

The Role of Organizations in the Personal Development of Students in SHAANXI POLYTECHNIC INSTITUTE

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Abstract: This study focused on the role of organizations in the personal development of higher vocational college students. The objectives were to explore students' experiences in school organizations, determine the impact of these organizations on personal development, and propose activities and strategies to encourage students to join. The qualitative-descriptive research with one-on-one interviews was adopted, involving 15 students from Shaanxi Polytechnic Institute. Findings indicate that students gained knowledge and skills through club participation, and clubs influenced personal development in multiple aspects like social skills, personal abilities, and values. Through involvement in clubs, students foster their sense of social responsibility, psychological growth, and emotional well-being. Moreover, strategies such as providing innovative activities that cater to diverse interests, enhancing promotion and visibility of student organizations, and improving organizational management and strategies can motivate students to join school organizations. It is recommended to enrich activity content, strengthen publicity, and improve the feedback mechanism to better promote the development of school organizations and students' growth.

Keywords: Higher Vocational College Students; Student Organizations; Personal Development; Club Participation; Student Specialties.

1. Introduction

Student associations are the second classroom for college students to develop their quality and grow into talents. They are also an important part of campus culture construction. The rich and colorful club activities give college students campus fresh vitality, and provide a good space for growth and development to improve college students' self-management, service, and independent learning abilities. As one of the important carriers of education in colleges and universities, societies carry out the main tasks of increasing students' knowledge and cultivating students' comprehensive qualities. They provide platforms and bridges for college students to enter and contact society. The social significance and positive educational role of college societies are also becoming more and more important. The more prominent it becomes. Clarifying the current problems faced by school club management, exploring ways to optimize the development of student clubs, and giving full play to their positive educational role are important issues that the current higher education system should pay attention to and care about.

College community organizations are the carrier of student development in colleges and universities. Compared with classroom teaching, the development of their activities has a greater impact on students' personal development. Taking Shaanxi Polytechnic Institute as an example, we randomly selected 15 students who participated in clubs at school, and used interviews to analyze the impact of clubs on college students' personal development and the performance of different roles and grades in student clubs in these aspects. The differences were analyzed and discussed.

1.1. Literature Review

Internationally, communities play an important role in social development. For example, the British Youth Council and the German Civil Service Alliance Youth Organization, their purpose is to reflect the views and voices of young

people to the government and decision makers, encourage young people to respect collective interests, participate in politics, and serve national economic development (Edenfield & McBrayer, 2021). Vasold et al. (2019) proposed that college students participating in the community and sharing different views will help inspire inspiration, discover potential, cultivate ability, and achieve the goals that cannot be achieved through individual collaboration. The university is not just pursuing academics. Harvard College will help you grow and gain in the community. Through community students can not only understand their advantages, interests and career goals, but also gain important learning experience different from traditional classrooms. These undoubtedly indicate that student society has a role that cannot be ignored in the development of students and the cultivation of students (Otajonovna et al., 2021). The unique role of the community on the improvement of students' ability to improve students, research clubs may enhance students' formal academic research (Calderón et al., 2020). Pardayevna (2022) supports the development of the relationship between the relationship between college students' interpersonal relationships and the development of college students. If it can enhance students' oral communication skills, writing skills, and management writing ability. Not only that, participating in the community can also enhance the self-confidence of college students. Special emphasis is emphasized that students' public speech capabilities, interpersonal communication skills and leadership ability cultivation and improvement are significantly related to the time of participating in community activities (Soria & Johnson, 2020). Zeeman, J. M., research shows that student community participation will gain more opportunities to improve their professional development skills, contact others, get scholarships, field training and inspections, and leisure and entertainment (Zeeman et al., 2019). Participating members of the community have improved their role in enhancing their careers, corporate management and innovation capabilities (Rogers et al., 2022).

