GUIDELINES FOR THE CONSTRUCTION

OF CAMPUS CULTURE OF UNIVERSITIES IN GUANGXI

LIU ZHENGHUI

A thesis submitted in partial fulfillment of the requirements for

the Degree of Doctor of Philosophy Program in Educational Administration
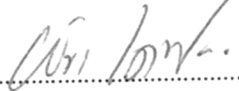
Academic Year 2024

Thesis Title   Guidelines for the construction of campus culture of universities in Guangxi

Author   Mrs.Liu Zhenghui

Thesis Committee

.... Chairperson

(Associate Professor Dr. Niran Sutheeniran)

.... Committee

(Assistant Professor Dr.Patchara Dechhome)

.... Committee

(Assistant Professor Dr.Sarayuth Sethakajorn)

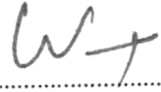
Accepted by Bansomdejchaopraya Rajabhat University in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Educational Administration
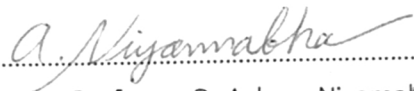
.... Dean of Graduate School

(Assistant Professor Dr. Nukul Sarawong)

.... President

(Assistant Professor Dr. Kanakorn Sawangcharoen)

Defense Committee

.... Chairperson

(Associate Professor Dr.Wisut Wichitputchraporn)

.... Committee

(Associate Professor Dr.Sanrudee Deepu)

.... Committee

(Associate Professor Dr.Achara Niyamabha)

Thesis	Guidelines for the construction of campus culture of universities in Guangxi
Author	Liu Zhenghui
Program	Educational Administration
Major Advisor	Associate Professor Dr.Niran Sutheeniran
Co-advisor	Assistant Professor Dr.Patchara Dechhome
Co-advisor	Assistant Professor Dr.Sarayuth Sethakhajorn
Academic Year	2024

ABSTRACT

The objectives of this research were 1) to study the current situation of campus culture construction of university in Guangxi, 2) to propose the guidelines for the construction of campus culture of university in Guangxi, 3) to evaluate the suitability and feasibility of the guidelines for the construction of campus culture of university in Guangxi. The sample group of this research were 191 middle and senior managers from the public relations departments of 11 universities in Guangxi. Research instruments included 1) questionnaire, 2) structured interview, and 3) evaluation form. This study used a mixed research method that combines quantitative and qualitative research, data analysis by using percentage, mean, standard deviation and content analysis.

The results were found: 1) The current situation of the construction of campus culture of university in Guangxi in five aspects was at high level. 2) The guidelines for the construction of campus culture of university in Guangxi in five guidelines consisted of 33 measures. Among them, there are 6 measures for supporting the improvement of material cultural level, 7 measures for supporting the improvement of spiritual cultural level, 6 measures for supporting the improvement of institutional cultural level, 6 measures for supporting the improvement of behavioral cultural level, and 8 measures for supporting the improvement of network cultural level. 3) The suitability and feasibility of the guidelines for the construction of campus culture of university in Guangxi in five aspects at the highest level.

Keywords: Guidelines, The Construction of Campus Culture, Universities in Guangxi

ชื่อเรื่อง	แนวทางการสร้างวัฒนธรรมวิทยาเขตของมหาวิทยาลัยในมณฑลกวางสี
ชื่อผู้วิจัย	หลิว เจิ้งฮุย
สาขาวิชา	การบริหารการศึกษา
อาจารย์ที่ปรึกษาหลัก	รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์
อาจารย์ที่ปรึกษาร่วม	ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม
อาจารย์ที่ปรึกษาร่วม	ผู้ช่วยศาสตราจารย์ ดร.สรายุทธ์ เศรษฐขจร
ปีการศึกษา	2567

บทคัดย่อ

วัตถุประสงค์ของการวิจัยนี้คือ 1) เพื่อศึกษาสภาพปัจจุบันของการสร้างวัฒนธรรมวิทยาเขตของมหาวิทยาลัยในมณฑลกวางสี 2) เพื่อเสนอแนวทางการสร้างวัฒนธรรมวิทยาเขตของมหาวิทยาลัยในมณฑลกวางสี และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการสร้างวัฒนธรรมวิทยาเขตของมหาวิทยาลัยในมณฑลกวางสี กลุ่มตัวอย่างในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารระดับกลางและระดับอาวุโส ฝ่ายประชาสัมพันธ์ของมหาวิทยาลัยในมณฑลกวางสี จำนวน 11 แห่ง รวมทั้งสิ้น 191 คน เครื่องมือที่ใช้ในการวิจัยครั้งนี้ ได้แก่ 1) แบบสอบถาม 2) แบบสัมภาษณ์แบบมีโครงสร้าง และ 3) แบบประเมิน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัย พบว่า 1) สภาพปัจจุบันของการสร้างวัฒนธรรมวิทยาเขตของมหาวิทยาลัยในมณฑลกวางสี โดยภาพรวมทั้ง 5 ด้าน มีค่าเฉลี่ยอยู่ในระดับสูง 2) แนวทางการสร้างวัฒนธรรมวิทยาเขตของมหาวิทยาลัยในมณฑลกวางสี ประกอบด้วย 33 มาตรการ ได้แก่ การสนับสนุนการปรับปรุงระดับวัฒนธรรมทางวัตถุ จำนวน 6 มาตรการ การสนับสนุนการปรับปรุงระดับวัฒนธรรมทางจิตวิญญาณ จำนวน 7 มาตรการ การสนับสนุนการปรับปรุงระดับวัฒนธรรมของสถาบัน จำนวน 6 มาตรการ การสนับสนุนการปรับปรุงระดับวัฒนธรรมเชิงพฤติกรรม จำนวน 6 มาตรการ และการสนับสนุนการปรับปรุงระดับวัฒนธรรมเครือข่าย จำนวน 8 มาตรการ 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการสร้างวัฒนธรรมวิทยาเขตของมหาวิทยาลัยในมณฑลกวางสี ทั้ง 5 ด้าน อยู่ในระดับสูงสุด

คำสำคัญ: การสร้างวัฒนธรรมวิทยาเขต แนวทางการเพิ่มประสิทธิภาพ มหาวิทยาลัยในมณฑลกวางสี

Acknowledgements

As I reach the conclusion of my doctoral studies, I am filled with gratitude for the numerous individuals who have supported and guided me throughout this journey. I would like to extend my heartfelt thanks to all who have contributed to the completion of my dissertation.

First and foremost, I am deeply grateful to my supervisor, Dr.Niran Sutheeniran. Your invaluable guidance and insightful feedback have been instrumental in shaping my research. Your dedication to academic excellence and your ethical standards have profoundly influenced me, serving as a continual source of inspiration.

I would also like to express my sincere appreciation to my co-supervisors, Dr.Patchara Dechhome and Dr.Jittawisut Wimuttipanya. Your support in refining my theoretical framework and your ability to bridge theory with practice have been crucial in laying a solid foundation for my academic career.

I want to thank my family, classmates, and friends for their support, love, and encouragement throughout this process. Your trust in me is the driving force behind my continuous progress.

My gratitude extends to the staff of the Graduate School of Bansomdejchaopraya Rajabhat University, whose dedication provided essential support for my doctoral studies. Your efforts ensured that I could complete my research and participate in my graduation defense as planned.

Although this dissertation marks a significant milestone, my journey of learning and growth will continue. I hope that in the future we can jointly explore and advance the exchange and cooperation in campus culture construction between universities in China and Thailand. May the friendship between our two countries remain ever-lasting.

Liu Zhenghui

Contents

Contents (Continued)

List of Figures

List of Tables

List of Tables (Continued)

Chapter 1

Introduction

Rationale

John Dew, ascholar of higher education management, pointed out in his article "Quality Development of Universities" that in the future development, cultural innovation and advanced quality management are the goals and significance of university development and progress. (Wang Yongyou, Guo Hongwei et al, 2003) This sentence means that for modern universities, administrators can better promote the sustainable development of universities and cope with the competition between universities at home and abroad only by constructing campus culture and managing modern universities with cultural methods and means. Since entering the 21st century, with the development of economic globalization, cultural diversification and educational internationalization, campus culture has become the essential requirement to promote the all-round development of people. Under the background of internationalization of higher education, the competition among universities has evolved into cultural competition, and campus culture has become an important factor to enhance the core competitiveness of modern universities. Just based on this, in recent years, universities in various countries have paid more and more attention to their own campus culture construction and research. In 2001, Gwendolyn probstre1ber, a famous scholar, pointed out in his article "The Principal's View on Ethical Standards in School Administrative Decisions" that many decisions made by schools are determined by the principal's ideas. This shows that the concept of administrators affects the philosophy of running a school, determines the future development direction of the university, and is an important decisive force to ensure the success of the university in the competition (Gwendolyn probst re1ber, 2001).

As a large Eastern country with a history and culture of 5,000 years, China is in the primary stage of socialism undergoing great development and transformation. Since the reform and opening up, in the process of integrating with the world and realizing the great rejuvenation of the Chinese nation, the Chinese government will

inevitably be oppressed by the Western developed countries from the problems of economy, science and technology, as well as the invasion of ideology and culture. Culture is the foundation of a nation, and the competition in today's world is ultimately a contest of cultural soft power. With the rapid development of China's higher education, the construction of university campus culture has become more and more important. The Chinese government attaches great importance to the construction of university campus culture and has put forward a series of policy measures and guiding opinions. In 2004, the Opinions on Strengthening and Improving Campus Culture Construction of Institutions of higher Learning issued by the Ministry of Education clearly put forward: "Campus culture construction of institutions of higher learning is an important part of advanced socialist culture. It is of great significance to strengthen college students' ideological and political education, promote the reform and development of higher education and improve the comprehensive quality of college students." In this opinion, a series of measures such as "firmly promoting the construction of campus culture in colleges and universities, vigorously strengthening the construction of campus cultural environment in colleges and universities, and effectively establishing and improving the guarantee mechanism for the construction of campus culture in colleges and universities" are proposed (Hou Jie, 2012).

When Mr. Mei Yiqi was President of Tsinghua University, he once said, "The so-called great scholars are not just those who have buildings, but those who have masters." This means that what makes a university a university is not how many buildings it has, but how many masters it has. Teachers bear the sacred mission of spreading culture and educating people, and there is a close relationship between teachers and culture. Tiffin Likock, a famous Canadian educator, once said in his book Oxford as I See it: "What is really valuable to college students is the living environment around them" (Zhao Xinshan, 2004). From this, it can be seen that the university has been closely related to culture since the day it appeared, and its internal culture is as important as its external construction. Therefore, Chinese universities should not only pay attention to the construction of the external

environment of the campus, but also pay attention to the construction of the internal culture of the campus.

Guangxi is an ethnic autonomous region in south China, with a long history of ethnic minorities. It is a multi-ethnic and multi-cultural region. Universities in Guangxi have unique advantages and challenges in cultural inheritance and multi-cultural integration. In recent years, with the rapid development of economy and society, the construction of college campus culture in Guangxi is facing some specific problems and challenges. First of all, with the expansion of the scale of universities and the continuous enrichment of professional Settings, the connotation of campus culture construction becomes more rich and diverse. Secondly, with the rapid development of information technology, the construction of campus culture is also facing the pressure of digital transformation. In addition, the construction of university campus culture in Guangxi also needs to face the challenges of diversification and internationalization. Therefore, in the actual work of campus document construction in Guangxi, administrators are faced with such problems as how to give full play to the unique advantages of cultural resources in Guangxi, how to integrate diverse cultures, and how to improve students' cultural literacy. Therefore, it is necessary for researchers to carry out research and formulate a guide to provide targeted guidance for administrators of colleges and universities in Guangxi on campus culture construction.

In conclusion, this paper selects the topic based on this background. Based on the researcher's years of front-line work experience, combined with the latest relevant national policies, the latest research results of the academic circle and the data analysis of the investigation of administrators in 26 universities in Guangxi, the paper proposes corresponding development strategies, hoping that administrators can provide scientific, systematic and operational guidance for the campus culture construction of universities in Guangxi. Improve the level of university campus culture construction in Guangxi.

Research Questions

1. What is the current situation of campus culture construction of university in Guangxi?

2. What are the guidelines for the construction of campus culture of university in Guangxi?

3. Are the guidelines for the construction of campus culture of university in Guangxi suitable and feasible?

Objectives

1. To study the current situation of campus culture construction of university in Guangxi.

2. To propose the guidelines for the construction of campus culture of university in Guangxi.

3. To evaluate the suitability and feasibility of the guidelines for the construction of campus culture of university in Guangxi.

Scope of the Research

Population and the Sample Group

Population

The population were 369 middle and senior managers from the public relations departments of 11 universities in Guangxi, who were responsible for cultural promotion and campus cultural development work.

The Sample Group

According to Krejcie and Morgan sampling table (1970), by using sample random sampling, the sample group of this research were 191 middle-level administrator under publicity department from 11 public universities in Guangxi. By using the stratified random sampling and simple random sampling was used by drawing from public universities in Guangxi. 11 public universities in the Nanning, Liuzhou, Guilin, Baise, Chongzuo, Hechi, Yulin, Wuzhou, Laibin, Qinzhou, Hezhou of Guangxi were selected as sample universities, including Guangxi University of Science and Technology (LiuZhou), Guangxi Normal University(GuiLin), Guangxi Minzu Normal

University (ChongZuo), Hechi University (HeChi), Yulin Normal University (YuLin), Baise University (BaiSe), Wuzhou University (WuZhou), Guangxi Science & Technology Normal University (LaiBin), Guangxi University of Finance and Economics (NanNing), Beibu Gulf University (QinZhou), Hezhou University (HeZhou).

The respondents of this research are middle-level administrators responsible for publicity work in 11 universities in Guangxi. The qualifications of the interviewees are as follows :1) Associate professor or above, 2) more than 6 years of experience in cultural publicity and education management, 3) Master's degree or above.

The experts to evaluate the suitability and feasibility of the guidelines of construction of campus culture of university in Guangxi are 9 experts from university in Guangxi. They are ministers or directors of cultural propaganda work in various universities.Expert qualification requirements :1) More than 10 years of relevant work experience in the field of publicity and education in universities in Guangxi, 2) Familiar with the whole process of cultural publicity and education, 3) A doctor's degree or associate professor or above.

The Variable

The variables of this study are campus culture consisted of: 1) material culture, 2) spiritual culture, 3) institutional culture, 4) behavioral culture, and 5) network culture.

Advantages

1. Theoretical aspects: On the basis of integrating previous relevant studies and combining with the development situation and trend of Guangxi itself, new theoretical cognition is added to provide theoretical support for enriching relevant studies on the construction of university campus culture.

2. Practical aspects: The research and implementation process will promote the exchange of experience and cooperation among universities in Guangxi. Through joint research and sharing of successful cases, universities in Guangxi can learn from each other and promote the overall improvement of campus culture construction, which will help universities in Guangxi form a joint force in campus culture construction and jointly promote the development of regional higher education.

Definition of Terms

1. **Culture** refers to the knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits shared by a society or group. Culture reflects the thoughts, behavior patterns, and lifestyles of human societies and is the result of people living together and interacting with each other. It includes material culture, spiritual culture, institutional culture, behavioral culture, and network culture.

2. **Cultural construction** of universities on campus refers to the process of consciously shaping and developing a positive, educationally meaningful cultural atmosphere and value system within the school environment, in order to promote the comprehensive development of students and improve the quality of education. This includes planning, nurturing, and optimizing various aspects of the school's culture, such as its material culture, spiritual culture, institutional culture, behavioral culture, and internet culture. The goal of campus culture construction is to create a healthy, harmonious campus environment that is rich in innovative spirit and academic atmosphere, while also reflecting the school's educational philosophy, spiritual pursuits, and social responsibility.

3. **Campus culture** of universities refers to the unique cultural phenomena and value system that form within the specific educational environment of a school. It encompasses the school's traditions, customs, norms, beliefs, behaviors, and the various material and spiritual products that arise from these elements. Campus culture reflects a school's educational philosophy, spiritual outlook, educational goals, and management style, and has a profound impact on the development of students' moral character, knowledge and skills, and physical and mental health.

4. **Material culture** refers to all tangible items and spaces created, used, and inherited within an environment that reflect educational philosophies, historical traditions, social functions, as well as the daily lives of students and teachers. Its main characteristics include: Facilities such as academic buildings, laboratories, and libraries designed and constructed to meet the needs of teaching and learning. Items with strong symbolic significance representing the school's spirit, traditions, and values, such as school badges, flags, anthems, and specific monuments. Public learning spaces used and maintained by members for communication and interaction.

The pursuit of diversity, sustainability, and innovation serving educational activities and shaping the school's identity and cultural atmosphere.

5. Spiritual culture refers to a series of intangible values, ideas, moral norms, traditional customs, and collective consciousness formed within the school environment. Its main features include: Core values and moral standards that guide the actions and decisions of school members. Encouragement of innovative thinking, critical thinking, and lifelong learning, reflecting the pursuit of knowledge and wisdom. Formation through celebratory events such as school anniversaries, creating a sense of identification and belonging among teachers and students. The accumulation of excellent traditions and notable achievements of alumni, a result of historical accumulation. Adaptation to social development and educational innovation, exerting a profound influence on the behavioral patterns and ways of thinking of school members.

6. Institutional culture refers to a series of regulations, management mechanisms, policy orientations, and operational procedures formed within a school, providing a basic norm and framework for the school's educational activities, management behaviors, and social services. Its main characteristics include: Management philosophy, operational methods, and organizational features. Clear regulations and standard procedures covering education, scientific research, social services, and resource management. Authoritativeness, decision-making execution, and management effectiveness. A certain degree of stability that reflects the school's educational philosophy and goals. Adaptability that keeps pace with the times, as well as coordination and integration.

7. Behavioral culture refers to the norms of behavior, habits of action, and the values and moral concepts reflected through these behaviors among teachers and students within the school environment. Its main characteristics include: Leadership and influence, reflecting the ability to guide and inspire others. Communication and coordination skills, essential for effective interaction and collaboration. Professionalism, demonstrating expertise and competence in specific areas. Exemplary behavior, serving as a model for others to follow. A sense of responsibility, ensuring accountability for one's actions. Fairness, treating all

individuals equally and impartially. Innovation and adaptability, being open to new ideas and flexible in response to change. Team building, fostering a sense of unity and collaboration among members. Interpersonal relationships, maintaining positive and constructive connections with others. Achieving the school's educational objectives, enhancing management efficiency, and creating a positive campus culture environment.

8. Network culture refers to a cultural phenomenon formed by school teachers and students engaging in communication, learning, entertainment, and information sharing activities within a digital and networked environment. Its main characteristics include: A strong openness, focusing on diverse development. Interactivity and cooperation, encouraging innovative and self-expressive activities. Promotion of innovation and personalized development. Real-time nature and timeliness of information. Contribution to the modernization of school education and teaching, enhancement of students' information literacy, and strengthening of attractiveness and cohesion. Emphasis on internet ethics education and information security management.

9. Middle-level administrators refers to individuals within an organizational structure who occupy the middle tier of management. They serve as the bridge between senior management and front line teaching staff. This group typically includes positions such as department heads, grade leaders, department managers, and program directors. They are responsible for the daily management of specific areas such as teaching, research, student management, and administrative support. They implement the school's educational policies and management decisions and are accountable for the work outcomes in their respective areas.

Research Framework

In the 1960s, American educator Bloom talked about the two basic concepts of explicit curriculum and implicit curriculum in his Ignorance of Pedagogy. He believed that the school environment and interpersonal relationship had a profound impact on the growth and success of students. In the 1980s, Chinese scholars believed that recessive education was a kind of education that influenced the educatees' ideas, behaviors, psychological emotions and so on in a subtle way. Campus culture of university is a kind of cultural atmosphere formed after long-term historical accumulation, which permeates the environment between students and teachers, including material culture, spiritual culture, institutional culture, behavioral culture, network culture, etc. Therefore, the framework of this study is as follows:

Campus culture of each university
1. Material culture
2. Spiritual culture
3. Institutional culture
4. Behavioral culture
5. Network culture

→

Guidelines for the construction of campus culture of Universities in Guangxi
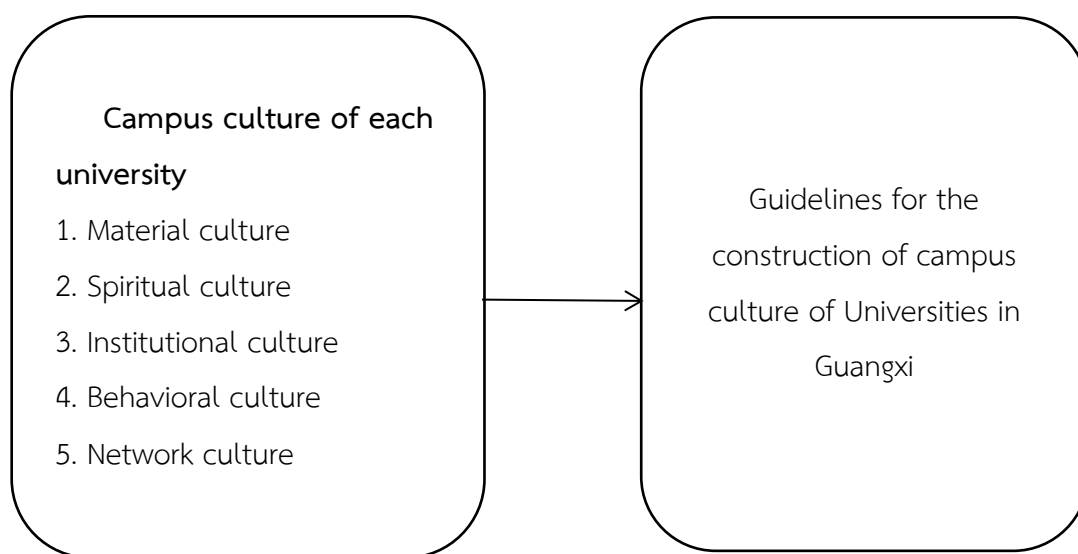
Figure 1.1 Research Framework

Chapter 2

Literature Review

In order to provide guidelines and suggestions for the construction of campus culture of universities in Guangxi, the researcher was analyzed documents, concepts, theories, and researches related to the concepts and theories of the university campus culture construction. The details are as follows.

1. The concept of education administration

2. The concept and theory of campus culture

3. The context of university in Guangxi

4. Related research

The Concept of Educational Administration

Educational administration is a concept that has evolved significantly over time. Initially derived from German public law and American management efficiency principles, the term was first used to describe the effective organization and management of schools and educational institutions. This involves planning, organizing, coordinating, and controlling educational resources, personnel, and activities to meet educational goals.

The evolution of educational administration further accelerated during the 20th-century education reform movement, when there was a growing emphasis on the importance of school leadership and management. This era highlighted the critical role and responsibilities of school leaders and led to the development of various management theories and models, such as educational leadership theory and situational leadership theory. Many scholars, institutions, and researchers have provided their interpretations of educational administration, reflecting its dynamic and multifaceted nature.

Tony Bush (1998) defined educational administration as the systematic process of planning, organizing, coordinating, and controlling within schools or educational organizations. He described it as a practical activity that involves

managing school resources, developing policies, recruiting and training staff, organizing student activities, addressing issues, and fostering school development.

Maria Pralea (2017, p.203) viewed educational administration as the leader's skill in achieving goals by mobilizing the efforts of all organizational members. She characterized it as a system of concepts, methods, and tools used for guidance and leadership, emphasizing that educational administration is built on ideas, relationships, people, and resources. Its primary aim is to guide a group towards achieving organizational objectives.

FM Hess (2013, p.56) argued that educational administrators must overcome limitations, drive change, and create a positive educational environment. He highlighted the critical roles of decision-making, leadership, and policy formulation, urging managers to exceed their constraints and enhance their impact.

NK Karpova (2013, p.208) introduced a methodology for the "theory of education management process" in the context of modernization. This methodology consists of interconnected processes characterized by strategies for modern education development. Karpova's approach includes defining innovative concepts such as "innovation," "innovative process," "innovative management," and "modernization" within the framework of her research.

Kenneth Leithwood (2012, p.387) described educational administration as a crucial element that bridges people, policies, and practices. He underscored the significance of leadership and management in driving educational reform and enhancing student learning outcomes.

Hassan Ali Al-Ababneh (2020, p.770) defined educational administration as the effective and efficient management of educational institutions to ensure the quality of education. He emphasized that it involves both the power and art of management, incorporating methods of institutional oversight. Specifically, educational administration encompasses policy formulation, maintaining coherence in the educational process, and managing educational organizations with available resources, including personnel, technology, materials, financial resources, and organizational structures. It aims to optimize the educational process and its components to deliver effective and high-quality training and education.

Enders Juergen (2015, p.84) discussed higher education administration as involving a complex array of actors and processes responsible for decision-making within universities. He highlighted a managerial revolution in higher education, which marks a shift from traditional governance and administration to a more contemporary approach focused on management practices. This shift, driven by changes in university structures, increased complexity, and societal and economic demands, has introduced new management roles and practices, including strategic planning, performance measurement, and quality assurance.

Barbara Sporn (2003, p.97) noted that higher education administration is a multifaceted endeavor. Changes in the university environment can lead to shifts in management processes and structures. She identified governance, leadership, and administration as key components of higher education management.

L.V. Berkner (1996, p.184) proposed that higher education administration involves the effective organization and management of universities to ensure their success and societal impact. He stressed the importance of leveraging existing resources to achieve university development goals while maintaining educational quality.

Ke Youbin (2002, p.27) suggested that higher education administration encompasses the management of both students and faculty. Effective student management focuses on quality education, while faculty management should integrate both institutional and non-institutional approaches. Establishing a management system is fundamental, but its successful implementation is crucial for effective school management.

Djalal Fuadi (2021, p.98) explored the concept of autonomy in the internationalization of higher education. Autonomy pertains to a higher education institution's ability to govern itself and make independent decisions. Fuadi outlined the steps for achieving autonomy in internationally competitive institutions, including defining vision and mission, developing curricula, recruiting international students and staff, and ensuring quality. He emphasized that quality assurance is vital for maintaining international relevance and competitiveness in higher education.

Serhii Serhiiovych Dieniezhnikov (2021, p.66) discussed the institutionalization and standardization of quality management in higher education. He developed a quality management model that addresses various levels, including management approaches, theoretical foundations, and educational components. Dieniezhnikov outlined a system of internal quality management principles and presented an algorithm for establishing a quality management system within higher education institutions.

Sreeramana Aithal (2015, p.22) defined higher education administration as involving governance, leadership, and management to ensure quality in curriculum, teaching, research, infrastructure, and overall governance. He identified four key functions of higher education: 1) preparing students for research and teaching,   2) providing specialized training aligned with societal needs, 3) offering inclusive lifelong education, and 4) fostering international cooperation through research, technology, and the exchange of ideas.

Yossita Wisman (2017, p.72) emphasized that educational administration is crucial for determining educational quality and the competence of educators and staff. The strategies, management, and execution of educational administration significantly impact education quality. Wisman argued that effective educational leadership is integral to ensuring high standards among educators and achieving educational goals.

Adriana Gabriela Plaiasu (2020, p.3) highlighted that the role of educational administration involves mobilizing and motivating people, making decisions, and ensuring organizational development when implementing educational innovations. She discussed the importance of leadership and management skills in driving educational innovation and outlined the conditions necessary for educational managers to develop these skills. Plaiasu stressed that decision-making is central to management, harmonizing objectives with human resources to drive organizational progress.

In conclusion, educational administration encompasses a range of complex management and decision-making tasks within universities. It includes managing schools, faculty, formulating educational policies, and providing leadership.

The evolution of higher education administration reflects changes in university systems and involves governance, leadership, and management. The process theory of educational administration is an innovative approach integrating modern strategies and tactics for educational development. Effective teacher management is a critical aspect of educational administration, contributing to the advancement and long-term goals of universities.

The Concept and Theory of Campus Culture

Concept and theory of the culture

Culture is one of the most common, familiar, and complex concepts of human beings. People are often live in one or several specific cultural fields, such as corporate culture, regional culture, national culture, clothing culture, food culture and so on.

In Western languages, culture is derived from the Latin culture, which means cultivation and plant cultivation. In the 16th century, agriculture began to mean the training and cultivation of the human body, and the character and ability. In 1871, British anthropologist Taylor first defined the cultural as "the complex of all knowledge, beliefs, arts, morals, laws, customs, and any other talents and habits mastered and accepted by people as members of society."

Samuel P. Huntington, LawrenceE. Harrison (2010, p.9) proposed that the culture is the values, attitudes, beliefs, orientations, and widely held opinions in a society. By defining culture as comprising values, attitudes, beliefs, orientations, and widely held opinions, Huntington and Harrison provide a comprehensive view of how cultural elements shape and are shaped by societal processes. This framework helps in understanding how cultural factors influence behavior, social structures, and societal development, offering insights into the complex interplay between individual and collective cultural dynamics.

In Chinese language, the "culture" is a combination of "wen" and "hua". The initial meaning of "Wen" was "texture", which has evolved into "humanity", that is, rites, ethics and order. The original meaning of "hua" was generation, creation, change, unpredictable, etc. deduce the meaning of education and transformation.

In Chinese tradition, culture is to educate people with morality, ethics and so on, to cultivate people's spiritual character. Over time, "cultivate and transform the world" ,to make "literature" into rule, customs, norms, values, etc. All kinds of existence of human society are ultimately expressed in the form of "culture".

Therefore, the Chinese philosopher Liang Suming (2015, p.71) proposed that the spiritual life, social life and material life of a nation constitute the sum of culture. By integrating these three dimensions—spiritual, social, and material—Liang Shuming's perspective provides a comprehensive framework for understanding culture. Each dimension interrelates with and influences the others, contributing to the overall cultural identity of a nation. For instance, spiritual beliefs can shape social practices and material innovations, while social dynamics and material conditions can, in turn, affect spiritual perspectives.

MAO Zedong (1991, p.624) pointed out that" A particular culture(viewed as an ideology), serves as a political and economic manifestation of a given society, exerting significant influence on its political and economic landscape. "Mao Zedong's perspective invites us to consider culture not merely as a backdrop to political and economic life but as a dynamic force that actively shapes and drives these domains. By understanding culture as a manifestation of ideological principles, we gain insights into how cultural values and beliefs influence political ideologies and economic systems, shaping the development and functioning of societies.

Ye Qide (2010, p.6) proposed culture into five levels based on the perspective of hierarchical structure: spirit culture, material culture, system culture, behavior culture and information culture, which provides a basis for this research of university campus culture .

In modern times, international scholars have tried to define culture base on different perspectives, such as the perspective of scope, the perspective of discipline, the perspective of composition, the perspective of hierarchy, the perspective of value function, and so on. The culture is so called elusive complex. People are the main body of culture, and culture is always human culture. Culture is practical, ethnic, regional, era, historic, class, and mental characteristics. Culture takes the common values of the class as the core. Once a culture is formed, it will have a relatively

stable impact within a certain range. The two most important elements of culture are: values and language. Values are the soul of culture, and language is the main information carrier of culture.

In conclusion, culture refers to the knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits shared by a society or group. Culture reflects the thoughts, behavior patterns, and lifestyles of human societies and is the result of people living together and interacting with each other. It includes material culture, spiritual culture, institutional culture, behavioral culture, and internet culture.

Theories of the university campus culture

University or college campus culture is also known as university culture. Western literature often uses the term "university culture", while Chinese literature, especially government and the universities documents, mainly use the term "university campus culture".

In the early study of university culture, western scholars focused on the educational philosophy of university, the university spirit, the university functions, the university organization, the university governance and so on.

John Henry Newman (1852, p.58)put forward the "Newman idea of university", proposed that" The university is a place of Teaching universal knowledge", "The true mission of universities is to nurtures gentlemen and bring about the harmonious development of the society and bring about harmonious development of society". Newman's idea of a university is centered around the belief that higher education should provide a broad and integrated understanding of knowledge, develop individuals with strong moral character, and contribute to the betterment of society. This vision underscores the university's role in shaping both the individual and the collective life of the community.

Wilhelm von Humboldt proposed the "the Humboldt idea", which encompasses the dual functions of knowledge dissemination and knowledge innovation within universities. Additionally ,he introduced firstly the notion of "academic freedom", embodied into teaching freedom and learning freedom, which has become an significant characteristic of German universities.

Van Hays proposed the "Wisconsin Concept," which advocates for the comprehensive role of universities in talent cultivation, scientific research, and social service. This theory emphasizes that universities are not just places for knowledge transmission but should also play multiple roles in social development, including advancing scientific progress, promoting technological innovation, addressing social issues, and serving the community. The Wisconsin Concept argues that higher education institutions should leverage their broad functions to drive comprehensive social and economic development, rather than focusing solely on academic training.

Waller (1967, p.13) was the scholar who firstly proposed and defined the "school culture" in 1932. He described the school culture as a " special culture formed in the school…, the existence of this particular culture, will be the most effective factor in combining various individuals to form a school. Waller's early definition of school culture highlights its significance in shaping the educational environment. By fostering a shared set of values and practices, school culture plays a crucial role in bringing together individuals and creating a cohesive and effective school community.

Bartell M. (2003. p.43) proposed the concept of universities characterized by diversity and openness in the context of globalization. Universities should play multiple roles as "creators, managers and critics of knowledge".

Hou Changlin (2013, p.9) posits that the study of university and college campus culture in China can be traced back to the mid-1980s, marking a significant period of academic interest and development in this field. This era, characterized by China's economic reforms and opening up, witnessed profound changes across various sectors, including higher education. As universities and colleges began to play increasingly crucial roles in shaping the country's intellectual and professional future, scholars and researchers started to focus more on the cultural dimensions of campus life.

By around 2010, Chinese scholars' research on the theoretical system of university campus culture has covered the basic theories of the essence, structure, value, development and construction of university campus culture.

Guo Yaobang (1990, p.55) believes that the essence of campus culture is the materialized form of campus spirit and campus will. According to Guo, campus culture is not merely a collection of activities and traditions but a reflection of the deeper, intangible aspects of a university's environment.

Zhang Minhuan et al. (2008, p.44) propose that "the essential significance and the highest value of campus culture lies in promoting the development of personality." This viewpoint highlights the transformative role that campus culture plays in shaping individual character and personal growth.

Lin Nan et al. (2007, p.91) proposed that the value of the university campus culture includes value guidance, cultural inheritance, life care and environmental edification. Value guidance helps instill ethical principles and academic standards; cultural inheritance preserves traditions and values; life care focuses on student well-being and support; and environmental edification creates a positive and sustainable campus atmosphere. Together, these elements contribute to a holistic and effective campus culture that supports the growth and development of students and staff.

Xie Heping (2010, p.23) proposed that the life of a university lies in its culture, which profoundly affects the talent cultivation of the institution. This perspective emphasizes the integral role that campus culture plays in shaping not only the university's environment but also its effectiveness in developing students' skills and competencies.

Lv Lizhi (2011, p.14) proposed that the culture is the fundamental characteristic that distinguishes universities from other social organizations. The admiration for academic pursuits is the essence of university culture. Without academic orientation, there is no foundation or vitality for university culture. Without university culture, academic endeavors cannot survive and develop. Lv Lizhi's perspective highlights that university culture is a crucial differentiator between universities and other organizations. It embodies the unique organizational culture that emerges from a university's selective integration, arrangement, and absorption of cultural elements. This culture not only defines the university's identity but also influences its effectiveness in achieving its educational mission and fostering a vibrant academic environment.

Hou Changlin (1992, p.12) proposed that the campus culture of university is the sum of material culture and spiritual culture of the university in a broad sense. The narrow sense of university campus culture is the campus spiritual culture.

Kang Yanbin (2017, p.12) proposed that the university campus culture is "the sum of material, institution and spiritual culture created by all members of the university in the long-term course of running, with all the teachers and students as the subject, campus spirit as the core and advanced culture as the main content".

Shou tao (2003, p.58) believes that science and democracy are the essential characteristics of college campus culture. Shou Tao's assertion that science and democracy are essential characteristics of college campus culture highlights the fundamental values that drive academic and social life within universities. Science fosters a commitment to inquiry and innovation, while democracy promotes shared governance and inclusivity. Together, these characteristics create a dynamic and supportive educational environment that supports both intellectual and personal growth.

Campus culture is the sum of material and spiritual products created by all teachers and students of the school. Campus culture is based on campus as the main body, with teachers and students as the main body, with various campus activities as the main operation method, and widely exchanged and unique exchanges in multi - disciplines and fields, including teaching, scientific research, production, life and other fields. The results of the interaction are the basic form, and a organizational culture with the characteristics of each school with accumulation, condensation, and internal control as the optimization mechanism.

In conclusion, campus culture refers to the unique cultural phenomena and value system that form within the specific educational environment of a school. It encompasses the school's traditions, customs, norms, beliefs, behaviors, and the various material and spiritual products that arise from these elements. Campus culture reflects a school's educational philosophy, spiritual outlook, educational goals, and management style, and has a profound impact on the development of students' moral character, knowledge and skills, and physical and mental health.

The theories of the university campus culture function

The most prominent function of university campus culture should be the cultural function, which is determined by the political, economic and cultural attributes of education itself.

In the early 1980s, the focus of organizational culture research shifted to the relationship between university culture and the allocation of the academic power and administrative power, which showed the profound effect of university institution culture on university governance.

Becher, KOgan (1980, p.212) argued that the authority of academic power determines the degree and effectiveness of university autonomy.Becher and Kogan's argument underscores the importance of internal academic authority in determining how much autonomy a university can exercise and how effectively it can operate. Strong academic governance supports greater institutional independence and allows universities to better fulfill their educational and research missions.

Ojo, J.D. (1990, p.75) proposed that the power of academic power organization should include course teaching, enrollment, the formulation of student norms, and the promotion of academic research.He proposal highlights the comprehensive scope of academic power in universities, encompassing course teaching, enrollment, student norms, and research promotion. Effective exercise of this power ensures that universities maintain high academic standards, foster a positive learning environment, and advance research agendas.

T. Tapper, B. Salter (1992, p.22) proposed that the most striking feature of the Oxford and Cambridge culture was" the tradition of university autonomy and the dominance of scholars in university affairs".Tapper and Salter's proposal highlights the distinctive features of Oxford and Cambridge's culture, emphasizing their deep-rooted tradition of university autonomy and the significant role that scholars play in shaping university affairs.

Shatotock. M (2001, p.27) proposed that only the organized academic power can really play the role in university governance.He proposal asserts that only when academic power is effectively organized can it play a meaningful role in university governance.

Burton Clark (2008, p.233) proposed that the strong campus entrepreneurial culture is the necessary factor for the transformation and development of university organizations.Clark emphasized that such a culture fosters an environment where innovation and entrepreneurial activities thrive, leading to significant organizational changes and advancements. By nurturing an entrepreneurial spirit, universities can adapt to evolving demands, enhance their research capabilities, and improve their overall effectiveness. This approach not only supports the academic and administrative growth of the institution but also helps in aligning university goals with broader societal and economic needs. Clark's analysis underscores the importance of cultivating an entrepreneurial mindset within academic institutions to drive progress and achieve long-term success.

With the rise of university administrative power, the former university culture being impacted, the order and efficiency of university governance are reduced due to the contradiction between administrative power departments and academic power organizations.

P.M. Kretek (2013, p.45) studied the impact on the university governance because the role conflict of the academic power and the administrative power.P.M. Kretek's study highlights the significant impact that role conflict between academic and administrative power can have on university governance. Managing these conflicts effectively is essential for ensuring efficient decision-making, maintaining institutional cohesion, and achieving the university's strategic goals.

Fulan (1997, p.205) proposed that cultural conflict and change were the fundamental forces of change in universities. He's proposal emphasizes that cultural conflict and change are crucial drivers of transformation within universities. Addressing these forces effectively requires strategic leadership, open dialogue, and adaptability, which collectively contribute to the university's evolution and ongoing relevance.

Jeaninne Horowitz Gassol (2007, p.489) proposed that the inherent university culture and structure would resist the relationship between the university and enterprises and the construction of its reasonable structure, and then would be detrimental to the development of university culture.

Wang Minqing (2019, p.109) proposed that the university culture plays its

unique function of cultural education through the four aspects of value orientation, goal incentive, behavior norms and emotional edification. He's proposal illustrates how university culture plays a crucial role in cultural education by focusing on value orientation, goal incentive, behavior norms, and emotional edification. These dimensions contribute to the holistic development of students, shaping their academic experiences and preparing them for future success.

Zhou Guangli (1999, p.33) proposed that the educational function of campus material cultural landscape includes the function of acquiring social intelligence, moral latent function and aesthetic creation function. This study emphasizes that the campus material cultural landscape plays a multifaceted role in education by supporting the acquisition of social intelligence, moral development, and aesthetic appreciation. These functions contribute to the overall educational experience and personal growth of students.

Wang Jisheng (2002, p.101) proposed that the function of university campus includes four aspects: cultural inheritance, cultural innovation, cultural research and cultural integration.He's proposal underscores the diverse functions of a university campus in advancing and nurturing culture. By focusing on cultural inheritance, innovation, research, and integration, universities contribute significantly to both the academic and broader cultural communities.

Yang Jiafu (2007, p.1) proposed that "The reason why a university is called a university is rooted in its cultural existence and spiritual existence" emphasizes the foundational role of culture and spirit in defining the essence of a university. This study emphasizes that the essence of a university is deeply rooted in its cultural and spiritual existence. These dimensions define the university's identity, guide its mission, and influence its impact on students and society. By nurturing and integrating cultural and spiritual values, universities enhance their role and effectiveness as centers of learning and community engagement.

Hou Changlin (2013, p.17) believes that the functions of college campus culture mainly include educational function, guiding function, constraint function, cohesion function and innovation function.By focusing on educational, guiding,

constraint, cohesion, and innovation functions, universities can create a dynamic and supportive environment that fosters personal and academic growth.

In conclusion, culture has a long -lasting and subtle influence on people. As a cultural phenomenon that combines the combination of hidden education and explicit education in colleges and universities, it directly has a subtle way of subtle ways to the values, behaviors, and habits of teachers and students from the school. Flowing effect. The function of campus culture in colleges and universities is also diversified. In summary, there are educational functions, guide functions, constraints, agglomeration functions, and incentive functions. It can be seen that the campus culture of colleges and universities plays an increasingly important role in social development.

Organizational culture theory

Organizational culture theory is an important branch of the field of organizational behavior, which aims to study the beliefs, values, codes of conduct, and practices shared by members of an organization and how these elements affect the organization's operation, performance, and development. The theory of organizational culture has become an important topic for western scholars in the 1980s. Some Western scholars of that time, such as William. They founded the theory of organizational culture based on the study of corporate culture. They found that the development of enterprises needs the support of excellent culture, and there are some excellent corporate culture supports behind successful enterprises. Organizational culture refers to a certain characteristic cultural accumulation formed by an organization or group in the long-term survival and development, and gradually forms a unique cultural image in the development process, mainly including values, codes of conduct, management ideas, traditional habits, group consciousness and norms of behavior.

In 1980, Professor Hofstadter first proposed the definition of organizational culture. He believed that organizational culture is the collective action plan of the soul, and organizational culture is the combination of values and the practice of values, in which values are an important part, combined with external rituals and symbols. Schein is a senior expert in the field of organizational culture research, and

he has a unique and intelligent understanding of the connotation of organizational culture. Schein (1989, p.12) defines it as "a pattern of fundamental assumptions discovered, created, and formed by a group as it seeks to solve problems of adaptation to external circumstances and internal integration." If this model works well, it can be considered effective.

The university is also a special organization, and the university campus culture is an organizational culture. Masland (1985, p.157-168) one of the pioneers in the study of university organizational culture, defined the world of university organizational culture as "the common default values, beliefs and ideologies of organizations." Peterson and Spencer (2000), the authoritative scholars on the study of university organization, defined university organizational culture as "the deeply rooted behavior structure in the organization and the values, assumptions, beliefs and ideological structures about the organization and work goals that are deeply believed by the members".

Chinese scholar Li Pengju (2006, p.109-110) believes that campus culture is "the sum of the spiritual achievements inherited and created by teachers, students and administrators". It is a comprehensive embodiment of the school tradition and ethos, and an important feature that distinguishes universities from other social organizations." This theory is widely used in universities. Huang Guanlan (2015, p.14) believes that "the value system shared by teachers, students and employees in universities". He believes that campus culture mainly includes three levels: material level, institutional level and spiritual level, and these three levels penetrate and influence each other, making campus culture an organic whole consistent inside and outside.

From the perspective of academic circles, researchers generally believe that university organizational culture refers to the system of values and behavioral norms formed by the mutual integration of organizational members in the long-term development and educational practice of colleges and universities, which is an important feature that distinguishes a school from other schools. There is a mature theory of "four levels" for organizational culture in management circles, which are material level, core level, system level and behavior level. The proposal of this

theory has been favored by many enterprises, schools and other institutions. With the continuous improvement of organizational culture construction, combined with complex management environment and continuous practice, the content of the four-level theory has become richer. Many organizations have adopted this way to build their own organizational culture and achieved good results.

Base layer -- material culture. The so-called material culture can be understood as the related hardware facilities and goods facilities needed by the organization to operate. Material culture refers to all tangible objects and Spaces created, used and passed on in the environment that reflect educational ideas, historical traditions, social functions, and the daily lives of students and teachers. It reflects the characteristics and performance of people's demand for material life, mode of production, standard of living and level of social and economic development. Material culture is the product of the development of human society, is also an important part of culture, is the embodiment of the organization's external image.

Core layer -- spiritual culture. Spiritual culture refers to a series of immaterial values, ideas, moral norms, traditional customs and collective consciousness formed in the school environment. It includes the pursuit of the meaning of life, the pursuit of the ideal of life, moral norms, religious beliefs, ideas and other aspects of the content. Spiritual culture reflects the spiritual pursuit and ideology of a society or a group, and is one of the important components of culture.

Institutional layer -- institutional culture. Institutional culture refers to a series of rules and regulations, management mechanisms, policy orientation and operational processes formed within the school, which provides the basic norms and frameworks for the school's educational activities, management behaviors and social services. System culture is the foundation of social operation and organization management, and is of great significance to social stability and development. In general, we can understand the "temper" of an organization by understanding its system.

Expressive layer -- behavior culture. Behavioral culture refers to the norms and habits of teachers and students in the school environment, as well as the values and moral concepts embodied by these behaviors. It includes people's behavior in daily life, communication, etiquette norms, social interaction and other aspects of the content. Behavioral culture is one of the important components of culture, which reflects the behavioral norms and social norms of the members of a society or a group.

In conclusion, the literature review of organizational culture theory indicates the in-depth study on the formation, evolution and influence of organizational internal culture, which provides important theoretical support and guidance for organizational leadership and management practice. Organizational culture is the spiritual support of colleges and universities, the core soft power and brand image of colleges and universities, and the basis for building a harmonious campus environment, which is conducive to improving the comprehensive competitiveness of colleges and universities and enhancing the centripetal force and cohesion of teachers, students and staff. This theory is one of the important theoretical bases of this study and has great significance for the construction of campus culture. The construction of campus culture is a long-term process, which cannot be accomplished overnight. It is necessary to have long-term planning and decision-making, and constantly explore in practice. In the process of campus culture construction, we should consider many aspects, try to avoid some risks, and always keep the awareness of risk avoidance.

Context of the university campus culture structure

The complexity of culture determines the complexity of cultural structure research. From different perspectives, the university campus culture can be drawn from different structural classification and the corresponding structural elements.

David D. Dill (1982, p.307) proposed a three-level model for understanding university culture, which includes academic organization culture, academic profession culture, and discipline culture. This model provides a comprehensive framework for analyzing the diverse layers of culture within a university setting. David D. Dill's model highlights the complexity of university culture and underscores the importance of

considering multiple layers when analyzing and improving the cultural environment of higher education institutions.

Andrew T. Masland (1985, p.158) proposed a framework for understanding university organization culture through four key aspects: legend, hero, symbol, and ceremony. This approach offers a nuanced view of how cultural elements shape and reflect the identity of a university. Andrew T. Masland's framework emphasizes the importance of both tangible and intangible elements in shaping university culture. By analyzing these four aspects, institutions can gain valuable insights into their cultural dynamics and work towards strengthening their cultural identity.

William G.Tierney (1988, p.3) proposed that the university culture involves the environment, mission, socialization, information, strategy, leadership and other issues. He provides a comprehensive view of the various elements that contribute to university culture. By examining these aspects, institutions can gain insights into their cultural dynamics, address challenges, and foster a positive and cohesive environment that supports their mission and goals.

William H.Bergquist (1992, p.42) proposed that the university culture includes four types: college culture, management culture, development culture and negotiation culture.Each type represents a different aspect of how culture manifests within a university setting.He provides a structured way to analyze the multifaceted nature of university culture. By exploring these four types, universities can better understand their cultural strengths and areas for improvement, ultimately supporting their overall effectiveness and success.

Historical culturology scholar Fen Tianyu (1998, p.8) proposed that the culture should be divided into material culture, institution culture, behavior culture and spiritual culture layer from outer edge to core according to the theory of cultural morphology. This provides a theoretical basis for studying the hierarchical structure of university campus culture and then carrying out construction and development works.

Hou Changlin (2013, p.67) proposed that the campus cultural structure of colleges and universities can be observed from the principal part structure, hierarchical structure and state structure. The principal part structure is the main

body of cultural creation, including the students culture, the teachers culture and the management culture. The hierarchical structure includes three levels: material culture, institutional culture and spiritual culture. The state structure includes two states: explicit culture and recessive culture.

More Chinese research findings, according to the respective research perspectives, proposed different levels of content, and put forward the "four levels", "five levels" and even more than five levels structure.

Pan Maoyuan (2009, p.150) proposed a four-level campus cultural structure composed of intelligent culture, material culture, normative culture and spiritual culture.He emphasizes the complexity and richness of campus culture, offering valuable insights for universities aiming to foster a vibrant and cohesive cultural environment.

Liao Nvnan (2012, p.30) proposed that the structure of university campus culture includes seven aspects: spiritual culture, material culture, institutional culture, behavior culture, notwork culture, clean management culture and image culture.He provides valuable insights into the various dimensions of campus culture, helping universities to develop and sustain a vibrant and effective cultural environment.

Zhang Furen (2007, p.122) ,Huang Jianhua (2009, p.125) proposed the four-level campus cultural structure composed of spiritual culture, institutional culture, material culture and behavior culture.The four-level structure proposed by Zhang Furen and Huang Jianhua emphasizes the importance of considering multiple dimensions of campus culture to develop and sustain a vibrant, effective, and cohesive university environment.

Lu hong (2010, p.60) proposed a four-level college campus culture structure composed of spiritual culture, institutional culture, behavioral culture and environmental culture.Lu Hong's model underscores the importance of addressing multiple dimensions of campus culture to develop a vibrant and effective university environment. Each level plays a crucial role in shaping the overall cultural landscape, contributing to the institution's success and sustainability.

Li Gaonan (2005, p.87) proposed a five-level college campus cultural structure composed of material culture, intelligent culture, spiritual culture, normative culture, and behavioral culture. This model provides a comprehensive framework for understanding and developing campus culture, emphasizing different aspects that contribute to a university's cultural environment.

With the popularity of smart phones and the development of mobile Internet, social networks, we-media and financial media technologies, the Internet has a profound impact on university education and teaching. The government, society, schools and scholars are actively concerned about the influence and construction of campus network culture .

Zhang Wei (2015, p.112), Song Wei (2016, p.2) proposed the campus culture construction strategy at five aspects: spiritual culture, material culture, institutional culture, behavior culture and network culture. Wang Yongyou (2009, P.48) pointed out that Harbin Institute of Technology proposed a campus culture construction plan that included the above five culture.

Lu Xiaojian and Lai Qin (2018, p.149) proposed the path and strategy of campus culture construction from four aspects of material culture, spiritual culture, institutional culture and network culture.Lu Xiaojian and Lai Qin's approach offers a structured framework for campus culture construction, emphasizing the need for a multifaceted strategy to develop a cohesive and dynamic university environment.

Feng Rui (2020) found that the construction of spiritual culture, environmental culture, network culture and behavioral culture in colleges and universities needs to be further strengthened.His research emphasizes the importance of these areas in the development of university culture and highlights the necessity for systematic and ongoing improvement. Through comprehensive cultural development measures, universities can create a more harmonious, healthy, and efficient educational environment, thereby enhancing the overall quality of education and the impact of campus culture.

Shi Limin (2010, p.90) proposed suggestions for cultural construction focusing on four key aspects: material, system, spirit, and network. His approach offers a comprehensive framework for enhancing campus culture, with each aspect

contributing to the overall cultural development of universities. By addressing these four aspects, universities can build a more integrated and supportive cultural environment that enhances the educational experience and promotes institutional success.

Liu Youfang (2019, p.169) proposed a multidimensional approach to cultural integration, focusing on three key areas: spiritual culture, institutional culture, and network culture. He believes that by addressing these three areas, universities can create a coherent and supportive environment that fosters the overall development of campus culture.

Feng Gang (2013) proposed a set of countermeasures and suggestions for enhancing university campus culture, focusing on five key aspects: spiritual culture, institutional culture, behavioral culture, material culture, and network culture.By addressing these five areas, Feng Gang's approach aims to create a more integrated and supportive campus environment that enhances overall university culture and contributes to the institution's success.

Liu Wei (2016, p.24) proposed that the university campus culture development refers to the overall planning, setting and development of campus culture carrier, cultural developing direction, cultural developing organization, cultural system, cultural developing team, cultural activities and cultural management.Liu Wei's comprehensive approach highlights the importance of a coordinated and multifaceted strategy in developing a vibrant and cohesive campus culture. By addressing these aspects, universities can foster a dynamic cultural environment that enhances the overall student experience and supports institutional objectives.

Tian Jianguo (2005, p.40) proposed that the fundamental purpose of university culture construction is to continuously meet the growing spiritual and cultural demands of the teachers, students and staff; the core requirement of the construction is to promote the development of universities faster and better, and the important task of construction is to improve the strength and competitiveness of the universities.

Liu Yanchun and Wang Hongbin (2010, p.35) proposed that in order to improve the level and quality of university cultural construction, it is necessary to solve three logical dialectical relations as fallow: the first is the relationship between university cultural construction and university people; the second is the relationship between university culture construction and university development; and the third is the relationship between university culture construction and social development.

Song Wei (2016, p.100) proposed that the developing of university culture focuses on the design of construction countermeasures, including construction principles and countermeasures. The construction principles that should be observed in the construction of campus culture in colleges and universities are mainly directional principles, systematic principles, open principles, continuity principles, innovative principles and so on.

CAI Guizhen (2013, p.161) proposed the basic principles of university campus culture construction including the unity of advanced and diversity, the unity of inheritance and criticism, the unity of knowledge and ideology, the unity of elegance and mass, the unity of nationality and world, and the unity of universality and particularity.

Hou Changlin (2013, p.121) proposed five principles for the construction of university campus culture, including the principle of directionality, the principle of systematical, the principle of openness, the principle of continuity and the principle of innovation.

Chen Congcheng (2018, p.64) put forward that the management thought of senior managers in colleges and universities has an extremely important influence on the construction of campus culture, and campus culture must be spiritual material culture, material spiritual culture, behavioral system culture and institutional behavior culture.

Based on the findings above, the researcher created a data table 2.1 as follow:

Table 2.1 The results of the constituent elements of the university campus cultural hierarchy structure

Elements / author	material culture	spiritual culture	institutional culture	behavior culture	network culture.	intelligent culture	normative culture	Environmental culture	Clean management culture	image culture	academic culture
Pan Maoyuan (2009)	√	√				√	√				
Liao Nvnan(2012)	√	√	√	√	√				√	√	
Hou Changlin (2013)	√	√	√								
Song Wei (2016)	√	√	√	√	√						
Zhang Huizhong(2022)	√	√	√	√	√						√
Li Gaonan (2005)	√	√		√		√	√				
Zhang Furen (2007)	√	√	√	√							
Huang Jianhua (2009)	√	√	√	√							
Lu hong (2010)	√	√	√	√				√			
Shi Liming (2010)	√	√	√		√						
Zhang Wei (2015)	√	√	√	√	√						
Lu Xiaojian (2018)	√	√	√		√						
Liu Youfang (2019)	√		√		√						
Fen Rui (2020)	√			√	√			√			
Frequency	14	12	11	9	8	2	2	2	1	1	1

According to the table 2.1, the researchers analyzed and synthesized documents, concepts, theories, and researches related to the constituent elements of the university campus cultural hierarchy structure, all by Chinese scholars and which consisted of tow academic monographs by Pan Mao yuan (2009), Liao Nvnan

(2012); three doctoral dissertations by Hou Changlin (2013), Song Wei (2016) and Zhang Huizhong (2022), nine journal papers by Li Gaonan (2005), Zhang Furen (2007), Hang Jianghua (2009), Lu Hong (2010), Shi Liming (2010), Zhang Wei (2015), Lu Xiaojian (2018), Liu Youfang (2019), Fen Rui (2020).

The researcher used the criteria to consider the corresponding constituent elements . To use as a framework for research in this study. By selecting constituent elements with a frequency of 60% or more. Which can be synthesized in 5 constituent elements as follows: 1) material culture, 2) spiritual culture, 3) institution culture, 4) behavior culture, and 5) network culture.

Material culture

Stocking, George W. (1985) proposed that The study of material culture is mainly about the cultural expression of material objects, not only studies the material objects themselves, but also studies the behavior of people behind the material, and more importantly, studies the cognitive problems of people.

Richard P. Dober (2000) proposed that the universities were built on the certain social, economic and cultural foundation and reflect the relationship between these factors through material components. His work emphasizes that the physical and material aspects of a university, such as buildings, landscapes, and infrastructure, are not merely functional but also embody the social and cultural values of the institution. Dober's perspective highlights the integral role that the material environment plays in shaping and reflecting the underlying social, economic, and cultural contexts of universities. By understanding this relationship, institutions can better align their physical spaces with their values and strategic goals, creating a campus environment that supports their mission and enhances the overall experience for students, faculty, and staff.

Joan Iverson (1995, p.229) proposed that campus landscape culture is an integral component of university material culture. She argued that the physical landscape of a university, including its architecture, green spaces, and campus design, reflects and embodies the institution's cultural values and identity. This aspect of material culture is not merely decorative; it plays a significant role in supporting and enhancing the educational functions of the university.

Well-known universities in western developed countries generally attach importance to the construction of cultural facilities such as campus buildings, libraries and gymnasium facilities, and many universities are truly scenic spots. Henry Rosovsky (1996, p.140) called Harvard University "a history of European architecture in three-dimensional space". This characterization highlights the university's rich architectural heritage, showcasing how its buildings and campus layout represent a living history of European architectural styles and influences. Harvard's campus, with its historic buildings and meticulously designed spaces, serves as a tangible manifestation of cultural and architectural evolution, illustrating how the physical environment of a university can embody and reflect its historical and cultural values.

Wang Shao an (2008, p.11) proposed that the university environmental culture is the main component of material culture, which refers to the comprehensive materialized and static culture composed of campus planning and layout, campus building, cultural landscape and campus greening and beautification, which has an important hidden educational function.

Guo Bi yu (2007, p.85) proposed that the university material culture refers to the entity culture or material culture that objectively exists and can be felt by people, which is composed of the material conditions of university education and teaching. It is the material basis and external manifestation of university culture, and its existing form is tangible things such as campus environment, architectural layout, humanistic landscape, disciplines, teachers, teaching facilities and means.

Fen Tianyu (1998, p.5) proposed that the material culture is the all kinds of objects created by human beings, namely the physical state and cultural layer composed of "materialized knowledge power", is the sum of human material production activities and products, and is the cultural things with material entities that can be touched, which constitutes the profound material basis for the creation of the whole cultural culture.

Shi Hunan (1983, p.184) proposed that the university campus material culture refers to the cultural environment formed by the external natural environment of the campus, the planning pattern of the campus, the campus architecture, sculpture, greening and cultural communication tools in internal.

Wan Jishen (2002, p.25) proposed that the university material culture should including a number of high-level, well-structured courses and disciplines (majors), a contingent of standardized and high-quality teachers adapt in scholarship and educating, good and loose campus environment, Modern library, laboratory, and campus network facilities.

Hou Changlin (2013, p.55) proposed that the university material culture should including campus material environment culture and campus cultural activities. And the campus material environment culture should including the campus construction and cultural landscape, the campus mass media and the campus landmark cultural artifacts. The campus cultural activities should including classroom teaching activities and all the other numerous and various societies interest activities, recreational and sports activities.

Song Wei (2016, p.39) proposed that the university campus material culture is the embodiment of culture with material entity in university, which forms the basis for the creation of the whole university campus culture and is the material carrier of university culture, including the physical environment, living places, architectural facilities, cultural landscape, landscaping, experimental equipment, university image logo, teachers and students' clothing and so on.

Zhang Yonghua (2016) put forward suggestions on the application of UIS system to carry out the construction of university characteristics such as harmonious and innovative university concept, standardized and rigorous behavior recognition norms, and perspective image.

Lu Xiaojian and Lai Qin (2018, p.149) proposed to strengthen the strategy of material culture construction by improving the connotation of material culture construction, strengthening the construction of teachers and disciplines, and increasing the investment in teaching equipment and cultural landscape.

The construction of university campus material culture is an important part of the construction of university campus culture, which has the characteristics of materialization, bearing and planning. At present, the material and cultural construction of university campus is faced with such problems as not showing characteristics, ignoring history, unclear functions and responsibilities. To solve these

difficulties in material culture construction, we need to make good use of nature to create environment, inherit tradition to show history, integrate into red culture, highlight their own characteristics, reflect regional characteristics, give play to the role of campus sculpture, pay attention to the network material culture platform and other paths.

In conclusion, material culture refers to all tangible items and spaces created, used, and inherited within an environment that reflect educational philosophies, historical traditions, social functions, as well as the daily lives of students and teachers. Its main characteristics include:Facilities such as academic buildings, laboratories, and libraries designed and constructed to meet the needs of teaching and learning. Items with strong symbolic significance representing the school's spirit, traditions, and values, such as school badges, flags, anthems, and specific monuments. Public learning spaces used and maintained by members for communication and interaction. The pursuit of diversity, sustainability, and innovation serving educational activities and shaping the school's identity and cultural atmosphere.

Spiritual culture

The university spirit of western countries is deeply influenced by religious culture, and gradually forms its own unique university spirit in the process of pursuing freedom and building world-class universities. These university spirits not only lead the direction of the development of university culture in the world, but also inject strong impetus into economic and social development. University spiritual culture includes university spirit, philosophy, school motto and other value aspects of cultural elements, and school spirit, learning style, teaching style, management style and other practical aspects of spiritual and cultural elements.

Abraham Flexner (2001, p.10) points out that "any sensible society needs university institutions that transcend utility and have an independent critical spirit to undertake the great mission of preserving, discovering, inheriting and creating human culture." Flexner's perspective reflects a vision of universities as pivotal institutions in the intellectual and cultural landscape, responsible for nurturing a rich and diverse

cultural environment. This role is crucial for the advancement of human knowledge and the cultivation of a well-rounded, informed society.

University spiritual culture is the core and essence of university culture, and is an important condition and guarantee for a university to accomplish its historical mission. As Flexner (1990, p.354) points out: "In general, the spirit of the university is more effective than any facility, any organization, in ensuring the high standards of the university."

Hilde Demons (2008, p.13) pointed out that while the abstract spirit alone cannot create a university, it is the spiritual impulse that gives rise to the institution. This impulse drives the pursuit and exploration of rational knowledge, serving as the foundational force behind the creation and evolution of universities. According to Demons, the essence of a university is rooted in this dynamic interplay of intellectual curiosity and spiritual motivation. This view emphasizes that universities are not just physical structures or administrative entities but are born from a deeper, intrinsic drive to seek and expand knowledge. The spiritual impulse fosters a culture of inquiry and innovation, making it essential for the university's mission to educate, research, and contribute to the advancement of society.

The development of university spiritual culture includes two aspects: the development of inheritance and the development of innovation. Eric Ashby (1983, p.7) once said that "any kind of university is a product of heredity and environment". By balancing the development of inheritance and innovation, universities can create a dynamic and resilient spiritual culture that honors their past while actively shaping the future. This approach helps institutions to remain anchored in their core values while continuously evolving to meet new opportunities and challenges.

Herman Roehls (1990, p.4) pointed out that the classical concept of university has shown amazing internal consistency in the nearly 200 years since its formation, and is still an ideal and perfect concept that scholars with different academic positions can accept and understand. In the era of technological change, the spirit of innovation has become an important part of the university's spiritual culture and has been integrated into the curriculum system of entrepreneurship education for students.

Fen Tianyu (1998, p.5) proposed that spiritual culture comprises the values, aesthetic tastes, and modes of thinking cultivated through social practice and conscious activities, representing the core of culture. This concept underscores the idea that spiritual culture is not just an abstract notion but a deeply rooted aspect of human development shaped by societal interactions and intellectual engagement.

Shi Huanan (1993, p.184) proposed that spiritual culture is a form of collective consciousness that gradually forms and evolves through extended periods of educational and teaching practice. This type of culture is recognized and internalized by all members of a university, including teachers, students, and staff. It reflects the shared values, beliefs, and attitudes that emerge from the university's educational environment and experiences. Shi Huanan's perspective highlights that spiritual culture is a foundational element of a university's identity, evolving through collective experiences and becoming a significant part of the institution's enduring legacy.

Hou Changlin (2013, p.64) proposed that the university campus spiritual culture is the value system and the soul the of university campus culture. It is the unique values, belief pursuit and moral sentiment recognized and accumulated in the long-term development, including university philosophy, university spirit, historical tradition and school ethos. By focusing on these elements, universities can build a strong, enduring culture that supports their long-term goals and enhances the overall experience for students, faculty, and staff.

Song Wei (2016, p.39) believes that the university campus spiritual culture is the group spirit formed by college people in campus life and practical activities, including the university's historical tradition, university philosophy, university spirit, university morality, school motto and school spirit, management style, the student study style and the teachers scholarship and teaching style, and the research spirit, etc.

CAI Guizen (2013, p.45) proposed that campus spiritual culture is the spiritual wealth recognized by teachers, students and staff, which reflects the school-running purpose, training goals and unique personality after long-term development and accumulation in colleges and universities. It is mainly manifested through the

traditional spirit of the school and the values, moral values, cultural views and their thinking modes, psychological atmosphere, spiritual beliefs, etc.

Peizhi Shi, Qing Yao (2011) proposed that we should reconstruct the university spirit under the guidance of the "harmony" culture, inherit and guide the advanced culture, so as to promoting the construction of the university soft power. They approach advocates for a balanced cultural strategy that respects and integrates traditional values with modern advancements. This strategy aims to build a vibrant, harmonious university culture that supports institutional goals and enhances overall influence.

Yang Haibo and Zheng Yongting (2003, p.67) proposed that the unique character of university campus culture is predominantly shaped by its inner spiritual culture. They argue that the development of campus spiritual culture is central to the establishment of a distinctive and meaningful university culture. Effective campus culture construction involves nurturing these values to foster a sense of unity and purpose among students, faculty, and staff, ultimately contributing to the university's success and reputation.

Xia Fajin and Pan Feinan (2004, p.125) proposed that enhancing the excellent spiritual culture of the Chinese nation is essential for advancing the unique characteristics of university campus spirit culture. Their approach emphasizes integrating national cultural values into the fabric of university life to foster a distinctive and vibrant campus culture. Through this approach, Xia and Pan suggest that universities can cultivate a distinctive spirit that reflects both national pride and a commitment to academic and cultural excellence.

Meng Xiaoyan (2009) proposed to cast the soul through spiritual education, cultivate a harmonious, truth-seeking and innovative spirit, and build a harmonious interpersonal relationship. She's approach underscores the role of spiritual and cultural dimensions in shaping a vibrant and supportive university environment.

Li Ling (2013, p.255) put forward suggestions on inheriting and building cultural brands on the basis of strengthening cultural identity, innovating the new carrier of value education, and innovating the system and mechanism of communication between teachers and students. She's approach highlights the

importance of combining tradition with innovation to build a strong and distinctive cultural brand for universities. By addressing these areas, institutions can enhance their cultural presence, strengthen their educational impact, and support a more dynamic and integrated university experience.

In conclusion, spiritual culture refers to a series of intangible values, ideas, moral norms, traditional customs, and collective consciousness formed within the school environment. Its main features include: core values and moral standards that guide the actions and decisions of school members. Encouragement of innovative thinking, critical thinking, and lifelong learning, reflecting the pursuit of knowledge and wisdom. Formation through celebratory events such as school anniversaries, creating a sense of identification and belonging among teachers and students. The accumulation of excellent traditions and notable achievements of alumni, a result of historical accumulation. Adaptation to social development and educational innovation, exerting a profound influence on the behavioral patterns and ways of thinking of school members.

Institutional culture

In the early 1980s, the focus of organizational culture research shifted to the relationship between university culture and the allocation of the academic power and administrative power, which showed the profound effect of university institution culture on university governance.

Becher and Kogan (1980, p.212) argued that the authority of academic power is a critical factor in determining the degree and effectiveness of university autonomy. They suggested that the extent to which academic institutions can exercise autonomy is significantly influenced by the authority and control wielded by academic leaders and faculty members. This authority impacts various aspects of university governance, including decision-making processes, academic freedom, and institutional policies.

OjO, J.D. (1990, p.75) proposed that the power of academic power organization should include course teaching, enrollment, the formulation of student norms, and the promotion of academic research. He's perspective underscores that academic power is not limited to administrative control but extends to core academic

functions that are essential for the effective operation and advancement of higher education institutions. By managing these areas effectively, universities can uphold their educational standards, foster academic excellence, and support a robust academic community.

Tapper, B. Salter (1992, p.6) proposed that the most striking feature of the Oxford and Cambridge culture was "the tradition of university autonomy and the dominance of scholars in university affairs". Tapper and Salter's observation highlights the integral role of institutional culture in shaping the governance and operational dynamics of universities. The tradition of autonomy and scholarly dominance is a key element of the institutional culture at Oxford and Cambridge, reflecting a commitment to preserving academic independence and ensuring that scholarly expertise guides the university's development. This cultural foundation supports the universities' ability to maintain high standards of education and research while adapting to changing challenges and opportunities.

Shattock (2001, p.27) proposed that organized academic power is essential for effective university governance. His perspective emphasizes that the structured and coherent exercise of academic authority is crucial for the successful management and strategic direction of higher education institutions. Shattock's perspective underscores that the organization of academic power is not just about having authority but about how that authority is structured and exercised to achieve effective governance. Well-organized academic power facilitates better decision-making, supports academic freedom, and enhances the overall functioning of the university. It ensures that the university can fulfill its mission, maintain high standards, and adapt to the evolving educational environment.

Burton Clark (2008, p.233) proposed that the strong campus entrepreneurial culture is the necessary factor for the transformation and development of university organizations. Clark's emphasis on the necessity of a strong campus entrepreneurial culture underscores its pivotal role in driving university transformation and development. By cultivating an environment that supports innovation, collaboration, and risk-taking, universities can enhance their ability to adapt to change, foster growth, and achieve long-term success.

John S. Brubacher (1987, p.48) pointed out that western universities have formed a strong humanistic color in university management, emphasizing an independent state of autonomy and self-determination for learners in learning. Western university culture is full of descriptions of so-called democracy and freedom. University management should give teachers full autonomy in the process of university development.

Hou Changlin (2013, p.59) proposed that university campus institutional culture refers to a series of normative systems gradually formed in the course of running a school, which are used to regulate the social relations of the teacher, the students and the other employees, mainly including university working institution, the responsibility system, the special system and the special customs of the university .The working institution refers to the various norms and requirements gradually formed in the operation process of the party affairs and the administrative work in universities, such as the conference system, discussion system, teaching management system, teacher management system, student management system, etc. The responsibility system is the system of the division of labor, responsibility and power of the organization and all kinds of personnel. The special customs of universities mainly refer to the unique festivals, ceremonies and ceremonies.

Wang Jishen (2002) proposed that the university campus institutional culture has four basic characteristics different from other ordinary meanings system culture, namely "school autonomy, professor research, principal school administration and scientific management". Wang Jishen's characterization underscores that university institutional culture is not just about the formal structures and rules but also about the unique dynamics and practices that define the academic environment. These four characteristics collectively contribute to a university's ability to function effectively, support academic pursuits, and adapt to changing educational landscapes.

Song Wei (2016, p.39) proposed that the university institutional culture refers to the school-running philosophy, guiding ideology and values embodied in the implementation of relevant legal systems, policy requirements and the internal rules, regulations and norms formulated by itself in the process of education and teaching governance. This study emphasizes that the university institutional culture is a

complex interplay of these elements. It is shaped by both external mandates and internal values, creating a unique environment that reflects the institution's identity and drives its educational mission. By aligning these components effectively, universities can foster a coherent and supportive culture that enhances their educational and administrative functions.

Wang Wujun (2014, p.204) proposed to make full use of the internal connection between system and culture, as well as the compatibility between inclusiveness and culture, to build an inclusive and open system culture, and enrich and expand the connotation of university culture and university spirit.

Deng Rongbiao (2000, p.74), Ying Shu (2017, p.110), Song Qing (2018, p.84), Yang Yinxue (2018, p.192), Wang Gang (2018, p.250) studied on the relationship between student association management and campus culture construction ,and proposed the strategy of promoting culture construction.

Xiao Xueke (2018, p.130) proposed an integrated development path for combining university management culture with campus culture construction. This approach emphasizes the synergy between administrative practices and the broader cultural environment of the campus. By following these principles, universities can create a more harmonious and effective environment where management practices and campus culture mutually reinforce each other, leading to enhanced institutional performance and a more vibrant academic community.

Guo Xin (2019, p.90), Li Jun (2019, p.72), Zeng Zeyu (2019, p.16), Yu Ahua (2018, p.140) proposed the role of university administrative management in the construction of campus institution culture.

Zhang Sufen et al. (2010, p.177), Yu Haibo (2015, p.42), Li Jia (2017, p.7), Jiang Gaojie, and Ye Hexu (2020, p.169) explored innovative strategies for student management within the context of campus institutional culture. Their research collectively emphasizes how understanding and leveraging the institutional culture of a university can lead to more effective and forward-thinking approaches to managing student affairs.

Huang Maoshu, Leesa V. Huang (2015, p.87) proposed the establishment of a student-centered administrative structure and management system to build a student-centered campus culture. Their approach emphasizes the importance of aligning university administration and management practices with the needs and perspectives of students, thereby fostering a supportive and engaging educational environment.

Wang Wenxia (2016, p.58), Zhang Yanmin (2016, p.42), Wen Jing (2018, p.67), Yu Lei (2020, p.226), and Mi Dan (2020, p.182) studied the effect of archive management on the construction of campus culture in universities. Their research explores how effective management of archival resources contributes to shaping and enhancing the cultural environment of higher education institutions.

Chi Danfeng, Tao Chuanwei, et al. (2020, p.1) studied the safety education management path and guarantee issues under the perspective of campus culture. Chi and Tao's research underscores that safety education is not just a set of rules but a cultural process that requires thoughtful integration into the university's broader cultural framework. This approach aims to create a campus culture where safety is a shared value and responsibility, leading to a safer and more supportive educational environment.

Zhang Yumei, Li Jing, Ma Changhao (2009, p.41) proposed the construction strategy of campus institution culture from the three aspects of rules and regulations, organizational structure and management team. By addressing these three areas, universities can build a robust institutional culture that supports their mission, enhances operational efficiency, and contributes to a positive and productive educational environment.

In conclusion, institutional culture refers to a series of regulations, management mechanisms, policy orientations, and operational procedures formed within a school, providing a basic norm and framework for the school's educational activities, management behaviors, and social services. Its main characteristics include: Management philosophy, operational methods, and organizational features. Clear regulations and standard procedures covering education, scientific research, social services, and resource management. Authoritativeness, decision-making execution,

and management effectiveness. A certain degree of stability that reflects the school's educational philosophy and goals. Adaptability that keeps pace with the times, as well as coordination and integration.

Behavior culture

With the rise of university administrative power, the former university culture being impacted, the order and efficiency of university governance are reduced due to the contradiction between administrative power departments and academic power organizations.

P.M. Kretek (2013, p.45) studied the impact on the university governance because the role conflict of the academic power and the administrative power. Kretek's study underscores the importance of managing the balance between academic and administrative powers to ensure that universities can achieve their goals effectively while maintaining a harmonious and productive environment.

American scholar Henry Rosofsky (1991, p.73-74) made a brief analysis of university management behavior, arguing that "only knowledgeable people are qualified to have a greater say in universities, and university management should serve to improve teaching and research ability". Rosovsky's viewpoint underscores the importance of knowledgeable leadership in ensuring that university management is aligned with academic priorities and that it effectively supports the institution's educational and research objectives. This approach advocates for a management style that prioritizes academic integrity and excellence, fostering a university environment where teaching and research can thrive.

Robert G. Owens (2003, p.19) concluded that the behavioral culture of educational organizations should include the management philosophy, management mode and thinking mode of university organizations. Owens's conclusion highlights that these aspects of behavioral culture are integral to shaping a university's organizational environment. By focusing on management philosophy, management mode, and thinking mode, universities can create a cohesive and supportive culture that enhances their ability to achieve educational and administrative excellence. This comprehensive approach ensures that both the strategic direction and day-to-day operations are aligned with the institution's core values and goals.

Some scholars have studied the external behavior of universities. Benjamin Barber (2004, p.9) believes that universities should conduct democratic education and cultivate civic responsibility for students through community service, and promote democracy through the external radiation of universities.

Feng Tianyu (1988, p.8) proposed that the behavior culture was formed by human beings in social practice, especially in interpersonal communication, and appears in the form of ritual customs, folk customs and regional customs. Feng Tianyu's approach emphasizes that behavioral culture is not static but continuously evolving through ongoing social interactions and practices. This dynamic process allows for the integration of diverse influences and the creation of a rich, multifaceted cultural environment within educational institutions.

Shi Huanan (1993, p.184) proposed that the behavior culture is the most frequent, the most direct feeling and expressed campus culture form reflected in the university teachers, students and staff. Behavior culture is a vital aspect of campus life, reflecting and reinforcing the values and norms of the university community. It plays a key role in shaping the overall atmosphere and experiences of individuals within the institution.

Zhang Guixia (2007, p.105) proposed that The university's behavioral culture, formed in a university over a long period, is the sum total of cultural patterns exhibited by university's personnel through their conducts. University's excellent campus demeanor should be cultivated to enhance the construction of universitys' behavior culture.

Song Wei (2016, p.39) proposed that the university campus behavior culture refers to the mental state, behavioral ethics and cultural taste embodied by the behavior activities of teaching, scientific research, learning, sports, entertainment and life that college people engage in daily on campus with their own characteristics.

Li Hanmei and Liu Jun (2020, p.44) put forward the suggestion of building the carrier of campus behavior culture and promoting the integration mechanism of campus culture and ideological and political education. By building a strong carrier for campus behavior culture and effectively integrating it with ideological and political education, universities can create a more cohesive and values-driven environment.

This approach helps ensure that the behaviors and attitudes encouraged on campus are aligned with the broader educational and social goals of the institution.

Sun Yeqing (2013) put forward the strategy of guiding the construction of campus spiritual culture with the guidance of socialist core values, integrating the content of values into the construction of campus material culture, integrating the requirements of values into the construction of campus institutional culture, and promoting the construction of campus behavior culture through the practice of values.

Shen Jian (2015) proposed that in guiding the construction of university campus culture with socialist core values, efforts should be made to create a reform and innovative campus spirit culture, establish a democratic and fair campus institution culture, and cultivate a campus behavior culture of dedication and integrity.

Pu Shenghua (2005, p.13) proposed the functions of campus system culture in regulating teachers' and students' behavior, shaping noble personality and cultivating elegant culture, and put forward suggestions on building harmonious campus culture. By focusing on these functions and implementing these suggestions, various universities can create a harmonious campus culture that supports the personal and professional development of both students and faculty, fostering a positive and enriching educational environment.

In conclusion, behavioral culture refers to the norms of behavior, habits of action, and the values and moral concepts reflected through these behaviors among teachers and students within the school environment. Its main characteristics include: Leadership and influence, reflecting the ability to guide and inspire others. Communication and coordination skills, essential for effective interaction and collaboration. Professionalism, demonstrating expertise and competence in specific areas. Exemplary behavior, serving as a model for others to follow. A sense of responsibility, ensuring accountability for one's actions. Fairness, treating all individuals equally and impartially. Innovation and adaptability, being open to new ideas and flexible in response to change. Team building, fostering a sense of unity and collaboration among members. Interpersonal relationships, maintaining positive

and constructive connections with others. Achieving the school's educational objectives, enhancing management efficiency, and creating a positive campus culture environment.

Network culture

According to David Gautlett (2004, p.31), since the 1990s, scholars in some western countries have carried out research on network culture. David Silver founded the "Network Culture Research Resource Center". The Internet culture can be divided into three stages: popular network culture, network culture studies and critical network culture studies.

Carla G. Surratt (1998, p.3) studied the influence of community network culture on young people's life and life development. The community network culture plays a significant role in shaping the experiences and development of young people. Strong, supportive community networks can positively impact various dimensions of their lives, from personal identity and emotional well-being to academic and professional success.

Don Tapscott (1999) studied the changes in thought and behavior of the new generation of young people in the United States brought about by the Internet. Don Tapscott's study highlights how the Internet has significantly influenced the thoughts and behaviors of the new generation in the United States. It has transformed how they access information, communicate, express themselves, and engage with the world, shaping their experiences and opportunities in numerous ways.

Dominique A.M.X. Abrioux (2001, p.2) pointed out that online education has surprised more traditional universities and dominated distance education and online culture. Abrioux's observation underscores the profound impact of online education on traditional universities, distance education, and online culture. It has reshaped educational practices, expanded access, and introduced new opportunities and challenges, shaping the future of learning and teaching in significant ways.

David Puckingham (1999, p.33) believed that the Internet and media did not shoulder the social responsibility to purify the Internet cultural environment, but instead became the incentive to promote the Internet behavior misconduct and hindered the healthy development of the Internet culture.

Karl Bridges(1994) believes that the establishment of information systems in universities and the construction of a new management model can strengthen the cooperation between various entities on campus and clarify responsibilities, and at the same time, the social effects of information systems in universities will affect the traditional university culture.

Xie Xuefang and Zang Zhipeng (2008, p.29) believe that the culture in the information age, which presents a technical and digital state, is the integration of technology and cultural subjects, and will produce a new crisis of ecological security of network culture. In the information age, it is necessary to maintain the inherent laws of cultural ecology and correctly view network culture through the government at the macro level, industry organizations at the medium level and enterprises at the micro level to achieve collaborative governance.

Wang Huali and Zhang Jiuhai (2010, p.45) believe that the adverse effects of the imbalance of network cultural ecology have appeared in China, and it is necessary to use various means to regulate it comprehensively in order to create a healthy network cultural ecological environment.

Gao Yun (2010, p.8) pointed out that network is a two-way interactive field medium shaped by common interests or consensus. As a brand new field of social behavior, network has triggered the generation of brand new social behavior. Gao Yun's observation underscores the transformative impact of the network as a two-way interactive medium that shapes new social behaviors. The network fosters community building, alters identity and self-presentation, introduces new social norms, and influences information dissemination and activism. It also brings about economic changes and challenges, highlighting the complex and evolving nature of digital social behavior.

Zhao Yanzhi and Zhou Shouliang (2013, p.55) believe that at present, networking is bound to be the direction of university organization evolution in the information age, and universities have formed decision-making networks, service networks and collaborative networks through the evolution of internal and external explicit stakeholders, all of which provide opportunities for universities to realize network co-governance.

Guo Ju-hua, Zhang Ke (2007, p.135-137) pointed out that campus network culture is a new development of campus culture under the network environment and a virtual version of traditional campus culture, which makes campus culture increasingly social and makes the communication between campus culture, social culture and inter-campus culture unprecedented. So that the campus culture has been affected more and more.

Luo Yuting (2011, p.4) proposed that network culture is a new form of culture produced and formed by the combination and mutual promotion of the traditional culture and the network, which is an important trend of today's culture development.

Song Wei (2016, p.39) proposed that the university campus network culture is a regional culture with digital network information as the basic form, network learning, entertainment and communication as the main activities, and university teachers and students as the main participants. It is the extension and expansion of university campus culture on the network.

Ma Lihua (2019, p.28) proposed that the university campus network culture is a network culture with teachers and students as the main body, the dissemination, interaction and sharing of campus culture as the core, and the study, life, communication and entertainment in the network space of universities as the main content.

Zhong Jiaquan (2011) proposed that the core of the university campus network culture is the network spirit culture, and its guarantee is the network system culture, it is manifested as the network behavior culture, its carrier is the network material culture. All aspects are interdependent and mutually promoted, forming the organic whole of the university campus network culture.

Lu Xiaojian and Lai Qin (2018, p.149) put forward the strategies of strengthening the construction of network culture, standardizing the management of campus network culture, occupying the position of network ideological and political education, and improving the quality of network culture to strengthen the construction of network culture.

Hu Binbin, Wu Jie (2009, p.92), Wang Debin (2009, p.109) put forward the countermeasures and suggestions to strengthen the construction of university campus culture, especially to strengthen the construction of network culture. They recommendations highlight the importance of strengthening network culture within university campuses. By developing a strong online presence, promoting positive online behavior, fostering engagement, integrating technology, encouraging student involvement, enhancing communication, monitoring effectiveness, and ensuring security, universities can build a robust and supportive digital environment that complements and enriches campus culture.

Liu Bo (2022) believes that the "Buddhist" subculture is a cultural implantation and a derivative of network culture. It is necessary to strengthen the construction of network culture, create a healthy and upward campus mainstream network culture, and realize the guidance of mainstream culture to network culture.

Luo Yuting and Wei Qiang (2012) pointed out that we should actively occupy the position of network culture, constantly enhance the discourse power of network culture, strengthen the construction of network information technology, and improve the discourse ability of network ideological and political education.

Li Changwu (2013, p.57) proposed ways to promote the integration of campus culture and college students' ideological and political education, such as establishing a comprehensive guarantee mechanism, clearing up and resisting vulgar phenomena to highlight the functional orientation of campus culture education, building a healthy and upward network culture, and guiding students to actively participate in campus culture construction.

Yan Lin (2013, p.90) analyzed the influence of network culture on college campus culture according to the structural equation model, and put forward countermeasures and suggestions. Yan Lin's analysis highlights the significant influence of network culture on college campus culture and the need for strategic responses. By developing a cohesive digital strategy, promoting positive online behavior, enhancing engagement, integrating technology, encouraging student involvement, monitoring impact, and ensuring security, universities can effectively

manage the integration of network culture and create a supportive and enriching campus environment.

In conclusion, network culture refers to a cultural phenomenon formed by school teachers and students engaging in communication, learning, entertainment, and information sharing activities within a digital and networked environment. Its main characteristics include: A strong openness, focusing on diverse development. Interactivity and cooperation, encouraging innovative and self-expressive activities. Promotion of innovation and personalized development. Real-time nature and timeliness of information. Contribution to the modernization of school education and teaching, enhancement of students' information literacy, and strengthening of attractiveness and cohesion. Emphasis on internet ethics education and information security management.

The campus culture of universities referred to in this article is based on the existence form of cultural phenomena, and campus culture is divided into: material culture, spiritual culture, institutional culture, behavioral culture and network culture. The campus culture of universities has the characteristics of scientific nature, contemporary nature, stability and independence. Researchers believe that college campus culture is led by school administrators, with students (managed) as the main body, and with symbols, rules and regulations, ritual activities, values, etc. as the main content. Within the regional space where students live, The civilized lifestyle formed by the interaction between college students and the campus environment. Therefore, in the process of theoretical discussion on the construction of campus culture in colleges and universities, it is particularly important to have an in-depth understanding of the content and current situation of campus culture construction in colleges and universities in the new era.

The Context of Universities in Guangxi

Guangxi is an autonomous region of China, its capital is Nanning. Guangxi has jurisdiction over 14 prefecture-level administrative units, including 10 prefecture-level cities and 4autonomous prefectures. Guangxi has a number of higher education institutions, including comprehensive universities, normal universities, medical

universities, engineering universities, nationalities universities, vocational and technical colleges and other different types of universities. These universities play an important role in the field of education and scientific research in Guangxi and even in southern China. As far as the overall education quality and level of universities in Guangxi are concerned, each university has its own advantages and characteristics in different fields and specialties. Some comprehensive universities, such as Guangxi University, have high visibility and comprehensive strength in the southern region. In recent years, Guangxi's higher education has been greatly developed, with a number of universities covering different disciplines and specialties. With the expansion of higher education, universities are also strengthening teaching quality, teacher construction and scientific research capacity. The following is an overview of 8 universities located in the north, central and south of Guangxi, and a brief introduction to the quality and level of education of these universities:

Guangxi University of Science and Technology: Founded in 1958 and located in Liuzhou, Guangxi University of Science and Technology is a university with engineering, science, and management as its core disciplines. The university specializes in engineering and applied science, contributing to the training of engineering and applied science professionals.

Guangxi Normal University is located in Guilin City, Guangxi. The Ministry of Education of China and the Guangxi Government have jointly established universities. They are selected into the basic ability construction engineering of colleges and universities in the western region, a national college student innovation and entrepreneurial training plan, a national college student cultural quality education base, and the Ministry of Education to study in China to study in China to study in China. The base is the earliest cultural education center in Guangxi history. It is a comprehensive university for the coordinated development of disciplines.

Guangxi Normal University for Nationalities, located in Chongzuo City, Guangxi, covers 11 disciplines including economics, law, education, literature, science, engineering, management, art, history, medicine, agriculture, and so on. Its students are from 30 ethnic minorities, including Zhuang, Yao, Miao, Dong, Yi and Mulao, accounting for more than 51% of the total number of students.

Hechi University: Founded in 1951 and located in Hechi, Hechi University is an undergraduate college that emphasizes applied undergraduate education. Hechi University focuses on cultivating applied talents, with an emphasis on serving local economic and social development.

Yulin Normal University, located in Yulin, Guangxi, is a pilot university of comprehensive higher education reform in Guangxi, the first demonstration teacher education base for the Guangxi University teacher Education ability Improvement program, and the "Demonstration base for college Student entrepreneurship Education" in Guangxi universities.

Baise University, located in Baise City, Guangxi Province, was established in 1938 with the approval of the Ministry of Education of the People's Republic of China. It is a pilot unit for Chinese classics reading.

Nanning Normal University: Founded in 1953 and is located in Nanning. It is a comprehensive university specializing in teacher education. The university demonstrates strengths in teacher education, literature, history, and other education-related fields, emphasizing the cultivation of educational professionals.

Guangxi Medical University: Founded in 1934 and located in Nanning, Guangxi Medical University is a key medical university in Guangxi. The university has made efforts in medical education and research, with certain achievements in medical and pharmaceutical fields.

Guangxi University of Finance and Economics: Founded in 1960 and based in Nanning, Guangxi University of Finance and Economics focuses on economics, finance, and management. The university excels in economics, finance, and management, aiming to produce applied talents in economic and management fields.

Guangxi University of Science and Technology: Founded in 1958 and located in Liuzhou, Guangxi University of Science and Technology is a university with engineering, science, and management as its core disciplines. The university specializes in engineering and applied science, contributing to the training of engineering and applied science professionals.

Beibu Gulf University: Founded in 1973 and situated in Qing Zhou, Beibu Gulf University is a comprehensive university with a focus on engineering and technology. The university boasts strengths in engineering and technology, nurturing technical talents to support local economic development.

Wuzhou University, located in Wuzhou City, Guangxi Province, was founded in 1985. China's "100 School Projects" has 14 teaching and supporting units, offering 51 undergraduate majors and 22 vocational majors, covering 10 disciplines such as philosophy, economics, law, education, literature, science, engineering, agriculture, management and art.

Guangxi Science & Technology Normal University is located in Laibin, Guangxi. Founded in 1958, it is one of the first pilot universities in China's "100 Universities Project" according to the Ministry of Education. It offers 34 undergraduate majors. Disciplines include education, engineering, law, literature, science, management, art and other disciplines.

Guangxi University of Finance and Economics: Founded in 1960 and based in Nanning, Guangxi University of Finance and Economics focuses on economics, finance, and management. The university excels in economics, finance, and management, aiming to produce applied talents in economic and management fields.

Beibu Gulf University: Founded in 1973 and situated in QingZhou, Beibu Gulf University is a comprehensive university with a focus on engineering and technology. The university boasts strengths in engineering and technology, nurturing technical talents to support local economic development.

Hezhou University is located in Hezhou City, Guangxi Province. Founded in 1943, it is one of the first demonstration universities in Guangxi Province to deepen the reform of innovation and entrepreneurship education. The university has two campuses in the east and west.

Overall, these 11 universities have different characteristics and advantages and play an important role in the educational and social development of Guangxi and southern China. The quality and level of education have been improving, but there are still some challenges compared with some developed regions. Efforts should be made to improve the quality of teaching, scientific research capacity and

the construction of teachers, so as to cultivate more outstanding talents conducive to regional and national development.

In recent years, the level of education in Guangxi has been continuously improving, and the government and various social departments have paid more attention to the development of higher education. These ideas come from the understanding of higher education, scientific research and the function of serving society, as well as the understanding of the mission of higher education given by the state. However, due to the great differences in regional economic development, the education level of universities in Guangxi is still facing some challenges, such as the reasonable allocation of educational resources and the improvement of higher education quality. The key factors to improve Guangxi higher education are to increase education investment, improve the quality of education management and improve the quality of managers.

University campus culture construction is an important part of socialist culture construction. With the rapid development of China's economy, the need for higher talents is more urgent. More and more attention has been paid to the cultural construction of the high school campus, and the cultural construction of the school campus has entered a new stage of historical development, not only in the aspect of theoretical research, More from many aspects of the embodiment of the characteristics of The Times, the results are remarkable. The national and regional governments have increased their investment in improving the infrastructure of colleges and universities in Guangxi, and colleges and universities have enough funds for construction, which has laid a solid foundation for the material and cultural construction of colleges and universities in various regions. The overall planning of the campus is more scientific, the layout is more reasonable, and the material and cultural construction of college campuses in Guangxi has been significantly improved.

In conclusion, universities in Guangxi have made some progress in the construction of campus culture, but there are still some challenges. For example, the construction of campus spiritual culture is relatively lagging behind, and the role of traditional culture in the construction of campus culture is ignored. At the same time, compared with some developed areas, Guangxi still has a gap in the construction of

campus culture, and further improvement methods are needed to improve the competitiveness of campus culture construction.

Related Research

Guo Bi Yu (2007, p.85) defined university material culture as the tangible aspects of university life that can be directly perceived and experienced. This form of culture encompasses the physical and material conditions associated with university education and teaching. It represents the material foundation and visible expression of university culture. This includes elements such as the campus environment, architectural design, cultural landmarks, academic disciplines, faculty members, teaching resources, and facilities. Essentially, it refers to the concrete aspects of university life that contribute to its cultural identity.

Wang Jianhua (2010, p.2) believes that universities do not pay enough attention to the management of culture, especially university quality culture. They are not aware of the promotion of quality culture to improve education quality and the organization that management can change university culture to a certain extent. The end result is that organizational culture often evolves into image engineering, which is difficult to penetrate the hearts of university members.

Wu Bin Qiang (2016, p.35) believed that the construction of campus culture in colleges and universities encounters multiple challenges. He highlighted the ecological complexity of students, noting that their diverse backgrounds and perspectives create a multifaceted environment that can complicate cultural initiatives. Additionally, Wu pointed out the differentiation in teachers' value orientations, which can lead to inconsistencies and conflicts in promoting a unified campus culture. Lastly, he identified the inherent limitations in the campus culture construction process itself, including insufficient resources and support systems that can hinder the effective implementation of cultural programs.

Hou Changlin (2013, p.55) proposed that university material culture encompasses both the physical environment of the campus and the range of cultural activities conducted there. Specifically, the material environment culture includes elements such as campus architecture, cultural landscapes, campus media, and

significant cultural artifacts. On the other hand, campus cultural activities encompass classroom teaching, as well as a wide variety of extracurricular activities including societal interest groups, recreational events, and sports activities.

Song Xianghua and Zhang Xueshu (2013) contend that there is a significant discord between current campus culture construction efforts and the objectives of ideological and political education. They argue that many colleges and universities prioritize the development of material aspects of campus culture, such as infrastructure and physical facilities, while neglecting the equally crucial development of spiritual and intellectual culture. Furthermore, they observe that while institutions often emphasize the importance of campus management systems, they frequently overlook the role of cultural enrichment in shaping students' values and character. Additionally, although campus activities are commonly highlighted as a means to engage students, the underlying cultural orientation and its alignment with educational goals are sometimes disregarded, leading to a misalignment between the activities and the broader educational objectives.

Zhang Jianguo (2010) believes that some universities lack the university spirit, the utilitarian consciousness is prominent, the entertainment tendency is serious, the cultural style is not high, the psychological problems are serious, the humanistic spirit is lacking, the overall concept is lacking and so on. On the other hand, some colleges and universities have problems such as loss of value orientation of campus culture, serious tendency of formalism, insufficient investment in campus culture construction, etc.

Qiao Changshui (2007, p.49) proposed there are problems such as paying too much attention to the construction of material culture, ignoring the construction of spiritual culture and institutional culture, insufficient implementation of the concept of harmonious development, and insufficient guidance and integration of harmonious culture to the construction of campus culture. There are some problems that equate the construction of campus culture with ideological and political education and campus activities of students, campus culture is the same, network culture and decadent culture have serious negative effects on college students; There are also problems such as attaching importance to the cultivation of modern

culture, neglecting the inheritance of traditional Chinese culture, and the contradiction between the traditional school education model and the development of campus culture itself.

Lu Xiaojian and Lai Qin (2018, p.149) proposed several strategic enhancements for the development of material culture in academic institutions. They suggested that a critical first step is to deepen the conceptual framework of material culture construction. This involves clarifying and expanding the theoretical underpinnings that guide how material culture is understood and integrated into the educational environment. Additionally, they emphasized the need to bolster the development of faculty and academic disciplines, which includes investing in professional development and ensuring that faculty members are well-equipped to contribute to material culture initiatives. Finally, Lu and Lai advocated for increasing investment in teaching resources and cultural amenities. This could involve upgrading facilities, expanding library collections, and improving access to cultural resources, all of which are essential for creating a rich and supportive learning environment that enhances the overall material culture of the institution.

He Kyunwei (2020, p.75) analyzed the problems of campus culture in playing a leading role in students' values, such as not paying enough attention to the rules of students' development, not paying enough attention to the role of students' subjective education, and not paying enough attention to students' sense of gain, and proposed to adhere to the student-oriented construction of campus material culture, spiritual culture, and institutional culture. Pay attention to education team construction and other ideas to enhance the identity of socialist core values of college students.

Hou Changlin (2013, p.64) defined university campus spiritual culture as the core value system and the essence of campus culture. It embodies the distinctive values, beliefs, and moral sentiments that have been developed and recognized over time. This includes the university's philosophy, spirit, historical traditions, and overall ethos.

Cai Guizen (2013, p.45) proposed that campus spiritual culture represents the collective spiritual wealth acknowledged by teachers, students, and staff. It

reflects the institution's educational objectives, training goals, and distinctive character, developed and accumulated over time. This spiritual culture is primarily expressed through the institution's traditional spirit, its core values, moral principles, cultural perspectives, as well as prevailing thought patterns, psychological climate, and spiritual beliefs.

Li Jinying and Shi Huigang (2000, p.2) believe that campus culture and ideological and political education are two completely different, relatively independent and complete systems, but they are inevitably connected and interpenetrate, tolerate, restrict and promote each other. Jin Wenbin (2012) emphasizes that despite their distinct characteristics, both campus culture and ideological and political education share a common philosophical goal: the education and development of individuals. Jin posits that ideological and political education serves as a guiding framework for campus culture, acting as a road sign that directs and influences the broader cultural environment of higher education institutions. According to Jin, this guidance ensures that campus culture aligns with and supports the objectives of ideological and political education, reinforcing the overall educational mission.

Yang Yiqin (2009, p.74) believes that campus culture in colleges and universities plays an important role in ideological and political education. Material culture has the function of safeguarding and strengthening, behavioral culture plays the function of connection and transmission, institutional culture shows obvious restraint and normative functions, and spiritual culture highlights the functions of cohesion and infection. Yang's analysis underscores the multifaceted role of campus culture in shaping and supporting the broader goals of ideological and political education in higher education institutions.

Xu Xiaoning (2019, p.146) specifically studied the interaction model between ideological and political education and campus culture construction, and proposed positive interaction in four aspects: top-level design, implementation subjects, educational content, methods and methods. The establishment of this interactive mechanism will inevitably effectively promote the moral integrity of colleges and

universities. A deep integration between people who cultivate people and people with culture.

Yao Hui and Zhang Fang (2023, p.17) believe that the current collaborative development of campus culture and ideological and political education faces several challenges. These include conflicts between the personalization of campus culture and the homogenization of ideological and political education, the static nature of campus culture versus the dynamic nature of ideological and political education, the opposition between proactivity and competitiveness in the process of collaborative reform, and the contradiction between the limitations of campus culture and the need for openness. To address these challenges, they propose four strategies for collaborative development: coordination of content systems, coordination of carriers, coordination of management, and expansion of connotations.

Lawrence Froman (1999, p.185-191) believes that universities are facing various pressures and suggests that the key to the change of university culture is to encourage the development of a new learning environment that cultivates students' spirit and thinking, and how universities better prepare students for tomorrow's work. This requires an environment that helps students adapt to change and encourages them to become lifelong learners.

Hopkins (2000, p.15) believes that the university reform should be characterized by both systematic depth and breadth to achieve meaningful and lasting change. He emphasizes that reforms need to go beyond superficial adjustments and address fundamental aspects of university organization and culture. By incorporating a comprehensive approach, reforms can lead to substantive changes that reflect the shared values and goals of the academic community. This process involves not only modifying organizational structures and processes but also fostering a cultural shift within the institution. According to Hopkins, the ultimate aim of such reforms is to transform the university culture itself, aligning it with the evolving aspirations and values of its members, thereby ensuring that the institution remains dynamic and responsive to contemporary challenges.

Sun Cheng-Wu (2019, p.119) proposed that fostering a strong sense of cultural self-confidence is crucial for advancing the cultivation and development of university spirit. He argued that this self-confidence enables institutions to create and promote a new era of university spirit, which in turn can guide and inspire the development and progress of colleges and universities. By deeply embedding cultural self-confidence into the educational environment, universities can establish a vibrant and forward-looking spirit that drives their growth and adapts to contemporary educational challenges. Sun contends that this renewed university spirit will not only reflect the institution's values and ambitions but also serve as a catalyst for innovation and excellence within the academic community.

Cai Jinsong and Tan Shuang (2018, p.38) advocate for the proactive cultivation and fostering of a culturally safe campus environment in universities. Their argument emphasizes that universities have a critical role in creating spaces where all members of the campus community feel respected, valued, and supported. This involves more than just implementing policies; it requires a continuous commitment to creating spaces that promote inclusivity and respect for diversity.

Dong Zhefang (2013, p.1) From the perspective of symbolic interactionalism, it is necessary to build up the university symbol system, establish equal dialogue mechanism, and pay more attention to mental communication among people，so as to foster a positive university culture. This system includes symbols, rituals, and traditions that collectively contribute to the cultural fabric of the university and help create a shared sense of meaning and belonging among its members.

Shen Lidan and Shu Tianchu (2021, p.103-107) put forward suggestions such as adhering to the correct value orientation, deeply exploring the connotation dimension of cultural construction, and building a multi-layer body with full participation. They recommendations emphasize the importance of adhering to correct value orientations, exploring the connotation of cultural construction, and building a multi-layered structure with broad participation. By enhancing cultural depth, and fostering inclusive and collaborative efforts, universities can create a vibrant and supportive campus culture that reflects their mission and engages all members of the community.

CAI Hongsheng and Wei Qianqian (2020, p.113-117) discussed that the importance of balancing the preservation of core values with the need for innovation in university culture. By following the logical path of "keeping" and "changing," and focusing on the innovation of maintaining what is right, universities can create a vibrant and evolving campus culture that reflects their mission and adapts to new challenges. Implementing strategic planning, involving stakeholders, and fostering a flexible and innovative environment are key to achieving this balance.

Zhang Huizhong (2022, p.2) proposed to emphasize the importance of adhering to correct direction, improving system construction, leveraging the network's role, mobilizing diverse stakeholders, and creating a diversified and distinctive culture. By aligning with national policies, strengthening institutional frameworks, utilizing digital platforms, engaging various groups, and celebrating diversity, universities can build a dynamic and supportive cultural environment that reflects their mission and meets the needs of their community.

Hou Changlin (2013, p.59) defined university campus institutional culture as a set of normative systems that evolve during the operation of the institution, designed to regulate the interactions among teachers, students, and other staff members. This institutional culture encompasses several key components: University Working Institutions: These include the various norms and requirements established over time for the management of university affairs and administrative functions, such as systems for meetings, discussions, teaching management, teacher management, and student management. Responsibility Systems: This refers to the organization's framework for division of labor, responsibilities, and authority among its personnel. Special Customs: These are the unique traditions of the university, including special festivals, ceremonies, and rituals. Du Lanying and Zhang Zan (2002, p.91) put forward suggestions for building a world-class university campus culture from four aspects: material culture, institutional culture, organizational culture and ideological culture of the campus.

Huang Zhan and Yu Lan (2010, p.41) studied the importance of constructing an international university campus culture that balances global and national perspectives while integrating China's traditional culture. By embracing global

standards, celebrating national identity, integrating traditional values, and fostering cultural exchange, universities can create a rich and inclusive cultural environment. Strategic planning, community engagement, and continuous improvement are key to achieving this balance and enhancing the overall campus experience.

Song Wei (2016, p.39) defined university institutional culture as the embodiment of the institution's educational philosophy, guiding ideology, and values, as reflected in the implementation of relevant legal frameworks, policy requirements, and the internal rules, regulations, and norms established by the university itself for governing education and teaching. According to Song, it is reflected through the implementation of various legal frameworks, policy requirements, and the internal rules and regulations that the university adopts to govern its educational and teaching activities.

Zhao Min and Liu Jing (2009, p.35) studied the importance of constructing a distinctive campus culture within a multicultural context. By integrating cultural perspectives and implementing inclusive practices, universities can create a unique and effective campus culture. Strategic curriculum development, community engagement, and ongoing evaluation are essential for building and maintaining a vibrant, diverse, and supportive campus environment.

Wang Hongcai (2015, p.3) believes that with the popularization of higher education, the crisis of university teaching quality urgently needs to promote the construction of university teaching culture. The root cause of the problem of university teaching quality is the neglect and neglect of the construction of teaching culture, and the root cause is the achievement concept of universities eager for quick success and benefits. Therefore, we must take the adjustment of teacher evaluation policy as the guide, improve the academic environment, stimulate the teaching initiative of teachers, and build a virtuous cycle of teaching culture.

Li Hanmei and Liu Jun (2020, p.44) suggested enhancing campus behavior culture by developing a dedicated framework for it and promoting mechanisms that integrate campus culture with ideological and political education. This approach aims to cultivate a positive and coherent campus environment that supports the

institution's mission and values while promoting ethical and engaged behavior among all members of the academic community.

Sun Yeqing (2013, p.88) advocated for guiding the development of campus spiritual culture using socialist core values. This approach involves embedding these values into the construction of campus material culture, incorporating them into institutional culture, and advancing campus behavior culture through value-driven practices. Sun Yeqing's approach aims to create a comprehensive and integrated campus culture where socialist core values are deeply embedded in both the material and institutional aspects of university life, ultimately guiding and shaping positive behaviors and attitudes within the academic community.

Shen Jian (2015, p.6) recommended that in shaping university campus culture according to socialist core values, institutions should focus on fostering a reform-oriented and innovative campus spirit, establishing a democratic and equitable institutional culture, and promoting a behavior culture characterized by dedication and integrity. Shen Jian's recommendations focus on integrating socialist core values into university culture by fostering innovation, promoting democratic and equitable practices, and encouraging dedicated and ethical behavior. These strategies aim to create a holistic campus environment that supports the university's educational objectives and values.

Deng Xinghua (2019, p.102) studied the issue of integrating international cultural elements into the construction of university campus culture and the realization of its ideological and political education functions in the process of internationalization development of universities. These strategies are designed to build a comprehensive campus environment that not only reflects socialist core values but also enhances the university's overall educational effectiveness and community spirit.

Xie Xuefang and Zang Zhipeng (2008, p.29) argue that in the information age, culture is increasingly defined by its technical and digital dimensions, resulting from the integration of technology with cultural elements. This convergence poses a new ecological security challenge for network culture. To address this, they suggest that it is crucial to uphold the fundamental principles of cultural ecology and

approach network culture through a multi-level collaborative governance framework. This includes macro-level oversight by the government, medium-level regulation by industry organizations, and micro-level management by enterprises.

Luo Yuting (2011, p.4) proposed that network culture represents a novel cultural form arising from the integration and mutual reinforcement of traditional culture and digital networks. He identified it as a significant trend in contemporary cultural development. Luo Yuting's analysis underscores the transformative impact of network culture on contemporary cultural landscapes, highlighting its role as a catalyst for change and a reflection of the increasingly interconnected and digital nature of modern society.

Song Wei (2016, p.39) described university campus network culture as a specific regional culture characterized by its reliance on digital network information. This culture primarily involves network-based learning, entertainment, and communication, with university teachers and students as the central participants. It serves as an extension and expansion of traditional university campus culture into the online realm. Song Wei's description emphasizes the evolving nature of university campus culture as it adapts to the digital age, highlighting the significance of network culture as both an extension and enhancement of traditional campus practices.

Wang Huali and Zhang Jiuhai (2010, p.45) highlight that China is experiencing adverse effects due to imbalances in network cultural ecology. They emphasize the need for a comprehensive regulatory approach to mitigate these negative impacts and foster a healthy network cultural environment. Wang and Zhang's analysis underscores the importance of addressing network cultural imbalances through a multifaceted strategy that includes both regulatory and proactive measures to ensure a positive and supportive digital environment.

Gao Yun (2010, p.8) notes that the network serves as a two-way interactive medium, shaped by shared interests or consensus. As a new domain of social behavior, the network has led to the emergence of novel social behaviors. The network's ability to facilitate real-time communication, enable content creation, and form online communities has led to the emergence of new social behaviors and norms. Understanding the implications for society, addressing challenges related to

privacy and access, and considering future technological advancements are crucial for leveraging the network's potential while mitigating its risks.

Zhao Yanzhi and Zhou Shouliang (2013, p.55) believe that networking is an inevitable direction for the evolution of university organizations in the information age. They note that universities have developed decision-making networks, service networks, and collaborative networks through interactions with various internal and external stakeholders. These networks present opportunities for universities to achieve effective network co-governance.

Peizhi Shi, Qing Yao(2011) believe that constructing university soft power should be guided by a harmonious integration of cultural principles, focusing on reconstructing the university spirit and inheriting and guiding advanced culture. By aligning with cultural values, defining the university's core spirit, promoting both traditional and advanced cultural practices, and implementing strategic and inclusive approaches, universities can build a robust and dynamic soft power that enhances their overall environment and impact.

He Pin and Li Honghua (2011) believe that the ecological balance of university culture should be maintained in the construction of university culture, and the academic nature is an important symbol of a university, and the balance of university culture and ecology must focus on academic culture. By prioritizing academic excellence, fostering collaboration, and continuously evaluating and improving practices, universities can build a robust and dynamic cultural environment that supports their mission and enhances their overall impact.

Liu Jianbo and Chen Chao (2010, p.142) highlight five key areas for advancing behavioral culture in universities: Developing Teachers' Leading Behavior Culture: Establishing high standards for faculty behavior to serve as role models for students. Humanistic Quality Education for Students: Promoting ethical and civilized behavior among students through quality education programs. Cultivating Professional Ethical Behavior: Integrating professional ethics into students' education and training. Scientific Management of Campus Cultural Activities: Organizing and managing campus events to reinforce positive behavior. Aligning with Industrial Behavior Culture: Bridging

the gap between campus culture and industry standards to prepare students for professional environments.

Ma Wei (2018, p.27) focused on improving the campus cultural identity of international students by: Enhancing Cultural Integration: Implementing programs to help international students adapt and integrate into campus life. Promoting Cross-Cultural Interactions: Facilitating interactions between international and domestic students. Leveraging Campus Culture for Support: Utilizing campus resources to support international students' cultural adjustment. Evaluating Cultural Programs: Regularly assessing and improving cultural initiatives for international students.

Liu Bo (2022) argues that the "Buddhist" subculture, as a part of network culture, requires: Strengthening Network Culture Development: Improving the quality of network culture. Creating a Positive Mainstream Network Culture: Ensuring network culture aligns with positive mainstream values. Guiding Network Culture with Mainstream Culture: Using mainstream cultural norms to shape network interactions.

Luo Yuting and Wei Qiang (2012) stress the importance of actively establishing a strong presence within network culture. They advocate for significantly enhancing the influence of network culture discourse, which involves improving how educational institutions communicate and shape online cultural narratives. Additionally, they emphasize the necessity of advancing network information technology to support and strengthen these efforts. This advancement includes not only upgrading technological infrastructure but also fostering innovation in how network tools and platforms are utilized for educational purposes. Moreover, they highlight the need to enhance the capacity for network ideological and political education. This means developing strategies and tools that effectively integrate ideological and political education into online platforms, ensuring that students are exposed to and engage with these aspects in a meaningful way.

Li Changwu (2013, p.57) proposed several strategies for integrating campus culture with college students' ideological and political education, aiming to create a more cohesive and supportive educational environment. Key recommendations include: Establishing a Comprehensive Support Mechanism: This involves creating a structured framework that supports the integration of campus culture with ideological

and political education. It includes setting up resources, administrative support, and coordination between different departments to ensure that these educational goals are effectively pursued. Addressing and Countering Vulgar Content: Li Changwu emphasizes the need to identify and eliminate inappropriate or superficial content that may detract from the educational objectives of campus culture. By promoting high-quality, relevant content, the educational role of campus culture can be reinforced, creating a more enriching environment for students. Fostering a Positive and Progressive Network Culture: Efforts should be directed towards developing a network culture that is uplifting and forward-thinking. This involves encouraging content and interactions that support positive values, progressive ideas, and constructive discourse, contributing to the overall educational mission. Encouraging Active Student Engagement: Li Changwu suggests promoting student involvement in the development and enhancement of campus culture. This includes creating opportunities for students to participate in cultural activities, contribute to campus discussions, and take an active role in shaping their educational environment.

Chapter 3
Research Methodology

This research focuses on developing the university campus culture construction in Guangxi. To examine the present state of campus culture development in Guangxi, formulate andevaluate the guideline for the construction of campus culture of Universities in Guangxi. The researcher will follow these steps.

1. The population / Sample group

2. Research Instruments

3. Data Collection

4. Data analysis

Phase 1: The aim of this phase is to assess the current state of campus culture development at universities in Guangxi.

The Population/ Sample Group

The Population

The population were 369 middle and senior managers from the public relations departments of 11 universities in Guangxi, who were responsible for cultural promotion and campus cultural development work.

The Sample Group

According to the sampling table by Krejcie and Morgan (1970), by using sample random sampling, the sample for this research comprised 191 mid-level administrators from the publicity departments of 11 public universities in Guangxi. Stratified random sampling and simple random sampling techniques were utilized,selecting sample universities from the 11 public universities located in Nanning, Liuzhou, Guilin, