfaction.

Keywords: College Student Association, Members of College Student Association, Satisfaction

Introduction

College student association refers to non-profit, non-political mass organizations voluntarily formed by students to pursue common interests, goals, or needs. It is a crucial component of campus culture and served as an important platform for cultivating students' practical skills and innovation. The

development of college student association is influenced by various factors and has a certain historical background and practical significance.

The origin of college student association can be traced back to the history of higher education in developed countries such as Europe countries and the United States. These organizations not only had a long history and were diverse in nature, but also beard many social responsibilities, playing a significant role in maintaining social stability and promoting social development. Many international elites, such as Nixon, Kennedy, Clinton, and Bush, have been prominent figures in student association. The United States is one of the most developed countries in terms of college student association, and the formation of these organizations could be traced back to the colonial period. The earliest student associations in universities were some literary societies spontaneously organized by students at Yale University in the late 18th century, which were later emulated by Harvard University, Princeton University, and others. American (1996) pointed out that as a new philosophy, corporatism was deeply rooted in the political and ideological concepts of American society, promoting the prosperous development of American university culture. There were a large number of active student association with detailed classifications in the United States. Various organizations covered all aspects of learning and social life, and almost every student can find an organization that attacked them. A study by Chaudron (2005) from Texas State University, published in the *College Student Journal*, investigated the impact of student association on the development of college students' leadership skills. It found that students participating in student association showed significant improvement in leadership skills, and different types of organizations had varying effects on different leadership skills.

Martensen & Grønholdt (2010) from the Copenhagen Business School, published in “Psicothema” used the European Customer Satisfaction Index (EPSI) methodology to study the satisfaction and loyalty of Danish university students. The study found that student satisfaction was influenced by factors such as teaching quality, learning environment, club activities, reputation, and expectations, and the student satisfaction had a positive impact on their loyalty. Europe is another important birthplace of college student associations, with a long history and rich forms of organization. The development of European college student association has been influenced by the characteristics and changes of European higher education, reflecting the historical evolution and social changes of European higher education from the initial academic and elite nature to later democratization and diversification. European college student association emphasized student participation and rights, focusing on the educational function and social responsibility of the organizations, as well as their internationalization and cross-cultural exchange. Asia is an important region for the development of college student associations, and its organizations also have different characteristics and styles. The development of Asian college student association was influenced by various aspects such as the history, culture, politics, and economy of Asian countries, presenting diverse and differentiated characteristics.

Asian college student association emphasized organizational structure and standardization, focused on professionalism and practicality, as well as localization and innovation.

College student association are a relatively new phenomenon in China, and their development has been influenced by the history and current situation of higher education in China. The development of Chinese college student association has gone through several stages, reflecting the development and changes in Chinese higher education from the initial establishment to the subsequent increase in quantity, and now to the improvement in quality. The earliest student association in Chinese universities emerged in the early 20th century. The generally recognized one was the "Anti-Russian Iron and Blood Society" established by Peking University in 1904. Another early well-known student organization was the "Sea Mew Drama Club" established by Ocean University of China in 1932. These organizations had a long history. Due to changes in the current situation and the establishment of schools, most student associations in universities were established after the reform and opening up, such as the Photography Association of Fudan University, which was founded in 1981. The past decade since the beginning of the 21st century has been a golden period of rapid development for student associations. The entrance of Chinese higher education to the mass stage has been a decisive factor in the rapid growth of student association. According to incomplete statistics, more than 70% of student association in Chinese universities were established after 2005. In 2020, the Party Leadership Group of the Ministry of Education and the Central Committee of the Communist Youth League issued the "Measures for the Administration of the Construction of College Student association ". These measures comprehensively stipulated the basic tasks, classification, conditions, procedures, responsibilities, systems, and norms of college student association in terms of general principles, registration, instructors, organization construction, activity management, evaluation and assessment, and supervision and management. It provides a legal.

Research Objectives

- (1) To investigate the background variable information among the college student associations at Zhengzhou Shengda Economic and Trade Management College.
- (2) To determine the current satisfaction among members of the college student association at Zhengzhou Shengda Economic and Trade Management College.
- (3) To analyze the differences in satisfaction among members of college student associations at Zhengzhou Shengda Economic and Trade Management College under different demographic variables.

