

Cultivation of College Students' Organizational Identity and the Path of Immersive Ideological and Political Education in One-Stop Student Communities

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DOI: 10.65285/RET.V2I3.001

Abstract: Since the Ministry of Education issued the guidelines for improving the quality and efficiency of the “one-stop” comprehensive management model for university student communities, student residential areas have evolved from mere logistics management spaces into core educational venues for all-staff, whole-process, all-round education. Against this backdrop, university ideological and political education has shifted from one-sided classroom indoctrination to immersive education embedded in daily life scenarios. Taking organizational identity theory as the analytical framework, this study combines questionnaires and semi-structured interviews to survey undergraduates from multiple universities in Zhanjiang, Guangdong Province. It systematically examines the current state of students' organizational identity within communities and the existing deficiencies in ideological and political work, and elaborates on the inherent coupling between the cultivation of organizational identity and immersive ideological and political education. Based on the developmental logic of students' identity formation (cognition – emotion – value identification – behavioral practice), this paper proposes a systematic educational pathway covering five dimensions: optimizing organizational frameworks, advancing community cultural infiltration, innovating educational models, empowering students through practical incentives, and improving long-term institutional safeguards. The research intends to offer practical references for universities to implement the fundamental task of fostering virtue through talent cultivation and construct a normalized, life-based ideological and political education system rooted in one-stop student communities.

Key words: one-stop student community; organizational identity; immersive ideological and political education; all-staff, whole-process and all-round education; colleges and universities

1. Introduction

In recent years, the Ministry of Education has continuously promoted the reform of one-stop comprehensive management of student communities in universities, explicitly requiring the promotion of educational forces, management resources, and educational fronts to be brought down to the front line of students' lives, breaking the spatial and temporal constraints of traditional departmental education, and building a new educational pattern that comprehensively covers the entire process of students' growth.^[1] The one-stop student community, with the student dormitory life circle as its core carrier, integrates diverse educational resources such as daily management, cultural construction, volunteer service, psychological assistance, and growth guidance, providing a natural venue for carrying out implicit ideological and political education and achieving subtle value guidance.^[2] In the community education system, the level of organizational identity among college students directly determines their initiative and consciousness in participating in community construction, accepting cultural influence, and practicing mainstream values. Students with a strong sense of community organizational identity are able to actively integrate into collective life, identify with

the concept of community education, and abide by community behavioral norms, making it easier for them to achieve ideological sublimation and value shaping in daily scenarios. Conversely, if college students lack a sense of community belonging and organizational identity, viewing the community merely as a place to live, the ideological and political education function of the community will be difficult to effectively implement.^[3] Therefore, based on organizational identity theory, this article analyzes the current practical dilemmas of cultivating community organizational identity and ideological and political education among college students through empirical research, and explores the practical path of synergistic empowerment between the two, with the aim of providing a reference for colleges and universities to build a feasible, normalized, and long-term community-infiltrating ideological and political education system.

2. Core Concepts and Theoretical Basis

2.1 Definition of Core Concepts

2.1.1 One-Stop Student Community

The one-stop student community represents an innovative educational carrier for university educational reform in the new era. Different from the simplistic dormitory management model of the past, it integrates resources from schools, faculties, logistics departments and student affairs offices, and fully integrates education, administration, service, culture and practical functions. It builds a comprehensive educational space within student living zones that integrates ideological guidance, behavioral cultivation, cultural immersion and growth support.^[4] Breaking the educational boundaries of classes, grades and majors, this model features life-based, immersive and regular education, and acts as a core platform for universities to implement all-staff, whole-process, all-round education.^[5]

2.1.2 Students' Organizational Identity

In the context of student community education, students' organizational identity defined in this paper refers to the composite psychological recognition and behavioral compliance gradually formed by students through long-term participation in community life, autonomous management, cultural events and group interactions. It consists of four progressive dimensions: first, identity recognition, acknowledging one's status as a community member; second, emotional belonging, generating attachment to the collective; third, value alignment, identifying with the educational ideas and mainstream values embedded in the community; fourth, behavioral practice, voluntarily complying with community rules, participating in community construction and practicing educational values.^[6]

2.1.3 Immersive Ideological and Political Education

Immersive ideological and political education falls into the category of implicit education, which differs from explicit cramming pedagogy. Centered on daily scenarios, regular cultural atmospheres and practical activities, it integrates ideals, moral norms, patriotism and sense of responsibility into students' daily routines, interpersonal communication and collective life. Through subtle, imperceptible edification, it removes the compulsory and didactic nature of education, enabling students to upgrade their ideological perceptions and develop positive behavioral norms autonomously. It is characterized by daily relevance, implicitness, sustainability and immersion.^[7]

2.2 Theoretical Foundation: Organizational Identity Theory

Originating from organizational behavior studies, organizational identity theory elaborates the psychological bond between individuals and organizations. Its core logic holds that individuals gradually form stable belonging and identity through cognitive perception, emotional experience and value matching with their affiliated organizations, followed by voluntary compliance with norms, participation in organizational activities and safeguarding collective interests.^[8] When applied to student communities, the theory constructs a complete identity formation chain: students first perceive the community's organizational attributes and educational functions, develop emotional attachment through daily interactions, internalize community values, and finally translate recognition into practical behaviors. This psychological

evolution highly aligns with the “imperceptible influence and integration of knowledge and action” logic of immersive IPE, providing solid theoretical support for improving community educational efficiency.

2.3 The Coupling Logic between Organizational Identity and Immersive Ideological and Political Education

The cultivation of organizational identity and immersive ideological and political education form an interdependent, mutually empowering symbiotic relationship. On the one hand, organizational identity acts as a prerequisite for effective immersive education. Only when students genuinely recognize and attach themselves to the community will they actively accept cultural edification and value guidance, preventing Immersive Ideological and Political Education(IPE) from becoming a superficial formality. On the other hand, immersive education serves as a core channel to boost students’ organizational identity. Continuous scenario-based edification and practical experiences consolidate students’ collective cognition and emotional bonds, strengthening their sense of belonging and value recognition. The two interact to form a closed-loop educational mechanism: psychological identification → value internalization → behavioral externalization → reinforced organizational identity.^[9]

3. Investigation on Students’ Organizational Identity and Current Situation of Immersive IPE in One-Stop Communities

3.1 Research Design and Implementation

To objectively grasp the development status of university one-stop communities and accurately evaluate college students’ organizational identity as well as existing drawbacks of immersive IPE, the author conducted questionnaire surveys targeting freshmen to seniors from four universities in Zhanjiang City. The questionnaire covers basic personal information, four dimensions of organizational identity, forms of community ideological education, educational satisfaction, existing problems and optimization suggestions. A total of 450 questionnaires were distributed, and 426 valid responses were recovered, with an effective response rate of 94.67%. In addition, 20 students of different grades and student cadre identities were selected for semi-structured interviews to supplement qualitative data, ensuring the authenticity and comprehensiveness of research findings.

3.2 Basic Sample Demographics

Among the 426 valid samples:

Gender: 201 males (47.18%), 225 females (52.82%);

Grade: Freshmen 112 (26.29%), Sophomores 135 (31.69%), Juniors 108 (25.35%), Seniors 71 (16.67%);

Academic type: Undergraduates 342 (80.28%), Vocational college students 84 (19.72%);

Student cadre status: Cadres 102 (23.94%), ordinary students 324 (76.06%). The sample covers diverse groups with balanced structural distribution, possessing good representativeness for this research.

3.3 Research results and data analysis

3.3.1 Analysis of the overall current situation of student organization identity

Table 1: Descriptive Statistics of Each Dimension of Students’ Community Organizational Identity

Dimension	Sample Size	Mean	Standard Deviation	Recognition Level
identity	426	3.82	0.62	Good
Emotional belonging	426	3.41	0.75	general
Value alignment	426	3.26	0.81	general
Behavioral practice	426	3.12	0.85	weak
Overall organizational identity	426	3.40	0.76	general

Note: A 5-point Likert scale is adopted; 1 = Strongly Disagree, 5 = Strongly Agree.

The overall average score of students' organizational identity stands at 3.40 (medium level), with obvious unbalanced development across dimensions. Identity recognition scores highest, indicating most students clearly understand their community member status and basic community functions. Emotional belonging and value alignment remain at medium levels, revealing weak emotional ties and vague recognition of community cultural connotations among students. Behavioral practice obtains the lowest score, which reflects a widespread cognition-behavior disconnection: students hold cognitive recognition but rarely translate it into practical participation, becoming the core factor restricting community educational effectiveness.

3.3.2 Comparative Analysis of Organizational Identity among Different Student Groups

To further dissect the disparities in organizational identity across distinct student groups, this survey compares the average identity scores of student cadres and ordinary students, as well as lower-grade and upper-grade respondents. The detailed statistical data are shown in the table below.

