Research on "Non-Key Disciplines" Students' Institutional Support in Double-First Class Universities in Beijing

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Abstract: Currently "double first-class" construction focuses on high-level advantage disciplines. However, practical operation ignores many "non-key disciplines" and their students' development. The research took Beijing as an example, adopted a mixed research paradigm, carried on the design and research according to the idea of explanatory sequence, found that the school does not support the "non-key disciplines" enough in the daily work, and the "non-key disciplines" students do not have a good perceived organizational support. To strengthen the support of relevant colleges and universities to "non-key disciplines" in the construction of "double first-class" and to enhance the perceived school identity of "non-key disciplines" of the students, it is suggested that the competent education authorities should actively guide the discipline construction of colleges and universities, colleges and universities should strengthen the concept of student-oriented.

1. Introduction

According to the spirit of the 20th National Congress of China it said: "We must strengthen the construction of basic disciplines, emerging disciplines and interdisciplinary disciplines, and speed up the construction of world-class universities and competitive disciplines with Chinese characteristics." Based on the basic principles of " first-class universities as the goal, discipline as the basis, performance as the lever, and reform as the driving force," the construction of " double first-class " will accelerate the construction of a number of " world-class universities and first-class disciplines." Since discipline is the cell and cornerstone of a university, it is the carrier of teaching, scientific research, and social service, directly related to universities' survival and development [1]. Therefore, the construction of "double first-class" takes disciplines as the basic unit for construction. The list of the first batch of "double first-class" construction in China is mainly based on the original "Project 985" and "Project 211" universities and a new group of high-level universities that are not previously included in "Project 211". In the first round of "double first-class" construction,

42 universities and 95 universities were selected to be "world-class universities" and "world-class disciplines," and a total of 465 disciplines were selected for construction. According to the construction list, it can be found that in the first round, 76 universities were selected for only one discipline, and 25 universities were selected for two disciplines. The sum of the two accounts for 73.7 % of the "double first-class" construction universities. In 2022, there were 147 universities in the second round of "double first-class" construction universities, of which seven universities were selected for the first time, the number of disciplines in 29 universities increased, and 13 were publicly warned in the first round of discipline evaluation, and the list of construction disciplines was 435, including 14 warning disciplines, two were adjusted, and two were revoked. In the second round of "double first-class" construction, 76 universities were selected for one discipline, and 23 were selected for two disciplines, accounting for 73.7 % of the "double first-class" construction universities. This shows that for most of the "double first-class" construction universities, the selected disciplines are only the advantage disciplines in the university, and most of the disciplines belong to "non-key disciplines". Therefore, the construction of "double first-class" does not take care of a large number of "non-key disciplines," let alone a large number of students studying in "non-key disciplines." Against this background, the influence of "double first-class" construction on students in "non-key disciplines" is rarely studied in academic circles. Therefore, the researchers conducted an empirical investigation on students who were not enrolled in the "double first-class" construction of "non-key disciplines" and explored the current situation of school support for "non-key disciplines" from the perspective of students' feelings, that is, students' perceived organizational support, to provide a new perspective and corresponding data support for the improvement of a new round of "double first-class" policy.

2. Literature Discussion

Perceived organizational support is a concept in organizational behavior. To maintain a good relationship between the organization and its members in the fierce competition, in 1986, psychologist Eisenberger et al. proposed the concept of Perceived Organizational Support (POS) based on previous research achievements. Eisenberger et al [2] believe that the organization's support for its members can make them feel a top-down commitment. There are two main points of perceived organizational support. First, whether the organization attaches importance to the existence and contribution of its members and gives them support; Second, members' feelings about whether the organization cares about their well-being [3].

Perceived organizational support is closely related to social exchange theory. According to social exchange theory, individuals form relationships with others to achieve the maximum personal benefit, and individuals are willing to reciprocate others who have supported them [4]. The essence of exchange is based on establishing goodwill or trust, which is a mutually beneficial relationship. The members of the organization first perceive how the organization treats them. When they feel the organization support and cares for them and solves the problems existing in their growth and development, they will have a strong inner motivation to make their due contribution to the organization, help achieve the goals of the organization, or choose some extra-role behavior to reward the organization's support, such as providing advice and suggestions for the organization, providing material help, and helping the organization avoid risks and so on [5]. The degree of organizational support perceived by members directly affects their degree of organizational commitment [6]. Therefore, organizational support can enable employees to obtain the services and resources necessary for daily work, thereby enhancing employees' confidence and ability to serve the organization [7]. When members perceive positive support from the organization, they will have a higher degree of recognition, loyalty, and commitment to the organization, thus generating

emotional attachment to the organization and giving positive returns. On the contrary, if members have negative feelings of support for the organization, their commitment to the organization will be reduced, their cognition of the organization's responsibility will be reduced, and even they will reject the organization and other behaviors. This is a kind of social exchange between the organization and its members, through the support of one party to obtain the return of the other party, to achieve a balance in the exchange relationship [8]. Therefore, leaders should regard organizational support as a resource, which may motivate employees to obtain more resources through job remodeling [9] . As for the constituent factors of perceived organizational support, Rhoades and other meta-analysis factors are recognized at present, which respectively support from managers or leaders, organizational justice, and the actual support and guarantee of the organization. If the organization members perceive that the organization has given these three forms of good treatment, it will play an important role in improving the members' perceived organizational support. First, the support of managers or leaders. In daily practice, the policies and norms of the general organization are generally manifested through the leader's management or governance. Therefore, the continuation and development of some traditions, rules, and practices of the organization are related to the organization's managers. For the members of the organization, the managers are the symbol and agent of the organization, so the members of the organization regard the managers as an essential source of organizational support. When the quality of leader-member exchange is high, the negative impact of work stress on innovation behavior will be weakened [10]. In other words, when members encounter difficulties, the leaders do not give them enough care and support to the members, and the members of the organization will have a weak sense of support for the organization. Second, practical support and guarantee of the organization. In modern organizations, no matter what kind of organization's members are concerned about its conditional support and guarantee for its growth, development, and self-realization, including material support, institutional, spiritual, and other support aspects. These supports reflect the organization's recognition of members, which will promote members to form strong perceived organizational support. Third is organizational justice. Organizational justice is a kind of fairness perception that organization members treat them in the organization. The fair distribution of resources is carried out through certain procedures, including embodying fairness in rules and regulations, allowing organization members to participate in internal governance, respecting and trusting members, and so on. Among them, resource allocation justice, procedural justice, and interpersonal justice in the organization have a significant predictive effect on employees' perceived organizational support climate [11] , and procedural justice has a more substantial impact on organizational support climate than other types of justice [12]. From the perspective of resource allocation, the total amount of resources is limited, and the organization must consider how to balance resources input between direct business activities and discretionary activities (an essential dimension of corporate social responsibility) [13] , when employees feel treated fairly, they will have a more positive work attitude and show more positive work-related behaviors [14].

The measurement of perceived organizational support is generally based on the Survey of Perceived Organizational Support (SPOS) developed by Eisenberger et al.in 1986. There are 36 items in the questionnaire, including 18 positive scoring items and 18 negative scoring items. After verification in different industry organizations, it shows that the questionnaire has high reliability and validity. In recent years, due to the excessive number of items in the questionnaire, domestic and foreign scholars generally adopted the version of 17 items with a higher load extracted from the questionnaire when doing empirical research. Due to the convenience of operation, some scholars extracted fewer questions or adapted them to testing, and all found that the questionnaire had good test effectiveness. For example, Kottke et al. changed the 16 items extracted from the questionnaire from "organization" to "Supervisor" without any changes in other contents, thus forming the

"Survey of Perceived Supervisor Support" (SPSS). To sum up, the research on perceived organizational support has made great progress over the years and has also achieved relatively fruitful results.

To sum up, the research on perceived organizational support has made great progress over the years, and it has also achieved relatively fruitful results. Perceived organizational support, the overall feeling that organization members attach importance to its value and care about its well-being, is composed of the dimensions of support from managers or leaders, organizational justice, and the conditions and guarantees of support provided by the organization. Currently, there are also mature questionnaires on perceived organizational support, and these research results have laid a foundation for measuring the perceived school support of students in "non-key disciplines" in the construction of "double first-class."

3. Research Design

In order to make the research conclusions scientific and rigorous, a mixed research paradigm was adopted in this study. As mentioned above, relatively mature questionnaires can be used in the research. Therefore, the research was modified based on previous questionnaires, thus forming the first draft of the questionnaire. In order to investigate the applicability of the first draft of the questionnaire, the research invited five experts and five students to review the questionnaire, including examining the number of questions, the content of the questionnaire, the accuracy of the words used in the questionnaire, etc., so as to form the first draft of the questionnaire, which consisted of 51 multiple-choice questions and one open-ended question.

In order to ensure the questionnaire's reliability and validity, conducting a small-scale pre-test before the formal distribution is necessary. In the research, the "double first-class" universities in Beijing were taken as an example, and the predicted questionnaire was distributed to the students of the "double first-class" universities in Beijing. Questionnaires were distributed in paper form, and 105 predictive questionnaires were distributed and collected to complete the small-scale pre-test. Then, the recovered data were analyzed by SPSS 12.0 for Windows, Amos7.0 and other software.

3.1. Reliability Test

There are many methods for reliability tests, among which the internal consistency coefficient test and split-half reliability test of the questionnaire are commonly used. In the research, these methods were used to test the reliability of the perceived organizational support questionnaire. As shown in Table 1:

Table 1: Questionnaire reliability test.

	Internal consistency coefficient	Split-half reliability
Perceived organizational support questionnaire	0.928	0.870
Dimension one: manager or leader support	0.912	0.851
Dimension two: the actual support and guarantee of the organization	0.876	0.843
Dimension three: organizational justice	0.763	0.718

It can be seen from Table 1 that the overall internal consistency coefficient of the perceived organizational support questionnaire is 0.929, and the split-half reliability is 0.870. The internal consistency coefficient of each dimension of the perceived organizational support questionnaire is between 0.763-0.912, and the split-half reliability is between 0.718-0.851. In general, α coefficient < 0.35 indicates low reliability of the questionnaire; 0.35 < α coefficient < 0.7 indicates that the questionnaire reliability is acceptable; α coefficient > 0.7 indicates a high reliability of the questionnaire. According to the standard, the reliability of the questionnaire in the research is

sound.

3.2. Validity Test

Generally speaking, there are many methods to test the validity, such as the content validity of the expert review, the criterion validity of valid references, and the structural validity of the questionnaire structure. The research used the structural validity method to verify the questionnaire's validity. As shown in Table 2:

Table 2: Questionnaire structure validity test.

	Perceived organizational support questionnaire	Dimension one	Dimension two	Dimension three
Perceived organizational support questionnaire	1			
Dimension one	0.889**	1		
Dimension two	0.851**	0.594**	1	
Dimension three	0.934**	0.781**	0.700**	1

As can be seen from Table 2, the correlation coefficient between each dimension of the questionnaire and the whole population ranges between 0.851-0.934, which is a strong degree of correlation, obviously higher than the degree of correlation between sub-dimensions. The correlation coefficient between sub-dimensions ranges is 0.594-0.781, showing a moderate correlation, indicating a certain degree of correlation between each dimension and a certain degree of independence. It can be seen that the structural validity of the perceived organizational support questionnaire is good.

Based on the above analysis, the reliability and validity of the questionnaire were good. It shows that the collected data are more real, reliable, and consistent with the actual situation, and the empirical analysis has strong persuasion. After completing the reliability and validity test, a formal questionnaire was distributed to universities in Beijing as the research group. Due to a total of 34 universities in Beijing have been selected as "double first-class" universities, among which Peking University, Tsinghua University, the Renmin University of China, Beijing University of Aeronautics and Astronautics, Beijing Normal University, China Agricultural University, Beijing University of Technology, and the Minzu University of China are "world-class universities" construction universities, and the remaining 26 are "world-class disciplines" construction universities. Therefore, the researchers used a stratified, non-random sampling method. Beijing's "double first-class" construction universities were divided into two categories: "world-class universities" construction universities and "world-class disciplines" construction universities. Among them, "world-class universities" construction universities accounted for 23.5%, and "world-class disciplines" construction universities accounted for 76.5%. According to the proportion, to select ten universities, two universities had to be selected from the "world-class university" construction, and eight universities had to be selected from the "world-class discipline" construction. Each university non-randomly distributed 100 questionnaires, with a total of 1000 questionnaires. Nine hundred seventy questionnaires were recovered, 20 were invalid, and 950 were valid. Among the students who participated in the questionnaire, there were 697 undergraduates, accounting for 73.3%; 163 postgraduates, accounting for 17.1%; 90 doctoral students, accounting for 9.5%. There were 133 students in grade one, accounting for 14%; 323 students in grade two, accounting for 34%; 181 students in grade three, accounting for 19%; 180 students in grade four, accounting for 19%; 133 students in other grades, accounting for 14%.

In addition, to supplement and explain the questionnaire survey data, four undergraduates, four postgraduates, and two doctoral students were selected from each of the eight "double first-class" construction universities in Beijing as the interviewees for semi-structured interviews. Moreover,

the verbatim manuscript formed after the interview and the open data collected by the questionnaire was specially cataloged. For example, "S01" represents the first student interviewed, and "W" represents the open data of the questionnaire.

4. Research Findings

4.1. Organizational Support Perceived by Students in "Non-Key Disciplines"

Perceived organizational support is the basis of students' organizational identity in the school. The research found that the school support perceived by students in "non-key disciplines" is not optimistic. It includs three aspects: the support of school administrators, the fairness of school organization, and the daily practical guarantee of the school.

4.1.1. School Administrators' Support Perceived by Students in "non-key disciplines"

In terms of support from school leaders or administrators, 35.9 % of the students thought that the relevant leaders of the school did not pay enough attention to the "non-key disciplines"; 37.2 % of the students believed that the school did not issue special rules and regulations for the development of the "non-key disciplines"; 53.8 % of the students thought that the school did not give preferential support to the "non-key disciplines" in the "double first-class" construction; 43.6 % of the students believed that the school administrators did not set an example to promote the development of the "non-key disciplines" in their daily work; and 43.6 % of the students thought that the school did not form an all-around support pattern for the development of "non-key disciplines" in the construction of "double first-class." As they said in the interview:

"The university's support for our profession is not better. Because the allocation of resources is not paid much attention to, the school has no policy support and is relatively poor in terms of teachers." (S02)

"Our subject is too marginal in our university. The school seems to have little support for our discipline. There is no sense of participation, just the feeling that the excitement is the excitement of others, such as 'double first-class' discipline students. We always see them often do a lot of activities and feel the style of others is lively and rich, but our style is reading, reading, reading all day, feel that there is no way to integrate into the school." (S05)

"The situation of support, a teacher once said that if some funds are allocated, they will actually be allocated to strong disciplines first, and then our side will be weaker, and the funds allocated will be less or not allocated." (S06)

4.1.2. School Organizational Justice Perceived by Students in "Non-Key Disciplines"

In terms of school organizational justice, 29.5 % of the students believed that the school did not show justice in allocating various resources for all disciplines and specialties, and 34.6 % of the students thought that the right of resource allocation in "double first-class" construction universities was "general." In terms of specific procedures and standards, 15.4 % of the students thought that the procedures for all disciplines and majors to participate in the allocation of various resources in the construction of "double first-class" are slightly unfair; 35.9 % of the students believed that the process of resource allocation in schools was "general"; and 43.6 % of the students thought that in the construction of "double first-class," the standard openness of various disciplines and majors participating in different resource allocations was not enough. As they said in the interview:

"I feel that they may have this tendency in our college; they have the experimental class and so on, including when they are escort graduate students; they may also have certain advantages, but we do not." (S01)

"I think there is a tendency to support. We just talked about the engineering of those professionals, they have foreign teachers and special international classes. After they finish school, they can send them directly abroad and have rationing jobs and so on. Like our college, there are very few people in our disciplines, and so on, and each major has only one class, so in the distribution of teachers or various other resources, there will be a tendency." (S02)

"I think there is still a bias. As I just said, there may be more financial support for advanced subjects, but "non-key disciplines" will have less." (S06)

4.1.3. The Daily Practical Guarantee of the School Perceived by Students in "Non-Key Disciplines"

In terms of the actual support and guarantee of the school, in the construction of "double first-class," 50 % of the students thought that the school did not provide a fauorable environment for the development of "non-key disciplines"; 52.6 % of the students believed that the school did not make enough efforts to solve the difficulties existing in "non-key disciplines"; 57.7 % of the students thought that the school did not pay attention to the needs of "non-key disciplines"; 16.7 % of the students believed that the school did not provide unique development opportunities for students majoring in "non-key disciplines"; 39.7% of the students thought that the development opportunities offered by the school for students majoring in "non-key disciplines" were very general; 16.7% of the students believed that the school did not attach importance to the satisfaction of students in "non-key disciplines"; and 37.2 % of the students thought that the school pays little attention to the satisfaction of students in "non-key disciplines." As they said in the interview:

"I still feel a little bit of unfair treatment. When I went to rub the class of those advanced subjects, I always felt that I was in a relatively less concerned discipline and sad. Because the resources are given to the strong subjects, we envy them, and they can take so many classes and have such good teachers to teach them." (S04)

"It seems the school doesn't take the initiative to solve our difficulties. For example, we now feel that practical ability is fragile, and the major is a profession that is a slightly out of touch with society. No more let us and social contact, no direct support." (S06)

"The university doesn't solve the problem of teachers, and even improves the requirements, so it forces the teachers of "non-key disciplines" to leave because in order to improve the ranking, the school devolves all the pressure on the teachers." (S10)

4.2. Differences in Perceived School Support among Students of "Non-Key Disciplines" under Different Background Variables

The research found significant differences in perceived school support among students of "non-key disciplines" under different background variables in the "double first-class" universities. Specifically, there are substantial differences in students' perceived school support under three other background variables: different grades, personal identity, and subject category.

4.2.1. Differences in Perceived School Support among Students in Different Grades

Table 3: Analysis of variance of perceived school support among students in different grades.

	Sum of squares	df	Mean square	F	Significance
Between groups	6.338	4	1.584	3.349	0.011
Within the group	86.103	182	0.473		
Total	92.441	186			

The research used the sum of squares, mean square, F value, and significance P value for statistical analysis. The variation of perceived school support among students in different grades

was obtained, as shown in table 3:

In the research, divided the grades into grades one, two, three, four, and others. As can be seen from Table 3, through the group analysis of the perceived school support of students in different grades, the mean square between groups is 1.584, and the mean square within the group is 0.473. By comparing the differences between groups and within the group, it can be concluded that the F value is 3.349, and the P value is 0.011, less than 0.05. It can be seen that there are significant differences in the perceived school support among students in different grades.

4.2.2. Differences in Perceived School Support among Students with Different Personal Identities

The research used the sum of squares, mean square, F value, and significance P value for statistical analysis. The variation of perceived school support of students with different personal identities was obtained, as shown in Table 4:

Table 4: Analysis of variance of perceived school support among students in different identities.

