

An Empirical Study on the Influence of School Loyalty on School Belonging by Taking Class Participation as a Mediator

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Abstract—Enhancing the depth of college students' sense of belonging is not only beneficial to the management and development of colleges and universities, but also enhances the reputation of the school. It will also greatly promote the growth of students themselves. After using various methods to fully understand the status quo and characteristics of college students' sense of belonging, we construct a structural equation model to explain the relationship between school belonging, classroom participation and school belonging, and reveal the key factors affecting students' sense of belonging. And try to make suggestions for cultivating college students' sense of belonging from the aspects of improving student loyalty and class participation. The research shows that school loyalty and classroom participation have a significant direct positive correlation with students' sense of belonging, and classroom participation plays a mediating role between school loyalty and school belonging.

Keywords—classroom participation, school loyalty, school belonging

I. INTRODUCTION

School belonging is often defined as extent to which students feel they are accepted, respected, and supported in the school environment.[1] The sense of belonging of the school is very important to the students. The results of foreign studies have shown that the sense of belonging of the school can improve the academic performance and attendance of the students, while the students who do not have or have a small sense of belonging to the school have more dropout behaviors; School belonging is positively correlated with positive emotions and negatively correlated with negative emotions. After the formation of the sense of belonging in the school, students will have a strong sense of responsibility, fully explore their potential, invest in learning and life with a positive attitude and good spirit, and achieve self-growth in improving school development. On the contrary, the lack of the sense of belonging in the school will weaken the sense of responsibility of students and inhibit the enthusiasm and creativity of students, which is not conducive to students' satisfaction with the needs of self-realization in the

Maslow hierarchy. However, the current college students generally lack the sense of belonging to the school, and the emotional input of the school and the participation of the group activities are obviously insufficient, which seriously affects the growth of the students. Students' sense of belonging to the school is an important part of campus culture and school cohesion, and has an extremely important impact on students. Therefore, we must pay attention to the study of students' sense of belonging.

At present, domestic and foreign scholars' research on school belongings focuses on five dimensions: school environment, teacher behavior, school investment, peer relationship, and school integration. [2]In the research of brand marketing, the sense of belonging of brand has a positive direct impact on brand loyalty[3], and loyal customers tend to pass on good word of mouth, recommend new customers, not sensitive to price, buy more products, and the maintenance costs are relatively low, which means that brand loyalty has a positive impact on purchase behavior. So at the educational level, in similar with brand buying behaviors, what is the relationship between school loyalty, school belonging, and “class participation”? In the past, there are no scholars combined the three variables—school loyalty, classroom participation, and school belonging together, and studied it in a study. This paper will fill this theoretical gap.

This paper takes classroom participation as a mediator variable and conducts empirical research on 400 college students from different majors and grades of Wuhan University of Technology to examine the relationship between school belonging, school loyalty and class participation. The study use the six-level scale to systematically study the school loyalty, classroom participation and school belonging, in order to develop the study of the sense of belonging of college students in China and provide a scientific basis for improving the status quo of college students' sense of belonging, at the same time, it provides suggestions for how to effectively improve the school belonging by improving school loyalty and the classroom participation.

II. LITERATURE REVIEW

A. School Belonging

Maslow (1987), in a seminal work aimed at understanding what constitutes human need, reiterates these descriptions in his explanation of belongingness as the human need to be accepted, recognized, valued and appreciated by a group of other people. Existing evidence supports the it that the need to belong is a powerful, fundamental, and extremely pervasive motivation

The sense of school belonging is proposed by Goodenow (1993), which means that college students are accepted, respected, tolerated and encouraged by teachers and students in the schools they are attending, and they regard themselves as members of the school. And identify, like and attach to all aspects of the school.

