Research on the Development Status, Existing Problems and Countermeasures of University Student Associations in Yunnan Province

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Abstract: This paper takes "student-centered" as the research object, explores the development of college student clubs in Yunnan Province through investigation and comparative research, and reveals the existing problems. This article uses the Lasso logic model to explore individual, community, and school factors that affect the participation and satisfaction of student clubs. It attempts to promote the development of student clubs in Yunnan Province from the perspective of student needs, guided by principles and with parents as the fundamental task.

Keywords: Yunnan Province; University Student Associations; Development Status; Existing Problems; Countermeasures and Suggestions

1. Introduction

In 2020, the Ministry of Education issued the Measures for the Management of the Construction of College Student Societies, stressing the need to effectively strengthen the construction and management of college student associations, give full play to the educational function of student associations, and support the healthy and orderly development of university student associations. Positive response in Yunnan province, has issued the "Yunnan university student community management rules (try out)", "Kunming university of science and technology student community management system (try out)", such as guidance documents, community establishment, community review, community cadres transition, community assessment, community financial management made clear requirements, make college student community construction management work more standardized. However, from the perspective of educational effect, the current results of college student associations in cognitive and theoretical education and innovative education are not significant enough, the vanguard and exemplary role of outstanding students in the community has not been fully played, and most of the community activities are traditional, conventional and entertaining[1-3], Student participation (i. e., frequency of participation) and satisfaction are not high. According to the survey of this paper, only 27.7% of the students often participate in club activities, while the dissatisfied and generally satisfied students account for about 55%. To this, this paper proposed "student-centered", through the investigation and comparative study, discusses the development of Yunnan province, reveals the existing problems, and through the construction of L asso-l ogistic model mining affect the student community participation and satisfaction of individual factors, community factors and school factors, tries to take policy as the guide, with khalid ents as the fundamental task, from the perspective of student demand side to promote the development of Yunnan university students provide countermeasures and suggestions.

2. Analysis of the Development Status of University Student Associations in Yunnan Province

This paper adopts the online and offline survey method, taking the undergraduate and graduate students in Yunnan Province as the survey objects to study the development status

of student associations in universities in Yunnan Province from the three levels of individuals, associations and schools. A total of 471 questionnaires were collected and 459 questionnaires were valid, with the sample efficiency of 97.4%. Overall, the proportion of male and female students, the proportion of urban and rural students, and the proportion of undergraduate and graduate students are basically the same, but the majority of liberal arts major students, more than 60 percent. From the survey results, with Feng Qin (2009) "Yunnan Province University Student Association Development Research"[4]. Compared with this conclusion, the current university student associations in Yunnan province show the following development advantages:

1. The educational function of the community has been significantly improved. Ten years ago student community mainly interested in entertainment activities, 55% of students think no meaning or community do bad (Feng Qin, 2009), and the survey found that the current student community mainly volunteer public welfare activities (22.6%), followed by entertainment (19.6%), practice (17.7%), academic (14.3%), cognitive education (13.5%) and popular science (12.3%), only 21.3% of students think no meaning or community do bad, fell 33.7% compared with ten years ago.

2. The frequency of students' participation in club activities has been multiplied. Although the number of students participating in the club has remained around 60 percent of the total number of students over the past decade, the frequency of students participating in the club activities has multiplied. According to the survey, the proportion of students who regularly participate in club activities increased nearly six times from 5 percent to 27.7 percent, while the proportion of students who do not participate decreased from 25 percent to 9.8 percent, down nearly three times.

3. The audience of student associations has been expanded online. Ten years ago, college student associations in Yunnan province mainly released community information through the school website forum, with a single means of publicity and a narrow audience. Now, student associations can publicize the community structure, development course and activities through QQ, Wechat, Weibo, post bar, TikTok, news website and other diversified network media. As a result, about 90% of students said they can know more or less about the basic information of their student associations.

4. The demand of students for cognitive education has increased significantly. Although the current cognitive education class community activities in Yunnan province has increased to 13.5%, but there are still 10.9% of students think the community cognitive education education activities is still less, this to a certain extent, students 'demand for cognitive education in the growing, students' cognitive accomplishment is also rising.