Literature Review

Research on College Student association

Milchael and Hawes (2005) categorized the benefits of student participation in organizations into several aspects: individual-related, group dynamics-related, peer experience-related, curriculum-related, career-related, graduate school-related, and life-related. Bare & Hoggatt (1986) reported that effective student association can provide members with development opportunities in four areas (self-awareness, interpersonal relationships, economic efficiency, and democratic responsibility). Lariviere (1990) highlighted the personal benefits of students participating in organizational activities, including learning to work efficiently with others, developing communication skills, time management, teamwork, and exploring interests. Liao (2017) provided a detailed introduction on how Harvard University managed its organizations and leveraged their educational value in "A Glimpse of Harvard University's Organization Management". In his 2015 work, "Organization Management in Chinese and American Universities," Liao compared student association in Chinese and American universities, using Harvard as a reference. He suggested that Chinese university organizations could learn from favorable experiences, such as strengthening institutional construction and emphasizing the content and methods of organizational activities, including increasing funding, venue and equipment investment, and teacher involvement.

Organizational activities are a crucial aspect of college life, and researchers have pointed out that these organizations offer various functions and roles. Some scholars have comprehensively explored the diverse functions and roles of college student association. Guo (2008) discussed the educational functions of student associations in higher vocational colleges to promote school development and student socialization. These educational functions encompass ideological and moral quality education, cultivation of innovative spirit and practical ability, and professional role training. In terms of promoting school development, it fostered a harmonious campus culture, reflected the professional characteristics of higher vocational colleges, advanced school spiritual civilization, and expanded the work front of the Communist Youth League.

For promoting the socialization of higher vocational students, it included basic skills, basic norms of socialization, individuality, and role socialization. Other scholars have explored specific functions of organizations. Fan (2013) empirically analyzed the moral education function of higher vocational students' organizational activities through a questionnaire survey. Zhang (2017) considered higher vocational student association as important carriers for enhancing students' employability, playing a significant role in cultivating students' organizational activity abilities, team spirit, social skills, and professional application abilities. Some scholars have studied the functions of specific types of organizations. Zhou Bin (2014) explored the role of sports organizations in improving students' physical fitness, enhancing interpersonal communication skills, and promoting mental health development.

Research on the satisfaction among college student organization members under different demographic background

An article by Frazier & Haddock (2018) published in the Journal of College Student Development primarily studied the relationship between the satisfaction among members of student association and their participation, perceived organizational support, and organizational commitment. The study found that all three factors positively impact student satisfaction. Kudo & Shimizu (2018) mainly compared the satisfaction levels of college students who participated in club activities with those who did not. It discovered that students involved in club activities reported higher satisfaction in areas such as learning, life, and interpersonal relationships compared to those who were not involved. Additionally, the type and frequency of club activities also affected student satisfaction. Mas-Machuca & Miralles (2019) explored student satisfaction with extracurricular activities in higher education, revealing that factors such as the quality, diversity, accessibility, and sustainability of extracurricular activities influence on student satisfaction.

Job satisfaction refers to the level of satisfaction felt by members of an organization in various aspects of their work environment. Hoppock, the scholar who first introduced the concept of job satisfaction, defined it as the psychological and physiological satisfaction felt by workers towards environmental factors. Chen & Jiang (2011) conducted a survey among students taking specialized sports courses in Guangzhou to understand the actual situation, values, and teaching needs of physical education in higher education. The survey focused on students' subjective learning attitudes, satisfactions with sports facilities, course objectives, and the teaching quality of teachers. Li et al. (2009) investigated students from Harbin University, focusing on their public courses. The study found that students were generally satisfied with the overall curriculum setting and teacher evaluation of public courses. However, their satisfaction levels with the grading standards, venues, and equipment were relatively low. To solve these issues, scholars have put forward targeted suggestions.

Research on the four dimensions of satisfaction in college student association

Zheng (2011) believed that there were issues in the construction of student association in vocational colleges, such as neglecting value orientation, lacking a complete management system and mechanism, lacking effective teacher guidance, and commercialization diluting public welfare. Based on it, he proposed strategies such as strengthening attention, cultivating organization backbones, improving the management system, mechanism, and strengthening teacher guidance. Yan (2014) investigated the operation of student association at Shaanxi Polytechnic Institute and found problems such as inadequate management, lack of self-construction ability, insufficient school support, unbalanced development of organization types and levels, and weak activity attractiveness. He believed that the construction of organizations should be improved from aspects such as scientific positioning,

improving the working mechanism, improving work guarantees, and strengthening self-construction capabilities.