L. H. Anderman (1999) also pointed out that the sense of belonging in the school is that the students feel comfortable and respected in a particular school. In 2003, he improved his understanding of the school's sense of belonging on the original basis. He believes that the sense of belonging is the social background of the teaching observed by the students and their perception of their position in the school structure. DeVos and Dijkstra (2000) defined school belonging as a feeling that students feel that they are important members of the school, accepted, recognized, and integrated with others. The rich research results of foreign scholars have shown the necessity of school belonging. For example, Finn's research results show that the sense of belonging of the school can promote the improvement of students' academic level and attendance rate, while the students with a lack of school belonging will have more dropouts.[4]The lack of a sense of belonging not only limits the personal development of students but also causes inconvenience to school management, and may even lead to riots. For example, an American scholar's research shows that students' lack of sense of belonging to the school can lead to school shooting incidents.

Winter-Collins and McDaniel (2000) conclude that a strong sense of belonging is related to the job satisfaction of graduates, and further points out that the quality of interaction with colleagues affects the sense of belonging of graduates

David R Radford* BDS PhD FDS MRD Paul Hellyer BDS MSc(Belongingness in Undergraduate Dental Education)concluded that due to the different environmental set up in dentistry, rather than nursing, belongingness in dental education should be defined as:- a deeply personal and contextually mediated experience in which a student becomes an essential and respected part of the dental educational environment where all are accepted and equally valued by each other and which allows each individual student to develop autonomy, self- reflection and self-actualisation as a clinician.

At the same time, in China, scholars Bao Kebing and Xu Qinmei have a significant positive correlation between school belonging and self-concept in the exploration of belonging and students' self-development. The peer relationship is positively correlated with school belonging and also a significant predictor. It shows that a good teacher-student relationship and peer relationship help students to integrate into the school and enhance the sense of belonging of the school. This sense of

belonging has an important positive effect on the integration of students into the school and their own mental health development. In addition, Zhao Bihua (2018) believes that the sense of belonging to the school can be improved through the interaction of students, and the improved sense of belonging to the school can make students more active in the activities organized by the school.[5]

Lack of a sense of belonging can have many negative consequences. One of them is the reduction in self-esteem, especially when exclusion is the result of group selection rather than random factors (Leary et al, 2001; Miller, 1991). This is consistent with Maslow's (1987) argument. Lack of stable social relationships and a lack of belonging are associated with a range of pathological consequences of higher levels of physical and psychosomatic diseases (Baumeister Leary, 1995). Another behavioral consequence of a reduced sense of belonging is the increase in subordinate behavior, such as unconditional consent, acquiescence, behavioral change, or negative behavior recognized by the panelists (Baumeister and Leary, 1995; Clark, 1992; Lakin, 2003) Williams and Sommer, 1997).

Deprivation of stable social relationships has been linked to an array of pathological consequences with those who lack belongingness suffering higher levels of both somatic and psychosomatic illness (Baumeister and Leary, 1995).

In recent years, the psychological problems caused by the lack of sense of belonging have attracted the attention of many scholars. At present, the research on the internal influence factors of belonging is relatively mature, but there are few studies on the overall externalities. The sense of belonging of the school can not only affect the personal development of the students but also affect the evaluation of the school and the long-term development. Studying college students' sense of belonging in the school has a positive era significance in the era of pursuing the development of harmonious civilization. It can enrich the theoretical research of the sense of belonging in the domestic school and provide psychological theoretical basis for the mental health education of college students and the development of colleges and universities.

B. School Loyalty

Student loyalty to the school stems from customer loyalty, which refers to repeated purchases by the customer for the same brand or its range of products or services. Griffin believes that the dimensions of customer loyalty include: frequent repetitive purchases, willingness to buy various products or services provided by the company, willing to establish a good reputation for the company and have certain immunity to other companies' promotions.

Just as loyal customers have the same meaning to the company, loyal students can enhance the reputation of the school in society, effectively reducing the school's publicity costs and competition costs. Loyalty is a very important part of school management. Proper and skilled use of loyalty is an indispensable part of school brand promotion and its necessity, and an important way for schools to improve their competitiveness. Jiang Lei and Li Yizhen (2016) believe that the establishment of alumni associations, the sharing of resources, and the alumni donation activities are all conducive to the

construction of student loyalty. However, the main difficulty in cultivating loyalty in domestic schools is the sense of ritual, the quality of teachers and the learning and construction of the work team.[6]Students' loyalty to the school is mainly reflected in the willingness to continue the course, the willingness to go to school and the willingness to recommend. The cultivation of students' loyalty to the school is an important factor in the sense of belonging of the students to the school. At the same time, the brand image, social image and service status of the school are all important factors influencing the cultivation and establishment of loyalty. [7]The school's teaching services must start with student satisfaction and translate the students' actual needs into the specific characteristics of the school's teaching services, thus creating students' continued loyalty.[8] Students with higher loyalty will also promote the school to relatives and friends and the society, which will enhance the reputation of the school. To get the loyalty of students, we need the joint efforts and sincerity of the school, teachers and students. A school that truly respects and nurtures each student and provides students with a stage for academic development, a platform to showcase their personal values and talents, to contribute and nurture students' growth and progress, and to give them a sense of accomplishment. Have the opportunity to get the loyalty and belonging of the students. Loyalty is obviously mutual and two-way. Without the loyalty of the school to the students, it is difficult to win the students' loyalty to the school. Enhancing students' loyalty to the school has important value and practical significance for the university to strengthen the quality of personnel training, improve the level of running schools, and build college brand. There is a significant positive correlation between the school, society and policy environment and student personal loyalty. Establishing a sound and fair incentive mechanism can help to increase loyalty.

C. *Class Participation*

In the three social systems based on communication proposed by German sociologist Luhman , the interactive system is a simple system of "face-to-face" that requires communicators to be present, such as guests, dinners, lectures, etc. Classroom interaction is the interpretation of the social interaction system in the classroom. Class participation is a measure of how unilaterally a student participates in an interactive system.

At present, there are different definitions of classroom participation. Most scholars such as Zhang Xijuan, Liu Wen, Ji Jie and He Guihua believe that classroom participation is a state that depends on students in the classroom and related academic activities. The sum of the physiological ability and mental energy of the input. From the actual situation of participation, Wang Aijin specifically refers to the participation of students to the number of participants, the time of participation, the attitude of participation, and the effect of participation. From the different dimensions of participation, the classroom participation field is divided into behavioral participation, emotional participation, and thinking participation or linguistic participation, emotional input, and thinking process.

Because of the excessive abstraction of participation, we often measure the participation of students in class by analyzing the corresponding behaviors of students. There are participation

situations such as listening, expressing, discussing, reading, recording, practicing, etc., and no participation status such as daze, sleep, whispering, and opening a gap. In these cases, different behaviors also correspond to different levels of participation.

In terms of influencing factors, Zhang Xijuan and others believe that the class time and performance factors are the main factors affecting students' participation in the classroom, and the position of the seats has nothing to do with class participation. Zhang Xu believes that age, gender, achievement, self-concept and teacher factors all have an impact on class participation.

So far, there has been some research on classroom participation at home and abroad, but there are still some limitations. Due to the education system, most of the foreign countries adopt small class teaching. Therefore, some of the research results are not applicable to most universities in China. However, domestic related research is relatively rare and starts late, and there are still limitations in methods and content objects, so participation in the classroom There is still a lot of research space on this factor.

At this stage, the methods for increasing classroom participation are uneven. Most teachers choose to use the curriculum reform method to improve interaction and assessment, thus increasing classroom participation. After conducting a basic survey of the classroom, Hua Zhiqin believes that in more abstract courses, improving classroom participation should focus on building frameworks, recreating contexts, and imposing communication; Huang Wei and Chen Yu take "divisional classrooms" as an example. It illustrates the importance of independent learning and mutual help discussion; Lin Huajuan, Jiang Zhihong, Gao Jialong, Ji Hongwu and others analyze and discuss the importance of "assessment" to effectively improve classroom participation from the perspective of mentality characteristics.

III. THEORETICAL MODELS AND ASSUMPTIONS

A. *School Loyalty and School Belonging*

The concept of school belonging has been proposed for decades in the field of education and psychology. Goodenow (1993) suggests that the sense of school belonging is the students' feelings that being receive, respect and support by teachers and other students in the school environment, and feels themselves an important part of school life and classroom activities. When talking about loyalty issues, most of the discussion is about the impact of the environment on people, that is, the impact of students' overall satisfaction on school loyalty. When discussing the sense of school belonging, people put more emphasis on equality, respect and team concept, that is, everyone pays more attention to the influence of students' feelings on belonging, or "love", which is a feeling higher than loyalty. Here, for the time being, the loyalty is attributed to "experience", and the sense of belonging is attributed to "feeling". So how do we distinguish and connect the two concepts of loyalty and belonging? We believes that since the concept of students' school loyalty stems from the customer's brand loyalty, so whether the sense of school belonging can also be compared to the brand love, whether the influence of school loyalty on the sense of

belonging is also like the customer brand loyalty has a positive impact on brand love?

L. H. Anderman (2003) argues that school belongings refer to the social background of the teaching that students have observed and how they feel about their position in the school structure. Malone, Glenn P (2007) demonstrated for the first time that a measure of bring about belonging is conceptually different from the needs to belonging, and speculates that college students' sense of belonging is more strongly predictive of happiness than other groups. Radford, DR (2016) believes that the sense of belonging is a profound personal and contextual intermediary experience, in which students become an essential and respected part, and in this environment, everyone is accepted and equally valued, allowing each student to develop autonomy, self-reflection and self-fulfillment.

Wang Yu believes that there is a significant positive correlation between the environment and personal belongings such as school, society and policy. Establishing a sound and fair incentive mechanism can help to improve the sense of belonging and loyalty.

Levett-Jones, T (2009), in the study of the sense of belonging of nursing students, shows that the teacher-student relationship is the most important influence on the sense of belonging and participation of students. [9]Because of there being many identical or similar variables in the influence factors of loyalty and belonging, we propose that the improvement of student loyalty has a positive positive impact on the sense of belonging.[10][11]

B. School Loyalty and Classroom Participation

Till now, direct mention of classroom participation and loyalty of the relationship between school literature is less, but most scholars have affirmed the importance of both. The author thinks that school loyalty, as an important reflection of students' emotion to school, has a certain influence on class participation.

Huang Baokuan, Cai Jinhan thought that the school loyalty performance of students like they would like to introduce their own schools to others, and are willing to continue to study the university courses and degree. The discretion of the school loyalty means drop out of school and transfer tendency of high and low. In other words, school loyalty has a certain influence on a series of activities related to students' classroom participation. Students with high school loyalty have lower dropout rate and transfer rate, and are more willing to participate in classes.

Lei Jiang, Yiwei Li believe that when training school loyalty, at the same time, it can also improve the students' classroom participation, namely in the process of training school loyalty, class participation will also get corresponding improvement. For example, through the construction of league branch and class, students can build profound friendship and strengthen their feelings towards the school. Meanwhile, they can establish a correct outlook on life, values and learning values, so that they can better participate in the classroom.

the research thinks, classroom participation includes three dimensions, namely the behavior, cognitive and emotional engagement of participation. The results of the analysis by

Wang Hongxiong et al. showed that the motivation and recognition from teachers and classmates was more conducive to improving students' participation in different dimensions. Meanwhile, the learning atmosphere in the class and teachers' teaching methods also have a significant impact. In the survey of college students on English, Zhang Yu found that teachers' attentiveness, the integrity of knowledge itself and their attention to students' knowledge acquisition in the process of learning were the main reasons influencing students' participation in class. In the light of classroom mode, some scholars also out forward that different factors affecting classroom participation and some solutions are proposed in the three links of teaching, internalization and discussion. The author believes that students' behavior, cognition and emotional participation are closely related to their school loyalty.

Li Quansheng et al. found that the school image, quality awareness, value perception, students through the student satisfaction indirectly affects the students' loyalty. And the major influence on student satisfaction are student expectation and quality perception. [12]

In other words, whether the students are satisfied with their school related conditions or the values of recognition to the school to some extent illustrate school loyalty. These factors can also explain to some extent the students' participation in the classroom: in terms of behavior participation, whether they are willing to interact with the teachers; In terms of cognitive participation, students will attach great importance to classroom participation due to the construction of school style. In terms of emotional participation, school identity enables students to actively and quickly integrate into the classroom.

as a result, we make assumptions: school loyalty has a positive influence on classroom participation.

C. School Belonging and Classroom Participation

Finn (1989) thinks the school belonging will promote the increasing of students' academic levels, and low sense of belonging will be prone to drop out of school. The students who get proper guidance in the school will produce identity and sense of belonging. On the contrary, if not, it will lead to the failure of students' academic achievement and the sense of alienation from the school. Zhang Meng and Li Ruolan (2018) put forward that there is a relatively large correlation in the aspect of the school's sense of belonging and learning.[13]

Abroad U.I Manen through emotional level and social level, analyzed the complexity of the emotions involved in school activities. He pointed out that the main factors affecting emotion are learning emphasis and learning fun, and the main factors on the social level are the sense of belonging from the perspective of social cohesion and student support experience. In addition , domestic researchers pointed out that students' sense of belonging is generated in the interaction with schools, and school support has a significant impact in the cultivation of sense of belonging. The core support in school support besides basic support -- teaching support is also an important factor influencing students' sense of belonging. When students are satisfied with their teaching, they will put themselves into the classroom from the perspective of cognition, emotion and behavior, and they will recognize their status and role in the

school and take pride in the school. School belonging has obvious positive effect on students' self-concept. According to the "mirror image" theory of Cooley, in the development stage of self-cognition, positive self-concept can promote students' internal development, self-cognition and initiative. It can be seen that classroom participation can significantly predict school belonging, and a strong school belonging can be manifested by effective classroom participation.

In addition to belonging to the student individual level, the influence of the also notes allow to ignore to the role of school belonging to the school, the students sense of belonging to the school affect the evaluation of the school and school recruitment of students and social donation, thereby limiting the school's survival and development space. Therefore, the exploration of classroom participation and school belonging can not only promote students' personal development, but also have far-reaching significance for the school itself.

At present, it is rare to make a comprehensive study of school belonging and classroom participation in China. However, from the above scholars' research, it can be seen that students' class participation can strengthen the connection between teachers and students, enhance students' sense of belonging, and play a crucial role in students' performance.

To sum up, the following hypothesis can be obtained in this paper:

H3: students' classroom participation has a positive impact on school belonging.

Based on the above analysis, the theoretical model shown in Fig. 1 is proposed:

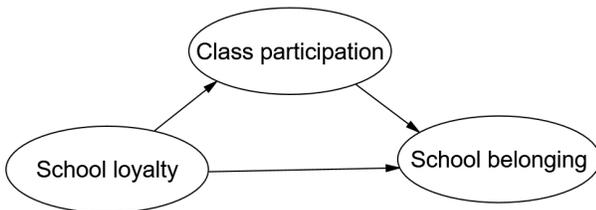


Fig. 1. Theoretical model of the influence of school loyalty on classroom participation and school belonging

IV. RESEARCH METHODS

A. Research Design

This paper takes the students of different grades and different majors of Wuhan University of Technology as the research object, and uses the six-level scale to conduct online questionnaire survey. In order to improve the reliability and validity of the measurement, we firstly refer to a large number of related literatures on variables and their test questions. The measurement of school belonging is mainly from the School Belonging Scale (PSSM-CR Chinese version), and the measurement of school loyalty comes from Robert et al., including: 1. continuing to complete the courses in the current school; 2. choosing the current school to enter a higher school or Joining the Alumni Association; 3. willing to encourage relatives and friends to enroll in the school. The measurement of

class participation is based on the Class Participation Scale compiled by Zhang Xu of Suzhou University. After that, the scale is pre-tested and the problems found in the test are modified, then form the final questionnaire.

B. Data Collection

The 400 questionnaires were collected through online , and they were reviewed. The questionnaires with less than one minute of filling time and obvious logic errors were excluded. Finally, 228 valid questionnaires were obtained, and the effective questionnaire rate was 57%.

V. EMPIRICAL RESULTS AND ANALYSIS

A. Reliability and Validity Test

First, we reversely score the reverse problem of the questionnaire. For example, changing 6 full consent to 1 completely disagrees, and the overall Cronbach's a value of the questionnaire is 0.965. The reliability test results of the three latent variables are 0.900, 0.850, and 0.961, respectively. In theory, the greater the reliability coefficient, the higher the credibility of the measurement. Under normal circumstances, Cronbach's a coefficient is 0.65~0.7 is the minimum acceptable range, 0.70~0.80 is the strong confidence, 0.80~0.90 means the reliability is very high, according to the test results, we can know that the sample data has very good internal consistency.

As shown in Table I, the KMO value of the questionnaire was 0.962. The KMO values of school belonging, school loyalty and class participation were 0.941, 0.723, and 0.952, respectively. The significant probability of Bartlett's sphericity test was 0.000< α =0.01, indicating the effectiveness of the questionnaire. The degree is very high and the data analysis results are very credible. The data has a very high correlation and is suitable for factor analysis.

TABLE I. KMO AND BARTLETT'S TEST

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.962
Bartlett's Test of Sphericity	Approx. Chi-Square		7294.287
	df		703
	Sig.		.000

B. Factor Analysis

After the factor analysis is used to reduce the dimension, the confirmatory factor analysis is carried out. The analysis software adopts IBM SPSS AMOS 24, and the 18 senses of school belonging are reduced into three measurable variables, which are named as school belongings. 2, school sense of belonging 3; and school loyalty has only three test questions, in order to identify the model, no dimensionality reduction; then the class participation is divided into three dimensions according to Zhang Xu's classification, respectively, emotional participation, recognition knowledge participation and behavioral participation. Fig. 1 is a structural equation model road map of school belonging, school loyalty, and class participation. It shows the relationship between each latent variable and measurable variables, and presents and describes the model path

coefficients. As shown, the latent variable is represented by an ellipse and the measurable variable is represented by a rectangle.

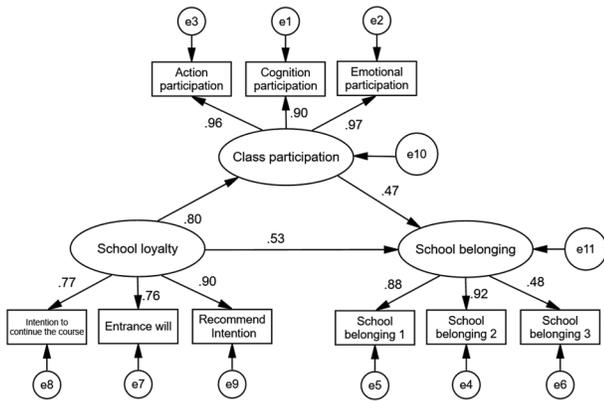


Fig. 2. Structural equation path diagram of the relationship between school loyalty and learning sense of belonging

The results of the fitting index were analyzed. In the absolute adaptive statistic, the Chi-square of the model was 59.274, the Degrees of freedom was 24, the chi-square/degree of freedom = 2.47 < 5, the RMR was 0.023 < 0.05, and the RMSEA was 0.08 < 1.

The GFI is 0.944 > 0.9 close to 1. Among the value-added fitness statistics, the NFI is 0.970, the RFI is 0.955, the IFI is 0.982, and the TLI is 0.973, which is very close to 1. The indicators are all within acceptable limits and the structural equation model fits very well. From the obtained model parameter values, the path coefficient of school loyalty, class participation, and school belonging is positive and significant. The path coefficient of class participation and school belonging is positive and equally significant. It can be seen that school loyalty has a direct effect on the sense of belonging of the school and an indirect role of class participation as a mediator.

C. Structural Equation Model Data Analysis

As shown in Fig. 2 and Table II, the path coefficients of school loyalty, class participation, and school belonging are 0.80 and 0.53, respectively. The standardized path coefficient of class participation and school belonging is 0.47, assuming H1, H2, and H3 are verified. It can be seen that school loyalty mainly affects the sense of belonging of the school through direct action. The indirect influence of class participation as a mediator is relatively small, but the direct influence of school loyalty and the organic coupling of indirect influence are the key to the improvement of school belonging.

TABLE II. PATH/LOAD FACTOR ESTIMATION RESULTS

			Estimate	S.E.	C.R.	P	Standard path/load factor
Class participation	<---	School loyalty	0.981	0.086	11.361	***	0.795
School belonging	<---	Class participation	0.456	0.069	6.648	***	0.468
School belonging	<---	School loyalty	0.634	0.093	6.811	***	0.527
Cognition participation	<---	Class participation	1				0.903
Emotional participation	<---	Class participation	1.071	0.04	26.859	***	0.967
Action participation	<---	Class participation	1.061	0.041	26.078	***	0.958
School belonging 3	<---	School belonging	0.55	0.071	7.732	***	0.485
School belonging 2	<---	School belonging	1.049	0.051	20.573	***	0.924
School belonging 1	<---	School belonging	1				0.881
recommend Intention	<---	School loyalty	1.309	0.093	14.118	***	0.898
Entrance will	<---	School loyalty	1.186	0.1	11.871	***	0.764
Intention to continue the course	<---	School loyalty	1				0.767

^a Note: The value of C.R. is the value of t, *** means P < 0.001, ** means P < 0.01, and * means P < 0.1.

D. The Mediation Effect Test of Class Participation

TABLE III. TEST OF THE MEDIATING ROLE OF CLASS PARTICIPATION IN SCHOOL SENSE OF BELONGING AND SCHOOL LOYALTY

Model	Relationship	Regression Weights	P
X→Y	X→Y	0.456	***
X→M	X→M	0.792	***
M→Y	M→Y	0.453	***
X→M→Y	X→Y	0.267	***

According to the inherent logic of the research hypothesis, the mediation test is performed on the premise that the pre-hypothesis is verified. Hypothesis 1, H2, H3 are verified, so we start by examining the mediating effect of the mediating variable.

The intermediation relationship is tested, that is, the class participation (M) is tested in the mediating role between school loyalty (X) and school belonging (Y). The regression method test results are shown in the Table III.

The test results show that school loyalty affects the sense of belonging of the school through class participation, and the mediation effect of class participation between school loyalty and school belonging is significant. Therefore, in order to enhance the sense of belonging in the school, we should not only focus on the improvement of school loyalty, but also pay attention to improving the class participation of college students.

VI. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

School loyalty has a significant direct impact on students' sense of belonging, and the influence of students' class

participation on school belonging is less than that of school loyalty, but it also plays an important role in improving students' sense of belonging. At the same time, class participation plays a significant intermediary role in school loyalty and school belonging. School loyalty mainly affects the sense of belonging of the school through direct action, while the indirect influence of class participation as a mediator is relatively small, but the direct influence of school loyalty and the organic coupling of indirect influence are the key to the improvement of school belonging.

B. Enlightenment

1) Enhance the school's loyalty to enhance the school's sense of belonging: Students with higher loyalty will behave loyalty and actively participate in the school's teaching activities, thereby improving their academic level. In addition to the personal development of students, when students reach a certain level of loyalty to the school, they will affect the people around them as a "lighthouse", which will enhance the reputation of the school and further support the school in the opposite direction to promote the development of the school. Student loyalty can be enhanced by increasing students' satisfaction with the school, thereby enhancing student satisfaction. The specific suggested measures are as follows:

a) Starting from the beginning of new students: When the freshmen just entered the university, everything is full of unknowns. At this time, it is easier to establish a deep sense of belonging to the school. Including the new students to learn to sing school songs after entering the school, and study the school history together during the new military training. Give more attention before new students adapt to the new campus life. In addition, you can also invite excellent alumni to come to the school to share the lectures for the new students, so that the senior seniors will guide and help the freshmen after the entrance to the university life.

b) Let students have more right to speak to the school, so that students have more sense of ownership of the school: Increase the student's suggestion window to the school, and the school should implement the corresponding recommendations and make announcements. Improve students' evaluation and feedback mechanism for class teachers.

c) Organize campus activities that are suitable for college students' interests and encourage students to participate in the team: This kind of activity requires the teamwork of the students to work together. When members make a certain effort and achieve success for this team, they will have a sense of accomplishment and identity. And this collective sense of honor can be further transformed into a sense of belonging to members. Therefore, various societies and associations should create and organize more, more distinctive, and more attractive activities for students to participate. Schools should also take steps to encourage students to participate in these activities.

d) Enhance the school's hardware facilities: Students spend most of their time at school during their college years. Therefore, if students' life and learning conditions can be improved, it will enhance students' life and study comfort, and

then turn into pride in the school, thus establishing students' sense of belonging to the deeper level of the school. Therefore, schools should, within their own scope, try to improve the facilities as much as possible so that students have a better learning and living experience in the school.

In addition to these specific recommendations, establishing a good school image, improving the school environment and learning conditions, striving to establish a sound and fair incentive mechanism, and striving to create a platform for the development of students' diverse personality can help improve students' school loyalty. degree. When students are satisfied with the school, it is like a brand effect. Students will have a sense of loyalty to the school and naturally participate in teaching activities, including actively participating in class teaching activities.

2) Build an effective class participation mechanism to enhance students' participation in the classroom and enhance their sense of belonging: Class participation has a positive effect on school belonging, so building an effective class participation mechanism is of great significance for students' personal development and school education development management.

a) Encourage teachers to interact positively with students: Domestic scholars have shown that the most effective predictive of class participation is the teacher's motivation and recognition, and the teaching style, mode and instructional design are second. Therefore, improving students' classroom participation can incorporate teacher-student interaction into teaching evaluation standards, and encourage teachers to focus on guiding students' development with enthusiasm, recognition and motivation, and improve students' participation awareness, and encourage them to engage in the classroom with great enthusiasm and confidence.

b) It is possible to carry out a variety of teaching activities, adopt flexible teaching strategies, enhance students' interest, and combine learning content with reality to effectively improve students' learning experience: Teachers can use the online teaching platform to establish communication channels between teachers and students. Teachers can publish assignments, notices, and teaching resources. Students can also provide timely feedback. It also provides a basis for schools to supervise teaching quality and evaluate teaching results.

c) Implement differentiated teaching methods and pay attention to the "marginal people" in the teaching phenomenon in the classroom: Try to manage the individual differences of students and actively build a fair and free student development space. Encourage them to actively participate in the classroom, so that students have the opportunity to show themselves. The concern about the "marginal people" phenomenon in teaching should not only stay at the teaching level, but also need to grasp from the multi-dimensional perspectives of psychology, society and culture, adopting the "positive and differential treatment" strategy to give more incentives and expectations, and enhance the emotional experience satisfaction degree.

VII. LIMITATIONS AND PROSPECTS

In the past, most of the research was to discuss student satisfaction and loyalty, most of the discussion on class participation was limited to the middle and high school grades, For the sense of belonging, the emphasis was on the impact on students' learning. This study links college students' sense of belonging and loyalty to the school, and uses classroom participation as a mediator to discuss the influencing factors of belonging, it has certain innovation in model construction, This research points out the direction for colleges and universities to better run schools, and provides feasible and effective suggestions for the current colleges to improve classroom participation. At the same time, the study itself has some limitations, first, the number of samples is limited, and only 228 valid questionnaires have been collected; Second, the sampling lacks randomness, The larger proportion of the questionnaires comes from the liberal arts college.

Although the model explains the students' sense of belonging to the school to a large extent, from the initial concept of belonging, loyalty is only one of its influencing factors. Therefore, it is not comprehensive to improve students' sense of belonging only by cultivating loyalty, how to improve students' sense of belonging needs further research by later scholars. In terms of the rapid development speed of the Internet era, what impact and impact on the school will be made by the more intelligent Internet in the future, this is unpredictable. How should schools be built in the future, how to run schools, and how the education level will continue to improve, wait for future scholars to study.

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