In addition, college student associations in Yunnan province also have the following development disadvantages:

1. Students' awareness of self-independence is increasing. According to this survey, 13.5% of the students who do not participate in club activities said that they do not like to participate in group activities, which increased by 4.5% compared with 9% ten years ago, indicating that more and more students like to be alone and lack the interest in communication, communication and cooperation with others.

2. Students' academic pressure is becoming increasingly heavy. According to the survey results, busy study and lack of leisure time are the main reasons why college students in Yunnan province do not participate in club activities, accounting for 54.5%, an increase of 29.5% compared with 25% ten years ago.

3. The problem of associations lacking effective guidance still exists. According to this survey, 33.1% of students in universities in Yunnan province believe that their associations lack or even have no professional guidance from instructors, 39.7% believe that the key to the development of associations is to strengthen the participation of professional teachers in guidance, and 49.9% of students believe that schools should strengthen the cultivation of professional quality of instructors. This is similar to the situation ten years ago, when the instructors of the associations were only named, not guided and not managed, indicating that the current university student associations in Yunnan province still lack effective guidance from professional teachers.

Table 1. Variables and Assignments

Question	Variable	Assignment
Participation of student associations	Y1	Y1=0 means never participating in club activities; Y1=1 for occasional participation in club activities; Y1=2 indicates regular participation in club activities
Students' satisfaction with the club	Y2	Y2=0 indicates dissatisfaction; Y2=1 for general satisfaction; Y2=2 indicates good satisfaction
Sex	X1	X1=1 for male; X1=0 It means women
Grade	X2	X2=0 indicates freshman year; X2=1 is a sophomore year; X2=2 means the junior year; X2=3 is for the senior year; X2=4 indicates graduate students
Professional subjects	X3	X3=1 is for the humanities category; X3=0 is for social science category; X3=2 is for the engineering category
Origin of student	X4	X4=1 stands for a town; X4=0 It means the countryside
Knowledge of the school community	X5	X5=0 indicates ignorance; X5=1 for less knowledge; X5=2 is for general knowledge; X5=3 indicates a better understanding; X5=4 indicates a great understanding
Participated in one or more clubs	X6	X6=1 indicates participation in one or more associations; X6=0 means not joining the club
Societies have the greatest influence on individual ability and comprehensive quality	X7	X7=1 means that the community has the greatest influence on individual ability and comprehensive quality; otherwise X7=0
The characteristics that the university associations should have	X8	X8=1 for scale, diversity; otherwise X8=0
	X9	X9=1 means mass and democratic; otherwise X9=0
	X10	X10=1 is normative and professional; otherwise, X10=0
	X11	X11=1 represents diversity, sociality; otherwise X11=0
	X12	X12=1 means contemporary and innovation; otherwise X12=0
The main factors affecting the Development of the community	X13	X13=1 means activity funds; otherwise X13=0
	X14	X14=1 represents the management mechanism; otherwise, X14=0
	X15	X15=1 represents the development idea; otherwise X15=0
	X16	X16=1 indicates propaganda; otherwise X16=0
	X17	X17=1 is the backbone of the community; otherwise X17=0
	X18	X18=1 means school attention; otherwise X18=0
The most prominent problem of the current school community	X19	X19=1 indicates that the community is not creative; otherwise X19=0
	X20	X20=1 indicates fewer events held; otherwise X20=0
	X21	X21=1 means that the head of the community is not competent and poorly organized; otherwise X21=0
	X22	X22=1 indicates insufficient site equipment; otherwise X22=0
	X23	X23=1 means that the community funds shortage, the school does not pay attention to; otherwise X23=0
	X24	X24=1 indicates that there is no dedicated advisor; otherwise X24=0
	X25	X25=1 means that the community is more entertaining; otherwise, X25=0
	X26	X26=1 indicates less education related to cognitive education; otherwise X26=0
The cognitive education should pay Attention to	X27	X27=1 means strengthening the study of political theory; otherwise X27=0
	X28	X28=1 means strengthening the exemplary role of the members in the community; otherwise X28=0
	X29	X29=1 means having a professional cognitive education instructor; otherwise X29=0
	X30	X30=1 means creating a good cognitive education atmosphere for the community; otherwise X30=0
	X31	X31=1 means strengthening the guidance of the Youth League Committee to the cognitive education of associations; otherwise X31=0
The main funding source of the student associations	X32	X32=1 represents internal student dues; otherwise X32=0
	X33	X33=1 represents the sponsorship of the enterprise or unit; otherwise X33=0
	X34	X34=1 indicates financial support from the school; otherwise X34=0
Problems existing in the management of school community funds	X35	X35=1 means that the community fund management is not mature enough; otherwise, X35=0
	X36	X36=1 means that the community is not clear enough about the fund planning and budget; otherwise X36=0
	X37	X37=1 indicates that the reporting process is too complicated; otherwise X37=0
	X38	X38=1 means that the school allocates limited funds to the community; otherwiseX38=0
	X39	X39=1 represents a long reporting cycle; otherwiseX39=0
The key to the current development of student associations	X40	X40=1 means to renew the idea and change the understanding; otherwise X40=0
	X41	X41=1 indicates the development philosophy of the community leader; otherwise X41=0
	X42	X42=1 indicates the importance of the school leaders; otherwise X42=0
	X43	X43=1 represents increased community funding input; otherwise X43=0
	X44	X44=1 indicates increased deployment of site equipment; otherwise X44=0

	X45	X45=1 indicates strengthening the participation of professional teachers in guidance; otherwise X45=0
	X46	X46=1 indicates a sound management system of student associations; otherwise X46=0
Hope to strengthen the construction of student associations in the future	X47	X47=1 means the integration of educational resources and developing student characteristic associations according to students' needs; otherwise X47=0
	X48	X48=1 represents a reasonable schedule of activities; otherwise X48=0
	X49	X49=1 indicates the professionalism of the instructor; otherwise X49=0
	X50	X50=1 indicates the arrangement of activity equipment and funds; otherwise X50=0
	X51	X51=1 means the relevant system and equal construction and management; otherwise X51=0

4. The form of community funds management is more important than the essence. On the one hand, the shortage of community funds is becoming more and more serious.47.1% of the students pointed out that the most prominent problem of the club is the shortage of activity funds, which increased by 14.1% compared with 33% ten years ago. It shows that in the past ten years, the problem of tight funds for the club activities has not been effectively solved, but has become more serious. On the other hand, there is a lack of community funds supervision mechanism. Compared with ten years ago community funding source has no clear limit, the current "measures for the administration of college student community construction" regulation "student community in principle do not accept external funding, do not charge membership fee", however, the results of the survey in Yunnan province university student community funding source has nearly 60% is from the club members of membership fees and enterprises, units, this shows that Yunnan province college student community funds management laws, poor regulation.

5. Lack of high-level integration and overall planning of community resources. According to this survey, 47% of the students think that the school does not pay enough attention to the development of the community, 49% of the students think that the planning of the material resources is not clear enough, and 77.8% of the students hope to develop student characteristic associations according to the needs of students by integrating the community resources (including material resources, human resources, educational resources, etc.).

3. Analysis of the Factors Influencing the Participation and Satisfaction of Student Associations

This paper constructs the Lasso-logistic model to mine the individual factors, social factors and school factors that affect student community participation and satisfaction.

3.1 Selection and Assignment of Variables

According to the questionnaire, a total of 53 variables (2 dependent variables and 51 independent variables) of 17 questions were selected from the perspective of students' needs side to assign values. The specific variables and assigned values are shown in Table 1.

3.2 Establishment of the Lasso-Logistic Model

Lasso regression is characterized by variable screening while fitting the generalized linear model and excluding problems such as multicollinearity. Therefore, constructing Lasso-logistic model can realize the initial screening of variables before modeling, eliminate redundant or meaningless variables, and then conduct Logistic regression to improve the accuracy of the model and the interpretability of variables [5].