Karimovich affirmed the influence of companions in the community, and believes that the more companions in the community, the more interaction, and the humanitarian spirit and cognitive ability will be significantly improved (Karimovich et al., 2021). The community can develop and cultivate students' hobbies and interests, and enhance students' teamwork spirit, time planning ability, and ability to associate with people (Mamurov et al., 2020).

The deeper the participation of college students, the stronger the psychological development of college students. It mainly includes the establishment of student goals, changes in lifestyle, career planning, education and cultural participation. According to the progress of the role of ordinary members, community cadres, and community creators, the improvement and impact on these aspects are more obvious (Abdunazarov, 2022). When students participate in extracurricular activities for the purpose of education, students' academic performance and personal development will be improved. More than 70% of the knowledge of students' learning comes from the classroom, and about 40% of students think that learning outside the classroom is the most important educational experience. As one of the important parts of extracurricular activities, the research results of extracurricular activities bring a certain reference and reference significance for the exploration of the function of the community (Lee et al., 2021). Participating in extracurricular activities and companionships have a positive role in promoting and obtaining academic achievements in student colleges. Extra-school participation has an important impact on the adaptation and integration of college students to adapt to and integrate into society, interpersonal communication, value formation, career planning and selection, and improvement of knowledge. It has promoted the social development of students (Graupensperger et al., 2020). Extra-curricular activities are involved in dialectical thinking and rational development of college students (Buckley & Lee, 2021). Students who actively participate in extracurricular activities, the development of intelligence is more complete (Nargiza, 2022). Students who actively participate in extracurricular activities are better and excellent (Wallin & Amador, 2019). Extra-curricular activities can promote students' cognitive ability and academic development. The improvement of academic achievements is the result of students participating in various activities, including academic activities and non-academic activities, including classroom activities and extracurricular activities. Therefore, colleges and universities should actively encourage students to participate in purposeful extracurricular activities (Sandal et al., 2020).

Chinese scholars' research on community education is mainly concentrated in the function of educating people. The research on the function of social education is mostly elaborated from the perspective of the specific educational role of college students and the direction of college students (Wu, 2019). Yang and Li (2019) analyzed the functions of the community from the perspective of ideological and political education, self-education, human education, and scientific education. Student communities can promote the socialization of college students, improve the quality of college students, cultivate citizen's moral consciousness, and give full play to their career planning (Zhang, 2021). Cheng (2019) took Nanjing Normal University as an example that the community's important role in the association's first classroom connection, the development of social

responsibility, and the guidance of the community teacher in the education of college students. Wang. (2020) traced back to the German Empires' education, the impact of lifestyle and personality, and the role of collective concepts on the political consciousness of college students during the German Empire period. In the context of the Internet, the community has education and optimization functions of college students' socialization, group specifications, and practical ability (Wang et al., 2018). The "Research on the theory and Practice of the Construction of College Student Associations" by Han. (2021) and others discusses the role of college students' associations for social development, community services and Lideshu people. The community is helpful for ideological and political education, campus culture construction, and quality education system (Wang & Lv, 2020).

1.2. Significance of the Study

This research is significant in various aspects of student development. First, students who join organizations can enhance essential skills such as leadership, collaboration, communication and problem-solving skills. Additionally, involvement in student organizations can improve their academic engagement and performance. For the college managers and educators, this study will enable them to understand the functions of the organizations or community in all aspects, give them a clearer positioning of the community, make them improve the construction of college students, and give full play to the active role of educating people in the future, and try their best to avoid or eliminate the negative effects of the community education by evaluating community or organization education.

1.3. Objectives of the Study

This study aims to gather the experiences of students in their involvement in organizations, and the contributions of these organizations to their advancement, and to put forward activities that will encourage non-members of organizations to be involved in various organizations in Shaanxi Polytechnic Institute. Specifically, the study focuses on the following objectives.

- 1.To explore the experiences of students in participating in school organizations;
- 2.To determine the school organizations' influence on the personal development of students;
- 3.To propose strategies that can stimulate students to join school organizations.

