

# Improvement Strategies for Campus Culture Construction in Universities

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**Abstract:** Campus culture is a mirror of a university, reflecting its overall situation. Each university has its own distinct characteristics and unique development process. Campus culture construction is a construction activity that involves extensive participation from multiple parties. Only with the joint participation and efforts of all construction entities can we achieve the continuity and continuity of distinctive campus culture. After analysis, it was found that the main reasons for the problems include students' vague sense of belonging to the distinctive campus culture and teachers' limited energy in participating in campus culture construction. In response to the above issues and reasons, this study has made several thoughts on strengthening the construction of characteristic campus culture in ethnic colleges: following the principle of "coordinated and unified" characteristic campus culture construction, activating the endogenous motivation of student participation, and fully leveraging the exemplary and leading role of teachers.

**Keywords:** Campus Culture; Improvement Measures; University.

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## 1. Introduction

Campus culture is a mirror of a university, reflecting its overall situation. Each university has its own distinct characteristics and unique development process. As the name suggests, campus culture, as a cultural form, originates from university and is formed through the long-term scientific practice of university governance and learning. It is a valuable asset left by a university in its long-term development [1]. As a result, the connotation of campus culture has also shown an increasingly rich trend with the development of university [2]. According to literature review, the connotation of campus culture includes the following five aspects: firstly, campus culture is centered around students and teachers; Secondly, campus culture takes the campus as a fixed place; Thirdly, campus culture is carried out through cultural activities; Fourthly, campus culture is guided by its educational function. In terms of education, campus culture plays an implicit or explicit role in shaping students' personalities, cultivating their emotions, and passing on their spirits [3]. Overall, campus culture, as a part of social culture, is a concrete manifestation of a university's spirit, and more importantly, plays a crucial role in "what kind of students to cultivate" and "how to cultivate students".

Campus culture construction is a construction activity that involves extensive participation from multiple parties. Only with the joint participation and efforts of all construction entities can we achieve the continuity and continuity of distinctive campus culture [4]. The shallow sense of student subjectivity means that students have a weak sense of identity as the main body of campus culture construction, which is a manifestation of a lack of belonging to campus culture. Due to the long-term constraints of traditional educational concepts, they have become accustomed to obeying university and teacher management in high university. Most students naturally believe that university leaders and teachers are the leaders of campus culture construction, and few students realize that they are also important subjects of

campus culture construction [5]. In various university affairs, they habitually assume themselves as subordinates, lacking the concept, awareness, and ability of self-management. They are not good at "speaking out" or have expressed their demands but were not taken seriously, which has led to a mentality of "useless demands" and gradually weakened their self-awareness over time. In addition, undergraduate students' psychological mechanisms are not yet mature enough, their emotions are prone to fluctuations, their thoughts and behaviors are easily influenced by external environments and people around them, and their interests are easily transferred. Therefore, they are prone to develop a sense of dissatisfaction due to minor deficiencies in university management, construction, and other aspects, and experience emotional transfer, leading to a lack of recognition of the effectiveness of characteristic campus culture construction, low interest in participating in characteristic campus culture construction, and weak initiative.

At the same time, the heavy workload, high pressure, and limited energy of university teachers are the main reasons for their low efficiency in investment. In addition, teachers face conflicts in multiple roles and are prone to neglect their understanding of campus culture, which further weakens their role in the innovation of campus cultural activities, feedback on campus culture, and other campus cultural construction processes [6].

## 2. The Function of Campus Culture

The essence of campus culture lies in "transforming people", and "function" refers to the effectiveness or beneficial effects exerted by things or methods. Therefore, the unique function of campus culture lies in the impact and role it plays on the vast number of teachers, students, and staff within the university. The unique function of campus culture is a concrete manifestation of its external effects and an important content in the theory of campus culture. The recognition and clear positioning of the unique functions of campus culture will affect the enthusiasm for campus culture

construction. According to the author's review of relevant literature, campus culture in the new era mainly has unique functions such as guidance, education, cohesion, and motivation.