The Lasso-logistic model is constructed as follows, see Equation (1):

$$\log\left(\frac{p_\lambda}{1-p_\lambda}\right)=\beta_0+\sum_{j=1}^{51}\beta_j X_j = X^T \beta^{lasso} \tag{1}$$

Where, λ =1, 2, 3,

$$p_1(Y_i)=\frac{\exp(\alpha_1 X_1+\cdots+\alpha_j X_j+b_1)}{1+\exp(\alpha_1 X_1+\cdots+\alpha_j X_j+b_1)}$$

$$p_2(Y_i)=\frac{\exp(\alpha_1 X_1+\cdots+\alpha_j X_j+b_2)}{1+\exp(\alpha_1 X_1+\cdots+\alpha_j X_j+b_2)}-p_1 \tag{2}$$

$$p_3(Y_i)=1-p_1-p_2$$

In equation (2), Y_i Is a dependent variable; when i=1, Y_1 It indicates the participation of the student associations. At this time, p_1 Represents the probability that students never participate in club activities, p_2 Represents the probability of an occasional student participating in club activities, p_3 It indicates the probability that students regularly participate in club activities. When i=2, the Y_2 It indicates the students' satisfaction with the club. At this time, p_1 The probability that

students are dissatisfied with the school community, p2It indicates the probability that students are generally satisfied with the student community, p3It indicates the probability that students are satisfied with the student club. another Xj For the independent variable, j=1, 2, 3...... 51.

3.3 Analysis of the Regression Results

Through Lasso regression, it was found that 5 out of 51 independent variables may influence student association participation Y1, are:X5(Understanding of the school community), X6(Participated in one or more club), X23(Community funds shortage, the school does not pay attention to), X32(Internal dues within students) and X49(Cultivation of professional quality). Another 5 variables may affect students' satisfaction with the community Y2, are:X5(Understanding of the school community), X19(Uncreative club), X21(The head of the association is not competent, and the organization is loose), X23(Community funds shortage, the school does not pay attention to) and X27(Strengthen the study of political theory).

Multiple Logistic regression using the above selected variables is shown in Table 2.

According to Table 2, the model is written as follows:

to Y1(In terms of participation in student associations),

$$\ln(1.0/0.0) = -1.706 + 1.050 \times X_5 + 1.232 \times X_6 - 0.168 \times X_{23} - 0.352 \times X_{32} - 0.104 \times X_{49} \quad (3)$$

$$\ln(2.0/0.0) = -8.295 + 2.132 \times X_5 + 2.818 \times X_6 - 0.538 \times X_{23} - 1.038 \times X_{32} -$$

$$0.310 \times X_{49} \quad (4)$$

to Y2(In terms of student satisfaction with the club),

$$\ln(1.0/0.0) = 2.561 + 0.099 \times X_5 - 0.518 \times X_{19} - 0.708 \times X_{21} - 0.285 \times X_{23} - 0.932 \times X_{27} \quad (5)$$

$$\ln(2.0/0.0) = -0.402 + 1.206 \times X_5 - 1.535 \times X_{19} - 1.471 \times X_{21} - 1.443 \times X_{23} - 2.268 \times X_{27} \quad (6)$$

In Equation (3), the X5(Knowledge of the school community) and X6(Participated in one or more associations) passed the significance test, and in equation (4) X5(Understanding of the school community), X6(In one or more clubs) and X32(Student internal dues charge) have passed the significance test, that the student participation in community activities never participation to occasionally need to strengthen students' understanding of the school community and encourage students to become community members, to often participate in also need to strengthen the source of community funds management, avoid students internal dues charge.

Formula (5) of all the independent variables are not through significance test, and formula (6) on the contrary, so can think the student satisfaction from community to general satisfaction of randomness is larger, but to very satisfied, need to strengthen the students' understanding of the school community, improve the creativity, enhance the ability of organization, increase investment in community funds, improve the school importance of the community and strengthen the cognitive education of the community.