2. Methodology

2.1. Study Design

This study uses the qualitative-descriptive research of one-on-one interview method. The impact of clubs on the personal development of college students and the influence of the organizations in different aspects among students with different roles in student clubs were analyzed and discussed.

An interview guide was used by the researchers to gather information from the participants in the study. The preliminary interview outlines were presented to the validators for feedback. Following the validation process, the researchers refined the interview outline. The data were analyzed using the thematic analysis method. The collected textual content (interview content) was summarized and organized to extract some themes related to this study to understand the current situation and constructive opinions on

the impact of clubs on college students' personal development.

2.2. Population of the Study

The purposive sampling method guided the selection of pThe aim of this study is to analyze whether clubs help students improve their abilities from various dimensions, understand the status of college student club participation, including whether to participate in clubs, whether to serve as club cadres and other different roles, and study the role of clubs on personal development. Therefore, our interviewees were divided into three categories: members, non-members and cadres. The sample used in this study consisted of 5 people from each of these three parties, with a total of 15 participants.

The locale of the study is Shaanxi Polytechnic Institute. The school is a higher vocational school located in Xianyang city Shaanxi province.

Table 1. Inclusion- exclusion criteria of participants

Criteria	Inclusion	Exclusion
Years of club membership	Students who are members of clubs for one year or more	Students who have just joined the club for less than one year
Years of being non-club member	Students who have never joined a club	Students who have participated in clubs and dropped out
Years of being a Club cadre	Students who served as a club cadre for at least one year	Students who Served as a club leader for less than one year
Active membership	Members who participated actively	Members who don't participate

2.3. Data Gathering Tools

A semi-structured interview was conducted to gather data from the participants. The interview guide included several pre-determined questions with follow-up questions during the interview. To ensure the validity of the interview questions, the interview guide was submitted to a validator for review and feedback, then it was revised in line with the objectives of the study.

This study collected interview data through a combination of face-to-face, telephone, and VooV Meeting. One-on-one interviews were used to collect qualitative data on the views and attitudes of the club on students' personal development from students who did not participate in the club, club members and club leaders. Finally, through thematic analysis, reliable data for the results are obtained.

2.4. Data Gathering Procedures

Before conducting the interviews, the researchers obtained permission from the department director of Shaanxi Polytechnic Institute. Subsequently, the researchers communicated with the students to seek help. With consent, the researcher conducted interviews through face-to-face, telephone, and VooV meetings.

The selection of participants ensured an objective and non-discriminatory procedure. The participants were assured that their responses would be anonymously presented in the paper. The researchers also informed the participants in advance of the purpose of the interview to ensure the transparency of the interview. To obtain authentic data, participants were

informed that the data and content obtained would only be used for this research and shall not be used for any other purpose, and the data and content would be kept confidential. Additionally, the participants were informed that there would be no cost for them if they were involved in the study.

2.5. Treatment of Data

To attain the objectives of the study, the researchers analyzed the results of the interview thematically. First, the interview recordings were transcribed verbatim to ensure that the participants' words and views were accurately expressed. Each participant has an anonymous identifier to protect their privacy and confidentiality. The transcribed text data provides a basis for subsequent processing and analysis.

In the data processing stage, the transcribed data were read and analyzed by systematic coding methods. Key ideas, themes and emotions related to the research question were highlighted. This process helped screen out data that is relevant for research purposes and provides accurate and meaningful information for subsequent analysis. Then, through qualitative thematic analysis, the data were sorted and summarized. This process helped the researcher to extract key insights and discoveries and to arrive at an understanding and evaluation of the role of organizations in the personal development of the students.

Finally, the research results were explained and introduced. The analysis of the themes was supported by quoting and interpreting the views and perceptions of the interview participants. Also, appropriate citations were used to corroborate the findings.

3. Results and Discussion

3.1. Experiences of Students in Participating in School Organizations

Student clubs are an important part of the campus culture of higher vocational colleges, providing students with a learning and growth platform outside the classroom. Participating in clubs can not only cultivate interests and skills, but also promote interpersonal communication and improve organizational and leadership capabilities. This section explores students' actual experience in clubs, including the impact of clubs on interest development, the role of social platforms, and the improvement of personal abilities through club management experience.

Table 2. Students' experiences in school organizations

Themes	Participants
Enhancing skills and interests through student organizations	Student 1, Student 2, Student 3, Student 4, Student 5
Providing a platform for social interaction	Student 2, Student 3, Student 4, Student 5
Developing leadership and organizational skills through club activities	Student 11, Student 12, Student 13, Student 14, Student 15

Enhancing skills and interests through student organizations. Participating in student clubs helps develop skills and interests. For example, Student 1 said that the calligraphy club helped him improve his calligraphy skills while developing patience and concentration. A member of the music club (Student 2) also mentioned that by participating in campus concerts and band rehearsals, he

improved his musical literacy and effectively relieved his study pressure. This is consistent with the research of Li (2024), who pointed out that extracurricular activities can not only enhance students' professional skills, but also promote the development of creativity and critical thinking.

Providing a platform for social interaction. Many respondents mentioned that student clubs are an important way to expand their social circle. For example, Student 3 believes that joining the volunteer club has enabled him to meet more like-minded friends and cultivate a spirit of teamwork. In addition, Student 5 pointed out that the photography club not only allowed him to learn photography skills, but also provided a platform for communication with other photography enthusiasts. This is consistent with the findings of Graupensperger et al. (2020), which showed that club activities can strengthen students' sense of social belonging, improve social skills, and enhance teamwork ability.

Developing leadership and organizational skills through club activities. The interviewed club cadres generally believed that club management experience helped improve their organizational and coordination abilities. For example, Student 12 emphasized that the process of planning club activities cultivated his planning and adaptability, while Student 13 pointed out that his decision-making and team management abilities were improved in the process of club leadership. Rogers et al. (2022) found that students' management experience in clubs can significantly improve their leadership abilities and provide a competitive advantage for their future career development.

3.2. School Organizations' Influence on The Personal Development of Students

Participation in student organizations has a profound impact on personal growth, including professional skills, social responsibility, and mental health. This section explores how students can improve their personal qualities, shape their values, and gain psychological growth through community activities.

Table 3. Influence of school organizations on personal development

Themes	Participants
Enhancing overall personal competencies	Student 3, Student 4,Student 5,Student 12,Student 13
Fostering social responsibility and values	Student 3,Student 6,Student 9,Student 14
Promoting psychological growth and emotional well-being	Student 2,Student 5, Student 8,Student 10

Enhancing overall personal competencies. Students who participated in clubs generally said that they learned many skills outside of class in the clubs. For example, Student 4 believed that the debate club helped him improve his logical thinking and expression skills, while Student 12 improved his time management and problem-solving skills after serving as a club leader. This is consistent with the research of Calderón et al. (2020), which showed that extracurricular club activities can cultivate students' multiple soft skills, including communication critical thinking skills.

Respondents generally believe that volunteer clubs and public welfare activities are essential to the cultivation of social responsibility. For example, Student 6 participated in

community cleanup activities in the environmental protection club, which made him more concerned about environmental protection, while Student 14 strengthened his sense of responsibility for social welfare by organizing donation activities. Similarly, Soria & Johnson (2020) found out that public welfare club activities can effectively cultivate students' sense of social responsibility and encourage them to form positive values.

Promoting psychological growth and emotional well-being. Many respondents mentioned that club activities help relieve stress and improve psychological quality. For example, Student 2 believes that the music club is an important way for him to relieve study pressure, and Student 8 overcomes social anxiety by joining the club. Zeeman et al. (2019) also pointed out that club activities have a positive impact on mental health and can help students improve their self-confidence and social adaptability.