	Sum of squares	df	Mean square	F	Significance
Between groups	5.106	4	1.277	2.601	0.014
Within the group	89.336	182	0.491		
Total	94.442	186			

In the research, the students' identities were divided into undergraduate students, master students, and doctoral students. It can be seen from Table 4 that through the group analysis of perceived school support in different student identities, the mean square between groups is 1.277, and the mean square within the group is 0.491. By comparing the differences between groups and within the group, the F value is 2.601, and the P value is 0.014, which is less than 0.05. It can be seen that there are significant differences in the perceived school support among students with different personal identities.

4.2.3. Differences in Perceived School Support among Students in Different Discipline Categories

The research used the sum of squares, mean square, F value, and significance P value for statistical analysis. The variation of perceived school support of students in different discipline categories was obtained, as shown in Table 5:

Table 5: Analysis of variance of perceived school support of students in different disciplines.

	Sum of squares	df	Mean square	F	Significance
Between groups	11.174	11	1.016	2.187	0.017
Within the group	81.267	175	0.464		
Total	92.441	186			

The research divided different disciplines into Science, Engineering, Agronomy, Medicine, Economics, Management, Law, Philosophy, Pedagogy, Literature, History, Military Science, Art, and other disciplines. It can be seen from Table 5 that through the group analysis of the school support of students in different disciplines, the mean square between groups is 1.016, and the mean square within the group is 0.464. By comparing the differences between groups and within the group, it can be concluded that the F value is 2.187, and the P value is 0.017, which is less than 0.05. It can be seen that there were significant differences in the perceived school support among students of different discipline categories.

In summary, in the "double first-class" universities, there are significant differences in the perceived school support of students in "non-key disciplines" under different background variables.

4.3. Degree of Correlation between Perceived Organizational Support and Identity of "Non-Key Disciplines" Students

In the "double first-class" universities, the research used Pearson correlation analysis, and it was found that there was a significant correlation between the perceived school support and perceived school identity of students in "non-key disciplines," as shown in Table 6:

Table 6: Pearson correlation analysis of students' perceived school support and perceived school identity.

			Perceived school identity
Perceived school support	Pearson correlation coefficient		0.720**
	Significance (two-tailed)		0.000
	N		187
	Repeat sampling	Deviation	-0.001
		Error of average	0.032
		95% confidence interval	Lower limit	0.652
			Upper limit	0.777

As can be seen from Table 6, the Pearson correlation coefficient between the perceived school support and the perceived school identity of "non-key disciplines" students in "double first-class" universities is 0.720, and the two-tailed significance is less than 0.001, which has a significant correlation. It can be seen from the 95 % confidence interval that the interval is 0.652-0.777, excluding zero, which can also verify that the perceived school support and perceived school identity of "non-key disciplines" students are significantly correlated.

5. Suggestions for Improvement

Gven the current reality, to strengthen the support of relevant colleges and universities for "non-key disciplines" in the construction of "double first-class," to enhance the perceived school identity and organizational citizenship behavior of students in "non-key disciplines," according to China's national conditions and the actual situation of colleges and universities, I put forward the following superficial suggestions and opinions.

5.1. Suggestions to the Government

The research results showed that in the construction of "double first-class" universities, there was a significant correlation between students' perceived school support, perceived school identity, and organizational citizenship behavior in "non-key disciplines." With the increase in students' perceived school support and identity, the factors of students' organizational citizenship behavior will increase. As mentioned above, the State Council proposed the construction of a batch of "world-class universities and first-class disciplines" in the Overall Plan for Promoting World-class Universities and First-class Discipline Construction. The "double first-class" construction highlights performance orientation and dynamic adjustment, which have become the baton of discipline construction in domestic universities in the new era. Building first-class disciplines and creating advantage disciplines have become utilitarian choices of many universities. In the background, sacrificing "non-key disciplines" has generally become the main strategy for construction of "double first-class" in relevant colleges and universities.

Discipline is the cell and cornerstone of a university, and it is the carrier of teaching, scientific research, and social services, which is directly related to students' survival and development. "After it (school) was evaluated as a 'double first-class,' I was escorted graduate student. When I was an escort graduate student, "double first-class" university was not allowed to participate in the

re-examination, which would directly screen out 'not world-class universities and first-class disciplines.' But many of our classmates entered the re-examination. So I think this is the impact of being selected into the 'double first-class'" (S01). "I think this phenomenon is the influence of the school; the school affects the quality of enrollment, that is to say, if the major is good, there are a lot of students to sign up, then the major must be stronger and stronger, but like those disciplines are not good, certainly is not very good unpopular major, no one to sign up ." (S04) Obviously, this has a direct impact on students' further studies and so on. Of course, the positive impact cannot be directly transmitted to the specific discipline. "If your major is not rated as a 'double first-class' university, you will be very embarrassed when looking for a job in the future. People will feel that although it comes from our University, the discipline is not particularly good, and the status is very embarrassing. Employment units may prefer a comprehensive ranking lower than our University, but the students with more powerful disciplines"(S10). From the interviews with students, it can be seen that as students of "non-key disciplines," the construction of "double first-class" has a significant impact their employment.

The researchers believed that the construction of "double first-class" should not only be considered from the perspective of the state, the government, and universities but also from the perspective of students. Although the "double first-class" construction universities plan mentions "training top-notch innovative talents," it is mainly for the advantage disciplines selected for "double first-class." In this context, how to develop the "non-key disciplines" that have not been selected for "double first-class" universities and how to respond to the vital interests of students from the perspective of the state are the areas where the national "double first-class" policy needs to be improved. Therefore, it is suggested that: First, in the future construction of "double first-class," on the one hand, the state should pay attention to the discipline ecology while promoting the construction of "double first-class," at the same time, it should pay attention to most "non-key disciplines" that have not been selected as "double first-class." On the other hand, it should respond to the needs of students to prevent the alienation of "double first-class" into another form of "985" and "211" labels, which will hurt the employment of students in "non-key disciplines." Secondly, when improving the "double first-class" policy, competent departments such as the Ministry of Education should give timely guidance to the construction of the "non-key disciplines" in colleges and universities to avoid the blind withdrawal and merging of disciplines in colleges and universities to create an environment for the coordinated development of disciplines in colleges and universities, and build a scientific and reasonable discipline ecosystem.

5.2. Suggestions for Universities

5.2.1. Strengthen the Student-Centered Concept

The research results showed that many colleges and universities had some utilitarian practices in pursuing the performance of discipline construction in the construction of "double first-class," such as blindly revoking some "non-key disciplines" and preferring to be selected as the advantage disciplines of "double first-class" in resource allocation. As mentioned above, the number of advantage disciplines selected for "double first-class" construction in "double first-class" construction is relatively small. Comparatively speaking, most of the "non-key disciplines" have not been selected in the "double first-class" construction. Therefore, these utilitarian practices impact the non-key discipline students' perceived school support and identity. The research holds that the deep-seated reason for the utilitarian practices of colleges and universities in the "double first-class" construction of universities lies in the lack of a student-oriented concept.

The school-running idea is the value orientation and the guiding ideology for the development of the university-running school. It plays a guiding role in the management of colleges and universities

and also guides the value and trend of discipline construction. Since the emergence of such organizations in colleges and universities, the core function of colleges and universities have always been talent training, and disciplines have been the carrier of talent training. However, with society's development, the discipline construction of colleges and universities began to move closer to utilitarianism and pragmatism, which gradually deviated from the original track. In recent years, in the construction of "double first-class," the discipline construction of colleges and universities in China has neglected students' dominant position and value when chasing the contents with higher ranking and scientific research. In the view of the research, under the new situation of promoting the construction of "double first-class" universities, teachers and students are the two main bodies of education. Therefore, formulating a first-class undergraduate education strategy must adhere to the principle of teacher-student orientation [15]. Suppose we do not regain the essence and attributes of educating people in colleges and universities. In that case, the discipline construction of colleges and universities will go astray in constructing "double first-class." As Jaspers warned, "we cannot ignore the actual situation and spiritual status of students." Therefore, colleges and universities should adhere to student- and teacher-oriented concepts in constructing "double first-class" [16].

5.2.2. Create a Democratic Campus Atmosphere

At present, we are in an era of democratization, and the concept of democracy has been deeply rooted in the people's hearts, so it is extremely necessary to create a humanistic atmosphere and environment for democracy in colleges and universities. In the process of promoting the construction of "double first-class," "Colleges and universities should not ignore soft power such as school climate and system design rationality while grasping hard indicators." (W), especially to create a democratic campus atmosphere. Therefore, it is suggested that colleges and universities should change the educational coordinates, clarify the trend of running schools, clarify the ideological origins, and take effective measures to promote the humanistic value in education [17]. Specifically, colleges and universities should consciously create care, respect, and care for students and provide a good atmosphere for students to become adults. On this basis, the campus atmosphere full of cultural sense can positively impact students subtly [18]. It should not be as the interviewee said: "I think the overall atmosphere of our university does not have the feeling of democracy and openness, we are still like children, (school) asked the teacher to control us, so we are very obedient and have no sense of active participation." (S01) In the "double first-class" construction plan, the state proposed to improve democratic management and give full play to students' role in democratic decision-making, to enhance students' subjective consciousness. As they said in the interview: "We hope that schools should listen to different voices and adopt good suggestions" (W). "Before making a decision, the school should solicit students' opinions and let students participate in school-related affairs" (W). For students' participation, such as "giving suggestions or opinions in school mailboxes." (S07) and "timely feedback should be given to prevent students in 'non-key disciplines' from reducing their sense of identity with the school and reducing their sense of identity with the discipline." (S07)

5.2.3. Strengthen the Awareness of Managers to Serve Students

As an essential subject of colleges and universities, university administrators are the managers who coordinate the development of colleges and universities, and also the particular subjects with administrative power in colleges and universities. Their cognition, attitude, and behavior are the vital basis and source for students to form a sense of support and identity for the university. The research found that in the construction process of "double first-class" universities, communication

between the relevant universities and the students of "non-key disciplines" could be smoother. The students' advice and suggestions to the university need to be given timely feedback, which gives the students a greater sense of distance from the school. "The school leadership may still have some sense of distance" (S02) "the leadership is relatively distant... No contact with the school leadership, no opportunity to meet school leadership" (S04). "When students get along with school leaders, they will think that the school leadership is a feeling of supremacy. Especially to those "non-key disciplines", leaders do not attach importance to disciplines, and even less importance to students." (S10) We can see that the current college administrators of the concept of students are not strong, and the original intention of running a school to train talents and serve students has been weakened. Therefore, the research suggests strengthening the service and cognition of university managers, to effectively improve the reality of low perceived school support and school identity of students in "non-key disciplines."

Deng Xiaoping once said that "leadership is service," and service is the primary responsibility of leadership. As Mei Yiqi said, "I am the president of the university to help professors move the stool," in other words, university administrators are waiters, and serving well is the essential job of managers. In the process of "double first-class" university construction, university managers should face up to the practical needs of students. In the face of new situations and new problems, they should face up to their defects in ideological concepts and knowledge cognition. Managers should be aware of their role as waiters rather than leaders, earnestly fulfill their service responsibilities, and do an excellent job in service guarantee for students' study and life.

5.2.4. Enhancing Support for "Non-Key Disciplines"

As mentioned above, the "double first-class" universities' construction is performance-oriented and implements a dynamic adjustment mechanism. Therefore, many colleges and universities disregard the ecological balance of disciplines to win in the "double first-class" universities' construction. In the case of scarce resources, they do not hesitate to merge or revoke some weak "non-key disciplines." However, according to the discipline ecology theory, the internal disciplines of colleges and universities constitute an ecosystem. If the "non-key disciplines" of colleges and universities are not continuously supported or revoked, the discipline ecology's stability will be seriously affected.

Therefore, under the background of "double first-class" universities' construction, the research suggests that university administrators should respect the law of discipline development from the perspective of long-term development and overall planning of the school because different disciplines have different development paths and growth cycles and different disciplines have various missions and responsibilities. And in different times, the development of disciplines will also show different characteristics. Because the construction of "double first-class" is not only a long-term work but also a national strategy that China focuses on promoting under the new situation, university administrators should respect the law of discipline development and should give necessary help and support to "non-key disciplines" instead of blindly taking measures such as withdrawal and merger. The current "non-key disciplines" will also become the advantage disciplines in the future.

On the other hand, as mentioned above, there are many "non-key disciplines" in colleges and universities, and many students are affected by the process. From the perspective of cultivating qualified talents, relevant colleges and universities give the necessary support and development to "non-key disciplines" in constructing of "double first-class" universities. As stated in the interview with students of "non-key disciplines": "simply from the construction of 'double first-class' colleges and universities, other disciplines should also be enriched, including teachers, various activities, should be done, can not only to grasp the advanced disciplines. If a school is strong, it can not (rely

on) (advanced discipline). To make the overall strength stronger, every major must develop and become more balanced.." (S04) "We still hope to rebalance, that is, pay more attention to the construction of 'non-key disciplines.'" (S06) "Colleges and universities should not only strengthen the structure of the already excellent 'double first-class' disciplines but also give appropriate help to the "non-key disciplines." For example, the support of scientific research funds and some experimental supporting facilities." (S08). In the process of supporting "non-key disciplines," students are the most direct beneficiaries, so they will feel the support of the school for "non-key disciplines" most directly, which will be transformed into students' perceived support and identity, which is conducive to the long-term development of colleges and universities.

5.2.5. Promoting Interdisciplinary Integration

As mentioned above, the various disciplines of colleges and universities constitute the discipline ecosystem. Each discipline assumes different roles and responsibilities in the ecosystem and is interdependent and mutually supportive. In other words, advantage disciplines are inseparable from "non-key disciplines," and "non-key disciplines" are also inseparable from advantage disciplines.

Without a sound discipline ecosystem, it is impossible to develop first-class disciplines. The research suggests that, under the background of "double first-class" construction, colleges and universities should respect the internal logic of discipline development and rely on the selected "double first-class" advantage disciplines to promote the development of "non-key disciplines." The open communication and cross-integration of advantage and "non-key disciplines" are conducive to fully stimulating the endogenous power of "non-key disciplines" and promoting the sustainable development of "non-key disciplines." As the student interview said: " It can be a combination of disciplines, such as our advantage discipline is now prevalent, including discipline development, can also be combined with other disciplines, knead into a more considerable discipline....... Therefore, it is hoped that the school can combine these majors into a significant discipline that integrates the strengths of many disciplines. In this way, it also relies on advantage disciplines to promote the development of 'non-key disciplines.'" (S09). The cross-integration of advantage disciplines and "non-key disciplines" will become an essential aspect of the growth point of disciplines. Nowadays, many well-known universities worldwide are committed to breaking down disciplines barriers and promoting the coordinated development of disciplines.

5.2.6. Equitable Distribution of all Kinds of Resources

The development of the discipline must be connected to the support of human, financial, and material resources [19]. As mentioned above, in the process of "double first-class" construction, relevant colleges and universities have increased the critical support of talents, funds, platforms, and other aspects for advantage disciplines. As students said: "They have experimental classes and so on, and they may also have a certain advantage when they are escorting graduate students, we do not." (S01). "Schools tendd to allocation teachers or various other resources." (S02). "With more financial support for advantage disciplines, our 'non-key disciplines' was less." (S06) Due to the advantage discipline in colleges and universities in the process of fighting for all aspects of resources has a strong competitiveness, and "non-key disciplines" do not have the right to speak and competition ability, so the allocation of resources is often trapped in a passive position. If such key support is given to the advantage disciplines for a long time without taking care of the "non-key disciplines," it will form a situation in that strong disciplines get more robust, and weak disciplines get weaker. The allocation of internal resources in colleges and universities is related to the vital interests of teachers and students in related disciplines. At present, it is a choice of value and interest for colleges and universities to choose what to allocate resources. As a substantial

bureaucratic organization in higher education institutions, the manager of colleges and universities also plays a crucial role in the rational allocation of educational resources within colleges and universities. As [20] said, "university organizations inevitably experience specialized operations and become bureaucratic and hierarchical institutions." Indeed, with the expansion of the scale of university organizations, university managers complete the control of internal resources and the discipline of teachers through different means. Therefore, the research suggests that university managers should focus on the school's long-term development and treat the resource allocation of various disciplines with a development perspective and a people-oriented concept. As the student interview said: "I don't think resources can be concentrated in one subject." (S04) To give necessary support and inclination for "non-key disciplines" in allocating of daily resources, including the construction of teachers, infrastructure and equipment, daily funds, related indicators allocation, supporting conditions, etc. "I hope that the school can pay more attention to the 'non-key disciplines,' at least to solve some problems in hardware facilities" (S02). "I hope the school can do more infrastructure (construction) because our laboratory was really bad" (S03). "Schools should expand the hardware of learning space and living space. Literally give students a better learning, living space." (S10). In addition, colleges and universities should improve the rules and regulations, decision-making procedures, and distribution standards of internal resource allocation from a macro perspective.

6. Conclusion

According to the above empirical findings, the current school support perceived by students of "non-key disciplines" is not optimistic and even hindering the development of disciplines in colleges and universities. Students form a sense of school identity based on the perception of school support. The research results show that although some students have a strong sense of school identity, a large proportion of students form a mediocre sense of school identity. First of all, compared with the "double first-class" disciplines, the relevant colleges and universities do not pay enough attention to the "non-key disciplines"s. Some colleges and universities even withdraw some relatively weak "non-key disciplines"s, which leads to the poor school support for students of "non-key disciplines"s. Students are more concerned about the support of college leaders or administrators for "non-key disciplines"s in their daily work. In their opinion, relevant school leaders do not pay enough attention to "non-key disciplines"s, do not issue special rules and regulations for the development of "non-key disciplines"s, and do not give preferential support to "non-key disciplines"s in policies. In the construction of "double first-class", the university has not formed an all-round pattern of support for the development of ordinary subjects. Secondly, Organizational fairness of colleges and universities is an important aspect to promote the construction of "double first-class". Macroscopically, the allocation of all kinds of resources directly affects the development of related disciplines. In reality, colleges and universities are not good at demonstrating fairness in the allocation of resources for all disciplines. On the one hand, the procedures for participating in the allocation of resources are slightly unfair, and on the other hand, the standards for participating in the allocation of resources are not open enough. At the same time, on the micro level, fair treatment of each discipline and attention to the needs of students in each discipline is the intrinsic essence of organizational justice in the construction of "double first-class". In reality, in the construction of "double first-class", relevant universities do not pay enough attention to the needs of students in "non-key disciplines"s. Thirdly, macroscopically the procedures for participating in the allocation of various resources are slightly unfair, and the standards for participating in the allocation of various resources are not open enough. At the micro level, fair treatment of each discipline and attention to the needs of students in each discipline is the core of

organizational fairness in the construction of "double first-class". However, in the construction of "double first-class", relevant universities do not pay enough attention to the needs of students and provide students with learning and development opportunities in "non-key disciplines".

Acknowledgments

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