

On the Relationship between Association Teacher Support and Student Association Engagement: The Mediating Role of Autonomous Motivation

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Abstract

College student associations are an important way to implement quality education. Strengthening the construction of teachers in student associations is of great significance to improve the quality of "second classroom" education. 213 college association members were investigated by questionnaire in this study, in order to investigate the influence relationship between association teacher support, autonomous motivation and student association engagement by constructing a structural equation model for empirical analysis. Results indicated that association teacher support, autonomous motivation and student association engagement were at the upper middle level. There were differences in association teacher support, autonomous motivation and student association engagement level among different gender, grade and length of membership. Furthermore, there was a significant positive correlation between association teacher support, autonomous motivation and student association engagement, and autonomous motivation mediated the relationship between teacher autonomous support and student association engagement, as well as teacher ability support and student association engagement.

Keywords

Association Teacher Support; Autonomous Motivation; Student Association Engagement.

1. Introduction

College student associations are an important part of the second classroom, which play an active role in promoting students' mental health, enriching extracurricular activities, and improving the comprehensive quality of college students[1]. If colleges and universities want to have a positive impact on students through student associations, they must provide various incentive conditions and educational environment to ensure students' engagement, so as to realize students' growth[2]. As a key link in the education process, teachers will have a direct and far-reaching impact on students' physical and mental development, academic performance, and career planning. According to the requirements of the Ministry of Education and the Central Committee of the Youth League's Measures for *the Construction and Management of Student Associations in Colleges and Universities*, each college student association should be equipped with at least one teacher to guide the construction and development of student associations. Some colleges and universities have also issued a series of special documents, repeatedly mentioning that the assessment and incentive policies for teachers in associations should be improved, and the assessment of teachers should be linked to performance wages, professional title assessment and awards. It can be seen that teachers are an important external environmental factor to promote student engagement and association development. However, through practical investigation, it is found that in the actual operation of the association, only a few teachers really play a guiding role, and the lack of teacher support perceived by students makes the enthusiasm of students' engagement not high[3]. Therefore, how to strengthen the

support of association teachers in colleges, so as to promote college students to participate in student associations, has become a new requirement and direction for the "second classroom" of higher education in China.

Students are the main body of educational activities. Student engagement theory takes student engagement as the core of student development[4]. According to the student engagement theory, whether colleges and universities can provide effective educational services for students and encourage students to participate in educational activities is an important standard to measure the quality of education. Previous studies have found that the positive impact of teacher support on student engagement is mainly verified in the first classroom. For example, teacher support can affect students' engagement through the mediating role of autonomous motivation[5]. However, in the second classroom represented by associations, there are few relevant studies in the past. Therefore, this study presupposes that the support of association teachers may affect students' association engagement, and considering that students' association engagement is the overall performance of students, the autonomous motivation of association members may be first affected by the support of teachers. In other words, in addition to the relationship between association teacher support and student association engagement, this study will also explore whether the two are mediated by autonomous motivation. This work will help to understand the current reform and development of association teachers in colleges and universities, as well as improve their work effort, provide decision-making reference for the management and guide the construction and development of association teachers.

2. Literature Review and Predictions

2.1. Association Teacher Support and Student Association Engagement

As an important part of the social support system, teacher support plays an irreplaceable role in students' academic achievements and future development. Jang and Reeve put forward the concept of autonomous teacher support on the basis of autonomous support, which means students perceive autonomous support from teachers[6]. Ou believes that perceived teacher support refers to students' perception of teachers' attitude and behavior in the process of interaction with teachers[7]. With the deepening of relevant study, it is found that teacher support can be divided into different categories according to different standards. Cohen and Wills divided teacher support into four categories: (1) Esteem support; (2) Information support; (3) Social companionship; (4) Instrumental support[8]. Chai found that when teacher support is associated with a specific discipline, the three core components of teacher support are emotional support, autonomous support and cognitive support[9].