Table 2: Comparison of Average Organizational Identity across Student Groups

Group	Identity Recognition	Emotional Belonging	Value Alignment	Behavioral Practice	Overall Mean
Student Cadre	4.25	3.96	3.82	3.75	3.94
Ordinary Students	3.68	3.23	3.08	2.92	3.23
Freshmen	4.01	3.65	3.38	3.25	3.57
Seniors	3.56	3.12	3.01	2.86	3.14

Data comparison shows student cadres score significantly higher in all four dimensions, as they participate deeply in community governance and group activities, gaining richer emotional and practical experience. In terms of grade differences, freshmen have stronger organizational identity due to fresh campus experience and active collective participation, while seniors shift focus to academics, internships and employment, resulting in fading community attachment and participation willingness.

3.3.3 Current Situation of Community Immersive Ideological and Political Education

In terms of educational satisfaction distribution: 12.0% Very Satisfied, 28.6% Relatively Satisfied, 41.3% Neutral, 17.7% Dissatisfied. Only 41% of students hold positive evaluations of community IPE effects, while over half consider the educational outcomes unsatisfactory. In terms of teaching forms: traditional explicit education (thematic lectures, institutional notifications, centralized meetings) accounts for 78.2% of all activities, whereas immersive practices including cultural experience, peer communication and volunteer services only take up 21.8%. Current community education still relies on indoctrination thinking, lacking life-based, scenario-oriented teaching modes matching students' acceptance habits.

3.3.4 Correlation Analysis between Organizational Identity and IPE Effects

This study conducts Pearson correlation analysis via SPSS 26.0 software. Results show the correlation coefficient between total organizational identity score and students' ideological growth achievement is $r=0.683$, $p<0.01$, indicating a significant positive correlation. Higher organizational identity corresponds to better immersive education experience and more obvious ideological promotion effects, which empirically verifies that identity cultivation is a core variable improving community IPE effectiveness.

4. Predicaments of Identity Cultivation and Immersive IPE in One-Stop Student Communities

4.1 Imperfect Community Organizational System Blurs Students' Identity Perception

Most universities are still in the transitional stage of one-stop community construction without mature, full-coverage student autonomous governance systems. Autonomous posts at dormitory floor and building levels are incomplete with loose organizational structures. Most students merely view the community as accommodation space without forming organizational belonging. In addition, the division of educational responsibilities among counselors, dormitory managers and student cadres remains unclear, lacking regular joint working mechanisms and sufficient collaborative educational power. Survey data demonstrates that 62.4% of ordinary students have never joined community events, with limited understanding of community frameworks and educational functions, which fundamentally hinders immersive education implementation.

4.2 Weak Community Cultural Atmosphere Undermines Students' Emotional Belonging

Cultural immersion serves as the core carrier of identity cultivation and implicit education. At present, community cultural construction generally suffers from formalization, homogenization and fragmentation. Public spaces such as corridors and activity rooms are mostly used for safety notices, lacking red culture, role models and moral education content. Cultural activities are mostly temporary festival events without normalized branded programs, failing to provide continuous emotional edification, which leads to weak collective attachment among students.

4.3 Rigid Educational Modes Hinder Internalization of Core Values

Community IPE still relies on outdated classroom indoctrination and attaches excessive importance to formal procedures rather than real perception. Educational content is disconnected from students' daily growth, and stratified targeted design is absent. Uniform teaching ignores gaps between cadres and ordinary students, freshmen and seniors, resulting in uneven educational outcomes and difficulties in internalizing mainstream values.

4.4 Inadequate Student Participation Mechanism Causes Cognition-Behavior Separation

Survey data shows 78.3% of students are willing to participate in community construction, yet standardized participation channels are insufficient. Community governance and activities are dominated by student cadres, creating high participation barriers for ordinary students. Meanwhile, the incentive and evaluation system is incomplete: community performance, volunteer hours and ideological progress are not fully incorporated into comprehensive quality assessment. Positive motivation is insufficient, resulting in the widespread phenomenon of "cognitive recognition without practical actions".

4.5 Absence of Long-Term Supporting Mechanisms Fragments Educational Work

Sustainable immersive education and identity cultivation require systematic institutions, professional teams and stable resources, which are insufficient in most colleges.