Table 2. Results of the Multiple Logistic Regression

Argument	Dependent variable Y1(Participation of student associations)	
	Never to occasional participation	From nonparticipation to frequent participation
X5(Knowledge of the school community)	1.050** (4.037)	2.132** (6.790)
X6(Participated in one or more club)	1.232* (2.280)	2.818** (4.373)
X23(The community funds are short, the school does not pay attention to)	-0.168 (-0.378)	-0.538 (-1.063)
X32(Memdues collected within students)	-0.352 (-0.820)	-1.038* (-2.092)
X49(Cultivation of professional quality)	-0.104 (-0.241)	-0.310 (-0.622)
Nodal increment	-1.706* (-2.239)	-8.295** (-7.247)
Likelihood ratio test	$\chi^2(10)=172.696, p=0.000$	
Argument	dependent variable Y2(Students' satisfaction with the club)	
	From no dissatisfaction to a general satisfaction	Never satisfied to very satisfied
X5(Knowledge of the school community)	0.099	1.206**

Argument	Dependent variable Y1(Participation of student associations)	
	Never to occasional participation	From nonparticipation to frequent participation
	(0.367)	(4.130)
X19(The club is not creative.)	-0.518 (-1.035)	-1.535** (-2.878)
X21(The person in charge of the association is not competent and the organization is loose)	-0.708 (-1.414)	-1.471** (-2.725)
X23(The community funds are short, the school does Not pay attention to	-0.285 (-0.567)	-1.443** (-2.693)
X27(Strengthen the study of political theory)	0.932 (1.536)	2.268** (3.596)
Nodal increment	2.561** (3.132)	-0.402 (-0.447)
Likelihood ratio test	$\chi^2(10)=172.696, p =0.000$	

Note: 1. * is significant at the 5% level, and * * is significant at the 1% level, that is, the corresponding independent variable XjThe dependent variable Y will be appliediexert an influence.
2. The z value is indicated in parentheses.

Further looking at the influence of the respective variables on the dependent variable, we can find that:

1. For Y1 (Participation of student associations)

X5The odds ratio OR of (the understanding of the school community) is 2 (= exp (1.050), 1 is X86.0505.43The parameter estimates, see Table 2, the following calculation method) and 8, show that under the same conditions, students who know the situation of the school occasionally participate in (or often participate in) club activities twice (or 8.43 times) more than students who do not know the situation of the school 86.

X6.43The odds ratio OR (for one or more clubs) was 3 and 16.75, respectively, indicating that under the same conditions, students with club members were three times (or 16.75 times) the odds of non-club members 43

X32.35The odds ratio OR of (internal membership dues collection) is 0, indicating that under the same conditions, the probability of internal membership dues making students regularly participate in club activities is 65% lower than that of no membership dues.

2. For Y2(Students' satisfaction with the club)

X5The advantage ratio OR (the understanding of the community of the school) is 3.34, indicating that under the same conditions, the students who know the situation of being satisfied with the club are three times more likely than those who do not know the situation of the school 34.

X19The advantage ratio OR of the club (not creative) is 0.22, indicating that under the same conditions, the chance of the club activities are not creative so that students are satisfied with the club is 78% lower than when the club activities are creative.

X21(The advantage ratio of the leader of the club is not effective and the organization is loose) OR value is 0.23, which indicates that under the same conditions, the probability of the club leader is not effective and the loose organization makes the students are satisfied with the club is 77% lower than the probability of the leader of the club and the students are satisfied with the club when the organization is united.

X23The OR of the advantage ratio (the shortage of community funds and the school) is 0.24, indicating that under the same conditions, the shortage of community funds and the school does not pay attention to making students satisfied with the community are 76% lower than when the club funds are sufficient and the school attaches importance to it.

X27(Strengthening the study of political theory) The advantage ratio OR is 9.66, indicating that the probability of strengthening the study of political theory to make students satisfied with the community is 9 times that of not strengthening the study of political theory 66.