Studies have found that teacher support has a certain impact on student engagement. Wang and Merrit conducted a longitudinal study using structural equation model, pointing out that teachers' emotional support can significantly predict students' behavioral engagement, emotional engagement and cognitive engagement in school[10-11]. Constantine made an empirical study on the data of high school students in the United States by using structural equation model, finding that information support has the greatest impact on students among the types of teacher support. And focusing on the online learning environment, Fredricks and Shea found that teachers' behavior, expectations and attitudes, the selection of teaching methods, the design of learning tasks and the feedback of learning effects all affect students' learning engagement[12-13]. Accordingly, we derive the first prediction:

Hypothesis 1: All dimensions of association teacher support will have a significant positive impact on student association engagement.

2.2. Association Teacher Support and Autonomous Motivation

The concept of autonomous motivation originates from self-determination theory (SDT). SDT points out that identity regulation, integration regulation and internal motivation more reflect individual autonomy and will, so these three motivations are integrated into "autonomous motivation". Vansteenkiste et al. pointed out that autonomous motivation refers to the motivation of individuals to engage in certain activities out of their own will and free choice (personal beliefs and interests)[14]. Ratelle and Guay believed that the behavior under autonomous motivation should be carried out freely out of their own interests and personal beliefs[15]. In addition, Wo[16], Ma[17], Sun[18] and other scholars have developed different levels of autonomous motivation scales for primary and secondary school students' academic aspects.

Most studies showed that there is a significant positive correlation between teacher support and autonomous motivation. Reeve and Jang found through empirical research that when students perceive high emotional support from teachers, they will meet students' autonomous needs and make students generate autonomous learning motivation[19]. Zhou believed that teachers' attitudes have an important impact on every dimension of student association engagement enthusiasm[20]. Accordingly, we derive the second prediction:

Hypothesis 2: All dimensions of association teacher support will have a significant positive impact on the autonomous motivation of association members.

2.3. Autonomous Motivation and Student Association Engagement

"Student engagement" has had an important impact on the development of modern education, which is an important achievement of modern teaching and educational research. In 2013, Kuh et al. formally put forward the concept of "student engagement", pointing out that student engagement should have two core characteristics: the first point is to emphasize the time and energy students pay in effective educational activities in schools; The second point is how colleges and universities can improve student engagement by organizing courses, allocating resources and providing better services and opportunities[21]. Hu and Lei pointed out that student engagement reflects the psychological and physiological energy invested by students in the process of education, which is mainly reflected in how much time and energy college students invest in effective educational activities[22]. Sun and Ding put forward that student engagement refers to the time and energy paid by students under certain school environment and conditions, which has an important impact on students' future development[23].

Previous studies have proved that autonomous motivation has a certain impact on student engagement. Kim et al. tracked the relationship between students' autonomous motivation and students' engagement behavior by designing a dynamic structural equation model, finding that college students' autonomous motivation can effectively promote the improvement of students' learning engagement[24-25]. Hagger and Nikos found that students who show high autonomous motivation in the classroom also have strong autonomous motivation outside the classroom, which ultimately affects students' engagement[26]. Accordingly, we derive the third to sixth predictions:

Hypothesis 3: The autonomous motivation of association members will have a significant positive impact on student association engagement.

Hypothesis 4: Autonomous motivation will mediate the relationship between teacher emotional support and student association engagement.

Hypothesis 5: Autonomous motivation will mediate the relationship between teacher autonomous support and student association engagement.

Hypothesis 6: Autonomous motivation will mediate the relationship between teacher ability support and student association engagement.

3. Research Method

3.1. Subject

B University in Beijing was selected for this research. The B University's has a large number and various types of student associations, which has strong typicality for the research. In this study, a stratified random sampling was conducted for all student associations in B University, and a random questionnaire survey was conducted for different types of student associations. We recovered 213 valid questionnaires with a response rate of 92.6%. Among them, there are 65 boys and 148 girls, 126 liberal arts students and 87 science and engineering students, 69 freshmen, 52 sophomores, 46 junior, 24 senior, 22 graduate students or above.

3.2. Tools

On the basis of the relevant literature and scale, combined with the interview results, this research selected the Student Association Teacher Support Scale, the Motivation Scale of Student Association Members and the Student Association Engagement Scale. The scale was scored using Likert at five points, and data analysis software SPSS23.0 and Amos21.0 were used to analyze the questionnaire data.