1. Institutional level: Specialized community management and education regulations are incomplete, leading to random implementation of cultural and ideological work;
2. Team level: Educational forces are single, dominated by frontline counselors and dorm staff, with insufficient regular participation of professional teachers and ideological instructors;
3. Resource level: Limited funding, venues and operation support restrict regular branded cultural and educational activities, leading to fragmented short-term community education.

5. Optimization Paths from the Perspective of Organizational Identity

Based on the progressive formation logic of organizational identity (identity recognition → emotional belonging →

value internalization → behavioral externalization), this paper proposes a five-dimensional systematic optimization framework targeting existing practical dilemmas, covering organizational structure, cultural construction, educational modes, incentive mechanisms and long-term guarantee systems.

5.1 Optimize Community Organizational Structure to Consolidate Identity Recognition Foundation

1. Improve the four-level autonomous governance linkage system: Community Youth League Branch – Building Committee – Floor Group – Dormitory Head to realize full organizational coverage, break traditional class boundaries and clarify each student's community identity;
2. Set up diversified public welfare posts (cultural promotion, psychological peer support, volunteer coordination) open to all freshmen and ordinary students, lowering participation thresholds;
3. Establish regular training, meeting and appraisal mechanisms to strengthen students' understanding of community positioning and responsibilities;
4. Build collaborative education teams (counselors + professional teachers + dorm administrators + student cadres) with clear work duties to realize full-staff education.

5.2 Deepen Community Cultural Construction to Consolidate Students' Emotional Belonging

1. Transform physical spaces into three-dimensional ideological and political venues: build red culture corridors, role model exhibition walls, youth reading spaces in halls and corridors, update party history, outstanding student stories and moral content regularly to realize ubiquitous subtle edification;
2. Develop normalized branded community activities: Red Lecture Hall, Dorm Moral Salon, Youth Reading Festival, Neighborhood Cultural Events, etc.;
3. Design grade-targeted activities: Graduation sharing and career education for seniors to relieve fading identity, continuously deepen students' emotional bond with the collective.

5.3 Innovate Immersive Educational Modes to Promote Value Internalization

1. Integrate value guidance into daily dorm interactions, mutual assistance and volunteer services to realize normalized implicit education;
2. Implement stratified precise education: Freshmen focus on community adaptation and identity education; sophomores and juniors on moral and responsibility cultivation; seniors on career and mission guidance;
3. Build online new media education matrix (community official accounts, short video platforms) to integrate online and offline immersive education, guiding students to internalize community mainstream values.

5.4 Improve Practical Incentive Mechanisms to Realize Integration of Cognition and Behavior

1. Diversify community practice platforms to lower participation barriers for ordinary students;
2. Establish student community growth files, incorporating volunteer service, civilized performance and ideological progress into comprehensive evaluation, scholarship and merit selection standards;
3. Launch community honor titles: Civilized Dorm, Excellent Volunteer, Ideological Pioneer, carry out regular commendations, give play to role model demonstration effects, and motivate students to translate identity into voluntary practice.

5.5 Perfect Multi-Dimensional Long-Term Support System

1. Institutional guarantee: Formulate specialized documents including One-Stop Student Community Autonomy Measures, Immersive IPE Detailed Rules, Student Participation Incentive System to standardize daily work;
2. Team guarantee: Implement regular community office system for teachers, organize thematic lectures and ideological tutoring to build composite professional education teams;
3. Resource guarantee: Increase investment in activity rooms, reading spaces and practical bases, integrate internal and

external school resources, and establish school-faculty-community three-level linkage mechanisms to ensure long-term stable educational operation.

6. Conclusion and Outlook

The one-stop student community acts as a core platform for universities to fulfill the fundamental task of fostering virtue through education and advance all-staff, whole-process, all-round educational reform. Carrying out immersive ideological and political education within communities is a vital way to realize normalized, integrated ideological work, while students' organizational identity serves as the core psychological basis for accepting educational guidance. The level of organizational identity directly determines the final effect of community IPE. In the future, universities need to further deepen the construction of one-stop student communities, adhere to student-centered education, focus on cultivating students' organizational identity, continuously optimize life-oriented, targeted immersive education modes, and improve long-term community educational supporting mechanisms. It is essential to fully tap the implicit educational value of student communities, achieve the integration of cognition and behavior through subtle edification, and cultivate all-round new youth with sound morality, intelligence, physical fitness, aesthetics and labor literacy for the new era.

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