3.3. Proposed Strategies That Stimulate Students to Join School Organizations

The key to attracting students to join clubs is to provide diverse and attractive activities and optimize management and publicity methods. This section analyzes how to increase student participation through innovative activities, effective promotion and improved management strategies.

Table 4. Strategies to encourage student participation in organizations

Themes	Participants
Innovative activities to cater to diverse interests	Student 6, Student 7,Student 8,Student 10
Enhancing promotion and visibility of student organizations	Student 6,Student 9,Student 10,Student 12
Improving organization management and engagement strategies	Student 11,Student 12, Student 13,Student 14, Student 15

Innovative activities to cater to diverse interests. Respondents pointed out that the activities organized by the school need to be more diverse to attract more students to join. For example, Student 6 believes that if the club can add innovative activities such as drone competitions or survival challenges, it will attract more students to participate. This is consistent with the research of Gao & Liu (2024), which shows that providing diverse and interesting activities is a key factor in attracting students to participate in clubs.

Enhancing promotion and visibility of student organizations. Many respondents said that the publicity of school clubs was insufficient. For example, Students 9 believed that if clubs could be promoted through short videos and new media, it would increase students' interest in participating. This is consistent with the research of Wang Xinyi & Xu Dan (2023), which found that new media publicity can significantly enhance students' sense of club identity and willingness to participate.

Improving organization management and engagement strategies. Respondents believe that improving club management can increase student participation. For example, Students 14 mentioned that if clubs can provide incentives (such as scholarships, internships, etc.), more students will be attracted to participate. This is consistent with the research of Graupensperger et al. (2020), which found that providing incentives and career development opportunities can

significantly increase students' interest and participation in clubs.

4. Conclusion

This study explored students' experiences in participating in school organizations. The students' experiences in participating in school organizations are rich and varied providing them with opportunities to develop in their own field of academic and non-academic interests.

School organizations have a far-reaching impact on students' personal development. At the social level, various activities create opportunities for students to meet like-minded friends, improve social skills, and expand social circles. Regarding personal ability improvement, club activities train students' comprehensive abilities such as teamwork, communication, organization and planning. In terms of interest cultivation and knowledge growth, students can study in-depth in areas of interest, such as improving calligraphy skills in calligraphy clubs and mastering photography skills in photography clubs, enriching knowledge reserves and promoting personal all-round development.

By holding club cultural exchange festivals, club joint development activities, club theme parties and club travel activities, students can be attracted from multiple dimensions such as cultural display, teamwork, fun experience and outdoor exploration. These activities not only allow students to feel the unique charm of the club, but also meet their needs in social interaction, interest cultivation and personal growth, thereby stimulating students' enthusiasm to join the school organization.

5. Recommendations

Based on the findings of the study, it is recommended that organizers of school clubs enrich the content and form of activities. Based on existing activities, they can further explore students' interests and increase the display of niche but distinctive club activities, such as handmade clubs displaying traditional weaving and pottery making; in team development activities, introduce more novel team games, such as simulated business negotiations, escape rooms, and other activities and constantly innovate the form of activities and maintain the attractiveness of activities.

Moreover, organizers can strengthen publicity and promotion of clubs by using new media platforms to produce vivid and interesting short videos to promote club activities, show the wonderful moments of activities and the growth and changes of students; invite outstanding members of the club to share online live broadcasts and tell their own club stories and gains; set up more publicity boards on campus to display the results of club activities and the style of students, and increase the awareness of activities.

Finally, it is recommended that the school organizations improve the activity feedback mechanism. After each activity, collect student feedback through questionnaires, seminars, etc. to understand students' satisfaction with the activity and suggestions for improvement. Adjust the activity content and process in a timely manner based on the feedback, optimize the activity quality, ensure that the activity can better meet the needs of students, and continue to attract students to join the school organization.

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