Regarding the educational function of college organizations, Yang (2017) believed in "The Educational Function of College Student association and Its Optimization Strategies" that college organizations and first classrooms have different educational functions. The relationship between organization development and the educational function of college organizations was intertwined. Wang et al. (2018) believed in "The Mission of College Student association" that college organizations are the natural carriers of the university spirit. Guan (2017) proposed a system for evaluating the role of college student association in ideological and political education in "Research on the Role of College Student association in Ideological and Political Education", which consists of self-assessment by college student association and assessment by competent departments. Guan et al. (2018) discussed the value necessity, value possibility, and value practicality of the educational function of organizations in universities and concluded that strengthening organization construction and guidance is an important channel to improve and strengthen the educational function of college organizations.

Zheng (2008) investigated the satisfaction level of individual college students with various aspects of organization construction, activities, safeguard measures, and incentives, and found problems such as weak management systems, insufficient teacher guidance, and lack of venue funding. He proposed ideas for improving the construction of organizations from the aspects of management system, organization construction, incentive mechanism, and safeguard measures. Shen Jie (2018) proposed management measures such as strengthening the construction of the organization's teacher guidance team, enhancing inter-school cooperation, and strengthening financial and venue support for organizations based on a questionnaire survey of student association in some vocational colleges in Beijing. He (2013) investigated student associations in a case vocational college and found problems such as imperfect systems, uneven development, insufficient school support, serious utilitarian tendencies, and lack of organizational culture. She proposed suggestions such as introducing team management and project management methods, optimizing organization operation mechanisms, and innovating incentive methods for organization work.

Student Association activities are an important part of college students' campus life, and researchers have pointed out that organizations can provide multiple functions and roles. Some scholars have comprehensively explored various functions and roles of college student association. Guo (2008) discussed the educational function of student associations in vocational colleges in detail, as well as their functions in promoting school construction and development and student socialization. The educational function includes ideological and moral quality education, innovation spirit and practical ability training, and professional role training functions. In promoting school construction and development, it includes functions such as promoting the construction of a harmonious campus culture,

reflecting the professional characteristics of vocational colleges, promoting the construction of school spiritual civilization, and expanding the work of the Communist Youth League. In terms of promoting the socialization of vocational students, it includes functions such as promoting the socialization of basic skills, basic norms, personality, and roles. Some scholars have separately explored a certain aspect of the organization's function. For example, Fan (2013) empirically analyzed the moral education function of vocational student organization activities through questionnaire surveys. Zhang (2017) believed in her research that college student association are an important carrier for enhancing students' employability, playing an important role in cultivating students' organization activities, teamwork, social skills, and professional application abilities.

Methodology

The respondents of the study were 5,352 students participating in clubs at Zhengzhou Shengda University. According to Krejcie & Morgan's (1970) formula for determining sample size from the total population, the number of participants in the formal survey was set at 360. Considering the characteristics of the research population and the actual situation, stratified random sampling was chosen as the sampling method. Firstly, the population was divided into four different types according to club types (such as academic and technological clubs, cultural and sports clubs, volunteer clubs, and innovation and entrepreneurship clubs). Then, 25% of the samples were randomly selected from each type. During the formal survey stage, questionnaires were distributed to students participating in clubs at Zhengzhou Shengda University through WeChat groups. A total of 357 valid questionnaires were collected and collated within the specified time. The study selected a mature scale developed by Zhan (2020). All these questions in the scale have good reliability and validity.

Results

Demographic Analysis of Questionnaire Participants

In this survey, a total of 357 valid questionnaires were received. The survey mainly covered five aspects of the students: gender, grade, years of membership in clubs, number of clubs joined, and average weekly participation time in the clubs. According to the survey results, there were 123 male students, accounting for 34%, and 234 female students, accounting for 66%. In terms of grade distribution among association members participating in the survey, there were 248 first-year students, accounting for 69%, 39 second-year students, accounting for 10%, 44 third-year students, accounting for 12%, and 26 fourth-year students, accounting for only 9%. Regarding the distribution of association membership duration among association members participating in the survey, 96 members had been members for one year, accounting for 27%, 114 members had been members for two years, accounting for 32%, 59 members had been members for three years, accounting for 16%, and 88 members had been

members for more than three years, accounting for 25%. In terms of the number of clubs joined by association members participating in the survey, 109 people joined 1 club, accounting for 30%, 150 people joined 2 clubs, accounting for 42%, 67 people joined 3 clubs, accounting for 19%, and 31 people joined more than 3 clubs, accounting for 9%. Regarding the average weekly participation time in clubs among association members participating in the survey, 72 people participated for less than 1 hour, accounting for 20%, 116 people participated for more than 1 hour but less than 2 hours, accounting for 32%, 90 people participated for more than 2 hours but less than 3 hours, accounting for 25%, 53 people participated for more than 3 hours but less than 4 hours, accounting for 15%, and 26 people participated for 4 hours or more, accounting for 8%.