### **2.1. Guiding Function**

The guiding function of campus culture refers to the direct or indirect way in which university leaders or educators gather various cultural elements on campus, guide students to find the right direction, take the right path, and make their physical and mental development in line with the university's training objectives. Everyone is an independent individual, and university is a place where different ideas and concepts blend and collide with each other. As the backbone of the country and the builder of the future society, it is crucial for every student to receive correct guidance and guidance, and fully utilize the guiding function of campus culture. The guiding functions of campus culture include value orientation, behavior orientation, and institutional orientation. This requires taking firm road confidence as the value orientation of campus culture construction.

### **2.2. Educational Function**

The environment is created by people, and in turn serves people. As Marx mentioned, 'the environment also creates people'. The educational function of campus culture mainly includes the function of ideological education and the function of disseminating knowledge. The function of ideological education is to help students form correct values that conform to the laws of social development, and to educate them to firmly uphold the communist ideal. The function of disseminating knowledge refers to broadening the channels of classroom teaching and expanding students' knowledge acquisition through various means and methods.

### **2.3. Cohesive Function**

The values and behavioral norms of campus groups contained in campus culture are like a strong spiritual adhesive that can enhance the cohesion of the group, which is the cohesive function of campus culture. Once an excellent campus culture is formed, it will enable teachers, students, and staff to find a sense of identity and belonging in their own lives and studies, thereby generating a centripetal force and cohesion centered on the university. In addition, it can also enable them to better participate in campus cultural construction. The cohesive function of campus culture is enduring, not only existing in the years of life and study at the university where the majority of teachers, students, and staff are located, but also among the majority of teachers, students, and staff who have left the university, playing a strong inspiring role in it.

### **2.4. Incentive Function**

The motivational function of campus culture is mainly manifested in the spiritual stimulation of teachers, students, and staff, which can provide people with spiritual motivation. A good campus culture can generate upward momentum and high enthusiasm, inspire people to strive forward, and also help teachers, students, and staff update their ideological concepts, find the right path and direction of understanding. In addition, the motivational function of campus culture is different from the economic or material incentives for teachers, students, and employees, and its impact will last longer. Only by continuously enriching and improving the

construction of campus culture can the motivational function of campus culture be exerted unconsciously.

## **3. Improvement Strategies for Campus Culture Construction in Universities**

At present, the management system of higher education in China has been relatively perfect. In order to ensure the effective implementation of the management system, the cultural environment and atmosphere have played a pillar role, ensuring that all students strive according to a unified concept. The cultural atmosphere of the university is reflected in educational performance, and a good atmosphere will bring positive significance to students. We will provide a detailed explanation in the following text:

### **3.1. Adhere to the Principle of "Coordinated and Unified" Characteristic Campus Culture Construction**

Purposefulness refers to the value pursuit that practice and its results must conform to the subject's own needs and interests. Compliance with laws refers to the understanding that objective things must follow objective laws and achieve the truth of objective things in the process of transformation. Adhering to the unity of purposefulness and regularity is the only way to ensure that things continue to move forward in the right direction. It is not only a value choice for social progress, but also the theoretical basis for the construction of the characteristic campus culture in Guangdong University of Petrochemical Technology. The purpose of building a distinctive campus culture in colleges and universities is to clarify and firmly establish the purpose of building a distinctive campus culture in Guangdong University of Petrochemical Technology. Talent cultivation is the fundamental task of Guangdong University of Petrochemical Technology. The campus culture construction of Guangdong University of Petrochemical Technology should enable students of all ethnic groups to feel the care of the Party and state policies at all times, and to experience the warmth of the teacher-student family everywhere, creating an ideal environment and conditions for students to grow and succeed, and promoting the comprehensive and effective role of campus culture in educating students. Compliance with laws means that the construction of characteristic campus culture at Guangdong University of Petrochemical Technology should follow the laws of educational work and the development of higher education. It cannot blindly imitate or copy the practices of other universities. It should start from the guiding principles of teacher-student work, be guided by policies, and combine with the actual situation and development laws of the institution. The theme of the construction of characteristic campus culture should be the unity, struggle, and common prosperity of all teachers and students, firmly establish the idea of "three inseparables", and make the sense of community of the Chinese nation deeply rooted in people's hearts. We should fully consider the differences between teachers and students in terms of lifestyle, cultural customs, and social background, and have a correct understanding of the laws and characteristics of the physical and mental development of college students at Guangdong University of Petrochemical Technology. We should strive to resonate with the thoughts and emotions of teachers and students of all ethnic groups in campus cultural construction, and create a good campus cultural atmosphere.

Commonality refers to the universal properties shared by similar things, while individuality refers to the special attributes that distinguish one thing from others. Commonality and individuality may seem contradictory, but they are actually unified. Commonality exists within individuality, and individuality reflects commonality. Commonality and individuality can be transformed into each other under certain conditions. All things contain both the commonalities of similar things and their own individuality. Therefore, in the process of practice, we must adhere to the unity of commonalities and individuality, so as to create a broader space for the development of things. The sustainable development of the distinctive campus culture of Guangdong University of Petrochemical Technology should also follow the unity of preserving commonalities and maintaining individuality. The construction of characteristic campus culture at Guangdong University of Petrochemical Technology must adhere to the general laws of university development to maintain commonalities. Adhere to the correct direction of advanced culture, take the socialist core value system as the fundamental value orientation, uphold the essence of university culture, take on the social responsibility of universities, pursue scientific development, take the cultivation of high-quality qualified builders and successors of the socialist cause as the starting point and foothold, and help build the Guangdong University of Petrochemical Technology that is trusted by society, satisfied by the people, and trusted by the Party. To maintain individuality in the construction of characteristic campus culture at Guangdong University of Petrochemical Technology, it is necessary to recognize the unique characteristics of Guangdong University of Petrochemical Technology in terms of its educational purpose, training objectives, and target audience. The campus culture of Guangdong University of Petrochemical Technology is a culture that highlights the characteristics of Guangdong University of Petrochemical Technology, reflects the characteristics of the times, and is rich in features. Therefore, the construction of campus culture at Guangdong University of Petrochemical Technology should always focus on enhancing Chinese cultural identity, building a shared spiritual home for teachers and students, cultivating talents in the construction area, and serving China's education cause.

Teachers and students are both objects and subjects in campus culture. We should not only see the university as the leader and implementer of the construction of characteristic campus culture, but also pay attention to the role of teachers and students as the main participants in the construction of characteristic campus culture. Without the leading role of the university, the construction of distinctive campus culture will lose its backbone; The absence of teachers and students in university can lead to the loss of vitality and vigor of distinctive campus culture. Therefore, in carrying out the construction of characteristic campus culture, Guangdong University of Petrochemical Technology must adhere to the unity of university leadership and teacher-student cooperation. It is not only necessary to emphasize the university's leadership position in the construction of characteristic campus culture, grasp the main direction of cultural development, and play a role in overall planning and coordination. At the same time, the "rules and regulations" of management should be weakened within a certain scope, and the entire process of planning, operation, maintenance, feedback, and improvement of characteristic campus culture construction involving teachers and students of all ethnic

groups should be openly accepted. We should fully utilize the advantages of divergent thinking and innovative spirit of university teachers and students, so that they can understand various aspects of the construction and management of characteristic campus culture, deepen their recognition of characteristic campus culture in the process of participating in characteristic campus culture construction, encourage them to reflect on their own roles and responsibilities in campus culture construction, stimulate their internal motivation and initiative, and consciously promote and maintain the construction results. Enable teachers and students to gradually develop a sense and ability of cultural self-awareness, self reflection, and self creation, thereby fully leveraging the important role of 'cultural consciousness'.

### **3.2. Activate Students' Intrinsic Motivation for Conscious Participation**

Developing students' ability in management and construction is an inevitable requirement for them to participate in the construction of characteristic campus culture, and is a prerequisite for students to play a leading role in the construction of characteristic campus culture. We should make full use of important platforms for student self-management, such as student union organizations. These platforms are not only channels for students to expand their comprehensive qualities, promote individual development, and unleash their innovative potential, but also an important component of campus culture. The development status of student organizations also marks the level and height of campus cultural development. On the one hand, university need to strengthen guidance and training for students, constantly discovering outstanding students with ideas, abilities, and influence, so that they can play a role as role models, commanders, and coordinators in student organizations. In addition, it is necessary to continuously improve the training and development system for student organizations, regularly conduct training, classify and guide student cadres on how to organize, manage and carry out activities, and enhance their ability to participate in the management and construction of characteristic campus culture. On the other hand, in addition to creating space for self-management and self-construction, it is also necessary to delegate more construction rights to students, leverage their self-organizing resource integration function, and continuously stimulate their innovation in practice. It is necessary to clarify the work authority and responsibilities of student clubs and student unions in the construction of characteristic campus culture, give them the opportunity to independently participate in the construction of characteristic campus culture, create an innovative atmosphere of campus culture where everyone dares to create, everyone wants to create, and everyone strives to create, encourage students to bravely express their innovative suggestions on various aspects of campus culture construction, guide students to delve into the entire process of characteristic campus culture construction, and thus play the role of students as the main body.

### **3.3. Give Full Play to the Exemplary and Leading Role of Teachers**

To forge iron, one must also be firm in oneself. Teachers in ethnic colleges and universities should effectively grasp the profound connotation of characteristic campus culture, strictly follow the laws of campus culture construction in

ethnic colleges and universities, and attach importance to the construction of characteristic campus culture in ideology. Teachers need to carefully study relevant policy documents, effectively implement relevant requirements, enhance their own consciousness and action ability, strive to be a professional team with solid theoretical foundation, courage to explore, innovation, and both ability and morality under the guidance of Marxism, and effectively promote the continuous development of characteristic campus culture construction in ethnic colleges. To this end, we can start from the following aspects: firstly, incorporating the cultural connotations of university campuses into the training for young teachers, strengthening teachers' understanding of various ethnic cultures, mastering the relevant knowledge and construction dynamics of ethnic colleges and their characteristic campus culture construction, and enhancing their ideological and theoretical level. Secondly, teachers should actively study the policy documents related to campus culture construction issued by the national and local governments, further enhance their sense of responsibility and mission in building campus culture, and strengthen their cultural consciousness. Finally, by increasing the opportunities for teachers to participate in special lectures and activities, we can help them enhance their awareness of actively maintaining ethnic unity, actively participating in campus culture construction, guiding students to understand campus culture, and improving their ability to inherit and promote various ethnic cultures, as well as build distinctive campus culture.

#### 4. Conclusion

This study further analyzes the problems in the campus culture construction of Guangdong University of Petrochemical Technology. The conclusions drawn are as follows: the role of the construction subject has not been fully utilized, there is still a lot of room for expansion in the construction content, the utilization of construction

achievements is not sufficient, and the relevant guarantee forces for construction are lacking. And it deeply analyzed the reasons behind the problem, mainly including students' vague sense of belonging to the characteristic campus culture and teachers' limited energy in participating in campus culture construction. Finally, in response to the above issues and reasons, thoughts on strengthening the construction of characteristic campus culture in colleges and universities are proposed: following the principle of "coordinated and unified" characteristic campus culture construction, activating students' intrinsic motivation for conscious participation, and fully leveraging teachers' exemplary and leading role.

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