4. Conclusions

As an important position to improve students' comprehensive quality and improve students' personality, student associations have been playing a pivotal role in higher education. Student associations are an important carrier of college campus culture dissemination and the construction of college students' spiritual civilization. In recent years, although the development of university associations in

Yunnan province has made some progress, there are still deficiencies. In particular, there is a contradiction between the increasing spiritual and cultural needs of students and the imperfect construction and management of associations. Based on this, this paper gives six countermeasures and suggestions:

4.1 Actively Practice the "Front-Line Work Method", and Promote the Supply-Side Reform from the Student Demand Side

According to the idea of "finding problems in the front line and solving problems in the front line", we will carry out research on student associations regularly or irregularly among college students, to fully understand the needs of college students and student associations, including educational needs, material needs and human needs, and find the contradiction and convergence point between supply and demand. Under the guidance of the concept of "three comprehensive education", the school resources are integrated at a high level, and the cyclical or non-cyclical supply-side reform is carried out by "focusing on key points, filling points and strong and weak items", aiming at focusing on the needs of students and promoting the construction of the education platform for university student associations.

4.2 Vigorously Promote the "Project Work Method", Increase the Publicity of Student Associations, and Promote the Innovation of Community Activities

Give full play to the advantages of scientific research and education, promote project chemical practice, encourage universities to promote, to promote learning, to learn, through the way of project competition incentive student community one thousand ways to declare project, open brain planning project, create conditions to promote project, implementation of excellent project excavation, cultivation and propaganda, promote students' understanding of the community, and mutual communication between community team and ability, promote the development of high level innovation, high quality.

4.3 Implement the "Typical Guide Method" and Strengthen the Construction of the Community Team

On the one hand, we should strengthen the construction of the backbone team, conduct systematic cognitive education and professional training for the backbone members of the association, improve the political literacy and professional level of the backbone of the association, and build a group of backbone models with excellent quality and outstanding ability. Community backbone, on the other hand, to give full play to the typical leading role, regular or irregular selected 2-3 backbone model within the community lectures and experience sharing meeting, based on specific typical examples, face to face, the work ideas and experience to community members, promote the construction of top-down way, promote college student community team ability of overall promotion.

4.4 Enrich the Content of cognitive Education and Increase the Supply of cognitive Education Activities

Fully excavating the cognitive education elements and educational materials in the process of community activities, combining the local characteristics of Yunnan, telling four stories of Yunnan: (1) Yunnan story: Since the reform and opening up, great progress has been made in all economic and social aspects of Yunnan, and Yunnan story has permeated every corner of all walks of life. Tell the story of Yunnan well, integrate patriotism education into various activities of the community, and play the role of invisible education. (2) The story: Any major is the product of the development of human society. Speaking the modern history of China well can cultivate students 'sense of responsibility and mission to pursue truth, explore the unknown and scale the peak, and cultivate students' craftsman spirit of a big country striving for excellence. (3) Negative story: The development of human society is not plain sailing, and there have been incidents of industry anomie and violation of ethics. Teaching negative stories can vividly let students understand how to do things, and consciously establish the correct world outlook and values.(4) Life story: teaching life stories can trigger students to think, let students know how to be a man, consciously set up a correct outlook on life[6].

4.5 Increase the Attention Degree and

Strengthen the Effective Guidance to College Student Associations

On the one hand, improve the attention to college student associations, grasp the development direction of the associations at a high level, guide the associations' activities scientifically and standardized, and summarize the work of the associations regularly. On the other hand, strengthen the evaluation and incentive of community instructors, give preferential policies to the excellent instructors in performance pay, professional title evaluation and employment, award evaluation, and the unqualified instructors should be dismissed in accordance with the regulations. Finally, the community instructors can be included in the training plan of the cognitive education work team in colleges and universities to strengthen the training efforts and improve the cognitive quality of the instructors.

4.6 Strengthen the Supervision of Funds and Improve the Financial Supervision Mechanism of University Student Associations

First, we should improve the financial monitoring system of college student associations, build a multi-level organizational structure, set up an internal control mechanism, and establish a backward investigation and accountability system. Second, we should strengthen the publicity of the financial management system, policies and measures of associations, and improve the efficiency and compliance of the use of funds for college student associations. Third, we should strengthen the external supervision of the finance of college student associations, let students fully participate in the financial supervision of community funds, and improve the transparency, openness and democracy of the financial supervision of college student associations.

Acknowledgments

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