Descriptive statistics of association members' satisfaction

The questionnaire on satisfaction of college student association members adopted the Likert5 scale. According to authoritative research, the average satisfaction score of college student association members was 4.11 points. Among them, 1.00-1.50 points indicated very low satisfaction, 1.51-2.50 points indicated low satisfaction, 2.51-3.50 points indicated medium satisfaction, 3.51-4.50 points indicated high satisfaction, and 4.51-5.00 points indicated very high satisfaction. As can be seen from Table 4.2, the average satisfaction score of college student association members was 4.11 points, which was at a high level. Among them, the average score of association operation dimension was 4.08 points, the average score of association member relationship dimension was 4.18 points, the average score of association facilities and funds dimension was 4.03 points, and the average score of association learning harvest dimension was 4.13 points, all at a high level. Sorted by average item score, association facilities and funds < association operation < association learning harvest < association member relationship. The satisfaction of students in Zhengzhou Shengda University of Economics, Trade and Management majors was at a high level.

Table 1: The level of satisfaction of college student association members (N=357)

Dimension	Mean	SD	Interpretation
Club Organization Operation	4.08	0.83	High
Club Member Relationship	4.18	0.84	High
Club Facilities and Funds	4.03	0.87	High
Club Learning Harvest	4.13	0.86	High
Total	4.09	0.80	High

Analysis of differences in satisfaction of college student association members based on demographic variables

In the study of differences in satisfaction among college student association members at Zhengzhou Shengda University, we delved into the impact of various demographic variables on

members' satisfaction. This comprehensive analysis was conducted based on factors such as gender, grade, years of association membership, number of associations participated in, and weekly participation time in associations. Additionally, it encompassed four dimensions: association organization operation, member relationships, facilities and funding, and learning outcomes. According to our research data, there were no significant differences in satisfaction between male and female association members in terms of gender. However, significant differences were observed in satisfaction based on grade, years of association membership, the number of associations participated in, and the amount of weekly participation time in associations.

Discussion

Different dimensions of satisfaction among college student association members all showed relatively high scores. Among them, the mean score of the association organization and operation dimension reached 4.08, indicating that the association has gained recognition from its members in terms of organization, planning, and execution of activities. The member relationship dimension ranked first with an average score of 4.18. It reflected the establishment of good interaction and cooperation among association members, which helped to enhance the association's cohesion and sense of belonging. The viewpoint was consistent with (Guo, 2008). In the facilities and funding dimension, although the mean score was slightly lower than other dimensions at 4.03, it still fallen within the high-level satisfaction category. It suggested that the association has gained recognition from its members in terms of facility construction and funding usage, but there was still room for improvement. The mean score for the learning outcomes dimension was 4.13, indicating that members have gained rich learning experiences and grown through participation in association activities. It was consistent with Liao (2017). In terms of average item scores, satisfaction in the facilities and funding dimensions was slightly lower than in other dimensions, which may be related to factors such as the level of facility improvement and funding allocation. To improve satisfaction in this dimension, the association can actively seek school and social resources, increase investment in facilities, and optimize funding usage plans, as suggested by Wang (2015).

There were significant differences in the satisfaction of student association members at Zhengzhou Shengda Economics Trade and Management College in terms of grade, years of association membership, number of associations participated in, and weekly participation time in associations. To improve the satisfaction of association members, it suggested that school and association administrators should strengthen their attention and support for upper-grade students and encourage them to actively participate in association activities. At the same time, they should guide members to reasonably arrange their time and energy to avoid imbalances in academics and life caused by excessive participation in associations.

Conclusion

1) Overall, the satisfaction level of student association members at Zhengzhou Shengda University shows a high level, but there is still considerable room for improvement.

2) In-depth analysis revealed significant differences in satisfaction among association members from different backgrounds. While there is no significant difference in gender, significant differences exist in grade level, duration of association membership, number of associations participated in, and weekly participation time.

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