1. Association Teacher Support Scale

The Student Association Teacher Support Scale used in this article is modified by referring to the mature scales at home and abroad and combined with the interview survey results. The initial questions of this scale are 15. The questions with weak relationship with student association teachers were removed, and then the questions with similar meaning were merged. Then the principal component analysis method was used again to finally form a factor model of 10 questions for three common factors, which got three dimensions of emotional support, autonomous support and ability support. Higher scale scores represent a higher level of student association teacher support. The reliability test showed that the Cronbach's value of the whole scale and all dimensions was greater than 0.90, indicating that the internal consistency reliability of the scale is good. The KMO measure and Bartlett spherical test were conducted on this scale, and the results showed that the KMO value was 0.939 and the cumulative factor load was 87.967%, which was suitable for factor analysis. The Bartlett spherical test value reached the significance level ($p < 0.000$), indicating there were common factors among the items of the scale. Index of the three-dimensional confirmatory factor analysis model were $CMIN / DF = 2.852$, $RMSEA = 0.093$, $GFI = 0.922$, $NFI = 0.964$, $IFI = 0.977$, and $CFI = 0.976$, all greater than 0.9, indicating a good overall fit of the model.

2. Autonomous Motivation Scale of Student Association Members

The Autonomous Motivation Scale of Student Association Members is revised with reference to the mature scale at home and abroad and combined with the interview survey results. The initial questions of this scale are 16. The questions with weak relationship with autonomous motivation were removed, and then the questions with similar meaning were merged. The principal component analysis method was used again to form a factor model of 11 questions of two common factors, and the two dimensions of internal motivation and identity regulation were obtained. Higher scale scores indicate a higher degree of autonomous motivation. The reliability test shows that the Cronbach's value of the whole scale and all dimensions is greater than 0.875, indicating that the internal consistency reliability of the scale is good. The KMO measure and Bartlett spherical test were performed on the scale, which showed that the KMO value was 0.927 and the cumulative factor load was 67.705%, which was very suitable for factor analysis. The Bartlett spherical test value reached the significance level ($p < 0.000$) indicating there were common factors among the items of the scale. The various indices of the two-dimensional confirmatory factor analysis model were $CMIN / DF = 2.853$, $RMSEA = 0.093$, GFI

= 0.904, NFI = 0.922, IFI = 0.948, and CFI = 0.948, all greater than 0.9, indicating a good overall fit of the model.

3. Student Association Engagement Scale

The Student Association Engagement Scale is revised with reference to the mature scale at home and abroad and combined with the interview survey results. The initial questions of this scale are 21 questions. The questions with weak relationship with student engagement were removed, and then the questions with similar meaning were merged. The principal component analysis method was used again to finally form a factor model of 12 questions of three common factors, so as to obtain three dimensions of behavioral engagement, cognitive engagement and emotional engagement. Higher scale scores indicate higher student engagement. The reliability test showed that the Cronbach's value of the whole scale and all dimensions was greater than 0.86, indicating that the internal consistency reliability of the scale was good. The KMO measure and Bartlett spherical test of the scale were conducted. The results showed that the KMO value was 0.942 and the cumulative factor load was 79.421%, which was very suitable for factor analysis. The Bartlett spherical test value reached the significance level ($p < 0.000$), indicating that there were common factors among the items of the scale. The various indices of the three-dimensional validation factor analysis model were $CMIN / DF = 1.777$, $RMSEA = 0.061$, $GFI = 0.936$, $NFI = 0.959$, $IFI = 0.982$, and $CFI = 0.982$, all greater than 0.9, indicating a good overall fit of the model.

4. Research Results

4.1. Descriptive Statistics

Table 1. Descriptive statistics and demographic variables difference

Variable	Average Value	Standard Deviation	T Value of Gender	T value of Major Category	F Value of Grade	F Value of Time in Association
Emotional Support	3.7402	0.93068	-	-	-	-
Autonomous Support	3.9319	0.82884	-	-	-	-
Ability Support	3.8748	0.85902	-	-	-	-
Teacher Support	3.8573	0.81750	2.218*	0.383	2.149	7.038***
Identity Regulation	4.0290	0.66278	-	-	-	-
Internal Motivation	4.1493	0.64812	-	-	-	-
Autonomous Motivation	4.0837	0.61959	1.449	1.106	1.278	4.998**
Emotional Engagement	3.7872	0.90571	-	-	-	-
Cognitive Engagement	4.0376	0.73337	-	-	-	-
Behavioral Engagement	4.2770	0.70513	-	-	-	-
Student Associations Engagement	4.0548	0.69557	2.292*	1.24	2.939*	9.647***

Note: * means $p < 0.05$, ** means $p < 0.01$, and *** means $p < 0.001$, applicable to all statistical results in this research.

As shown in Table 1, in terms of student association teacher support, the students' perceived student association teacher support was at a general level, which the score is 3.86 points. Among them, the relatively high teacher autonomous support level (3.93 points) indicates that the teachers provide students with more opportunities for self-making and less mandatory interference; the lowest teacher emotional support level (3.74 points) indicates that there is a big difference in the sense of teachers' timely care and love to students; the teacher ability support is 3.87 points, which indicates that the teachers' expectations, teaching, guidance and constructive feedback to students are affirmed. In terms of autonomous motivation, the overall high level was 4.08 points. Among them, the high internal motivation level (4.1 points) indicates that the students join the student association more because of their own interest, internal satisfaction and happiness; the identification adjustment level (4.02 points) is slightly lower than the internal motivation, but it is still at a high level, indicating that the student associations will help their ability improvement and career planning. In terms of student association engagement, the overall high level is 4.05 points. Among them, the behavioral engagement level (4.28 points) is the highest, indicating that students have strong positive behavior in associations and their activities; the cognitive engagement level is 4.04 points, which indicates that students will think more to discover and solve problems; the emotional engagement level (3.78 points) is the lowest, which indicates students have relatively little positive emotional investment in the associations and their activities.

4.2. Comparison of the Differences on Demographic Variables

Table 1 also reflects the differences in demographic variables between student association teacher support, autonomous motivation, and student association engagement. In terms of student association teacher support, different gender students have significant differences in perceiving teacher support, which boys feel more than girls; different gender students have no significant difference in autonomous motivation, and different gender students have significant differences in the level of association engagement, which boys participate significantly more than girls.

4.3. Correlation Analysis of Association Teacher Support, Autonomous Motivation and Student association engagement

From Table 2, the relationship between the association teacher support, the autonomous motivation and the student association engagement. There is a significant positive correlation between every dimension of association teacher support and autonomous motivation. There is a great correlation between association teacher support and autonomous motivation, among which the correlation between teacher autonomous support and autonomous motivation is the strongest, followed by teacher ability support, and the lowest correlation is teacher emotional support.

There is a significant positive correlation between every dimension of association teacher support and the student association engagement. Among them, the dimension of teacher autonomous support has the strongest correlation with student engagement, followed by teacher ability support, and the lowest degree of correlation is teacher emotional support. At the same time, there is a very strong positive correlation between students' self-motivation and engagement in association.

Therefore, there was a significant positive correlation between association teacher support, autonomous motivation and student association engagement. So colleges should strengthen the association teachers support, improve the students autonomous motivation and the engagement in associations.

Table 2. Correlation Matrix of Student Association Teacher Support, Autonomous Motivation and Student association engagement

Variable	1	2	3	4	5	6
1 Association Teacher Support	1.000					
2 Emotional Support	.927**	1.000				
3 Autonomous Support	.945**	.817**	1.000			
4 Ability Support	.938**	.837**	.846**	1.000		
5 Autonomous Motivation	.639**	.587**	.623**	.612**	1.000	
6 Student Association Engagement	.681**	.627**	.673**	.639**	.810**	1.000

4.4. The Mediating Role of Autonomous Motivation in the Influence of Association Teacher Support on Student Association Engagement

The above conclusion found that there is a significant positive correlation between association teacher support, autonomous motivation and student association engagement, which is in line with the test premise of mediation effect. When the model has only one mediation variable, the indirect effect of the mediation variable is the mediation effect. Assuming that the independent variable is X, the dependent variable is Y, and the mediator variable to be tested is M, the variable M is called as the mediator variable if the variable X is influential on Y through the variable M. The formula describes the simplest mediation variable: $Y = cX + e_1$, $M = aX + e_2$, $Y = c'X + bM + e_3$. In formula c is the total effect of independent variable X on dependent variable Y, a and b are the mediation effect of independent variable X on dependent variable Y, and c' is the direct utility, when only one independent variable and one mediation variable, $c = c' + ab$.

In this research, the mediation effect test idea proposed by Wen Zhonglin et al[27] and the mediation effects were tested via AMOS23.0 for building a structural equation model. First, the goodness of fit of the model is evaluated. The chi-square df ratio $1 < CMIN / DF < 3$, $RMSEA = 0.094 < 0.1$, $CFI > 0.8$, $NFI > 0.8$, $GFI > 0.7$, which were within the ideal index range, the model fit was good.

Secondly, the total effect of the model was tested. According to the path results and significance in Table 3, teachers emotional support, autonomous support and ability support all had a significant positive impact on student association engagement. Therefore, the emotional recognition from teachers' encouragement and care, the help of material resources and services, and the provision of value information and feedback can significantly affect students' engagement in association and their activities.

Table 3. Total effect model path coefficient and significance

Path	Standardized Path Coefficient	S.E.	C.R.	p
Emotional Support- -> Student Association Engagement	0.202	.032	3.136	0.002**
Autonomous support- -> Student Association Engagement	0.449	.047	5.593	***
Ability Support- -> Student Association Engagement	0.258	.036	3.703	***

Finally, using AMOS to operate the structural equation model with autonomous motivation as the mediating variable, the path coefficient and significance of the mediating effect model can be obtained, as shown in Table 4 and Figure 1.

Table 4 shows that teacher emotional support cannot influence student association engagement through autonomous motivation, so there is no intermediary effect; teachers

autonomous support has a significant positive effect on self-motivation, and the effect of autonomous support on student association engagement is smaller but still significant, which is a partial mediator; teacher ability support has a significant positive effect on self-motivation, but in the mediation effect model, teachers ability support has no significant effect on student engagement. Therefore, autonomous motivation plays a complete mediating role between ability support and student association engagement.

Table 4. Path Coefficient and Significance of Mediation Model

Path	Standardized Path Coefficient	S.E.	C.R.	p
Emotional Support- -> Student Association Engagement	0.103	.024	2.098	.036*
Autonomous Support- -> Student Association Engagement	0.156	.034	2.816	.005**
Ability Support- -> Student Association Engagement	-0.50	.028	-9.23	.356
Emotional Support- -> Autonomous Motivation	0.118	.041	1.759	.079
Autonomous Support- -> Autonomous Motivation	0.351	.056	4.879	***
Ability Support- -> Autonomous Motivation	0.369	.048	5.169	***
Autonomous Motivation - -> Student Association Engagement	0.836	.079	8.316	***

The results reveal two important meanings of setting mediating variables in this paper. First, to analyze the internal reasons why teacher incentives have an impact on organizational commitment. The causal chain between the two is complex, with both mediating and direct effects. Therefore, ignoring the effects of mediators will result in estimation bias. Second, to open up new ideas for related research. There may be other potential mediating variables or influence channels between the teacher support and student association engagement. In the future, we can further explore whether the missing variables are consistent with the mediating direction in the model of this paper, and then reveal the mechanism of action between variables more scientifically and rationally.

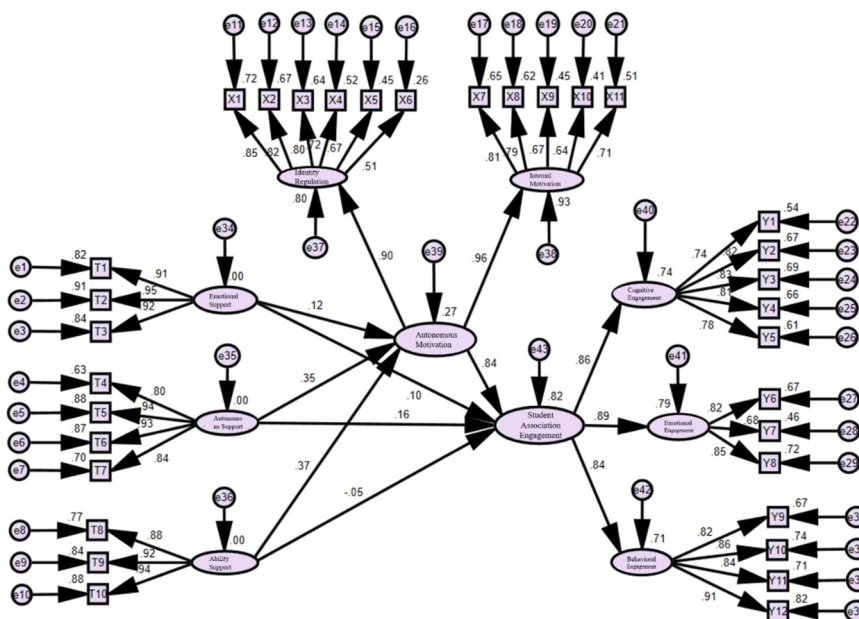


Figure 1. Mediation Effect Model Map (Standardization)

5. Discussion and Suggestions

5.1. Current Situation of Association Teacher Support, Autonomous Motivation and Student Association Engagement

The research results found that teacher autonomous support has the highest score in which shows that student association teachers will provide students with more opportunities for self-decision-making and less mandatory interference with students in the process of guiding student associations. Through the investigation, we understand that the problems and difficulties encountered in the development of the student association members can always get guidance and suggestions from the teachers, which are often effective and high quality. However, teacher emotional support score was the lowest, indicating that the students feel less care, love, respect and trust in the process of interaction and communication with teachers. At the same time, students perceived and obtained autonomous support during the interaction with teachers, which was significantly higher than emotional support, which is consistent with the research results of Zavatkay (2014), indicating that there are significant internal structural differences in teacher support that students perceived [28]. On the one hand, the daily management and operation of the student association activities are mainly carried out by the leading organizations of the student association, and the teachers generally do not intervene excessively. On the other hand, because the related regulation about the student association is not perfect, some teachers just are nominal and do not assign full-time instructors to guide and manage the association, making the instructor system more a mere formality and less interaction and communication, so the students perceived teachers emotional support (care, love, empathy, etc.) less.

For autonomous motivation, internal motivation was significantly higher than identity regulation. It can be seen that the motivation of students to join the student association is more of their own interest, internal satisfaction and happiness, less for improving ability and making career planning. The reason may be that the student associations themselves are a variety of mass cultural, artistic and academic groups formed by students on a voluntary basis, regardless of grades and disciplines, and are composed of students with similar interests and hobbies. Therefore, when students join and participate in student association activities, more based on their own interests, hobbies, curiosity and happiness.

For student association engagement, student behavioral engagement was significantly higher than cognitive engagement and emotional engagement. It can be seen that students have strong positive behaviors in participating in student association activities, publicizing the information of student association activities, and performing their responsibilities. At the same time, students have a certain investment in thinking, problem solving and other cognitive factors in the student association activities. However, student emotional engagement is the weakest, indicating that students have relatively little positive emotional investment to the student association, its activities and other members.

5.2. Differences in Demographic Variables between Association Teacher Support, Autonomous Motivation and Student Association Engagement

Overall, boys perceived significantly higher teacher support than girls. The reason may be the gender difference in attention and support from teachers and the smaller number of boys, who are more sensitive to support from teachers than girls. In terms of student association engagement, boys participate more than girls. This may be due to the perceived significantly higher teacher support of boys than girls, so boys are more willing to invest more time and energy in student association activities.

5.3. The Relationship between Association Teacher Support, Autonomous Motivation and Student Association Engagement

Research found that the three types of student association teacher support and student association engagement are significantly positive, and positive predict student association engagement behavior. The higher level the student perceived teacher support, the higher student association engagement. This conclusion is consistent with theoretical assumptions and previous empirical research results[29]. Specifically, when students perceive various tangible and intangible support from teachers, students can feel the warmth of the association, improve their confidence, belonging and satisfaction; on the other hand, teachers provide various material and information support for students in the activities to facilitate the development of the members and their associations. A variety of support from teachers makes students more willing and more able to integrate into the associations' second classroom educational.

Studies shows that student autonomous motivation showed a significant positive correlation with student association engagement. Combining self-determination theory with student engagement theory, students' emotions and thoughts on participating in the student association determine the subsequent engagement degree. When students autonomous motivation to participate in community activities is stimulated, students in association activities out of their own willingness to choose behavior. They are enthusiastic, interested, curious and will spend more time and energy to insist and try, actively responding to pressure and challenges.

The correlation analysis results also found that various types of association teacher support were significantly and positively associated with autonomous motivation. According to the basic psychological demand theory in SDT, the external environment perceived by individuals forms autonomous motivation by satisfying the three psychological needs of autonomy, belonging and competence. In the association environment, teachers support students to feel concerned, trusted and respected through the interaction between teachers and students, so as to improve students' confidence and ability to solve problems, making students realize the importance of participating in associations and discover the interest of association activities, thus affecting the level of students' autonomy motivation. It is perceived that students with a high level of support from student association teachers will have a higher degree of freedom of choice in student association activities due to the high degree of psychological needs satisfaction.

5.4. A Mediating Role of Autonomous Motivation in the Relationship between Teacher Support and Student Engagement

Autonomic motivation emphasizes that students actively participate in various activities of the student association out of their own will and free choice has a positive impact on students' physical and mental health, the generation of positive behavior, academic harvest and future development. In the educational field, previous studies have found teacher behavior to be a key factor influencing students' learning motivation and positive behavioral outcomes. However, few studies pay attention to the role mechanism of students' autonomous motivation in the influence of teacher behavior on student behavior, especially in the field of college student associations. Based on the background of college student associations and the teacher-student relationship, the mediation effect of autonomous motivation is examined. Among them, the autonomous motivation plays a complete mediation role between the teacher ability support and student association engagement. This is mainly because of the expectations, information, suggestions and constructive feedback and guidance provided by the teachers to the students improve the ability of students to complete various community tasks. And the intensity of stimulating students' autonomous motivation has an influence on the student association

engagement. When students can get timely and efficient explanations, guidance and advice about association activities from teachers, it will inevitably help to improve the enthusiasm and engagement of students in the second classroom education. Teachers' timely, efficient and smooth feedback on students' behavior and psychology can help students to find out the problems in the association in time, make adjustment effectively and help students better integrate into the association activities. At the same time, it can stimulate the strength of autonomous motivation and then affect students' behavior.

5.5. Suggestions

In student association activities, students are the main body of engagement. Only when the student association members realize the value of student associations and actively participate in the activities, the positive role of college student associations can be fully played. During this process, teachers play an indispensable role. In addition, in recent years, the Ministry of Education, the Central Committee of the Communist Youth League and local universities have continuously issued relevant management documents and requirements for student association instructors, which has gradually clarified the status and role of student association teacher. Therefore, in the student association activities, students should maintain communication and establish a good interactive relationship with teachers. In the student association activities, students should pay attention to cultivating their own interest, find the pleasure and achievement brought by the student association, and cultivate their own practical ability and cooperation ability.

As the carrier of cultivating high-quality talents, colleges and universities play a key role in the development of education. First of all, universities should be committed to building a group of excellent teachers, not only to cultivate the professional quality and academic ability of teachers, but also improve their responsibility and sense of dedication. At the same time, colleges should conduct follow-up investigations on the performance of teachers in guiding association, and conduct timely and effective assessments and evaluations. Thirdly, colleges should actively build platforms for student association, and hold more activities to improve the communication between teachers and students. College can use advanced Internet, social software and so on to build a communication platform for teachers and students to ensure the smooth transmission of information and feedback from both sides. Colleges should strive to create a good humanistic environment and teacher-student interaction atmosphere, continuously increase the emphasis on the teaching team of student associations, improve teachers' emotional input, and ensure that students are involved in the educational activities of the "second classroom".

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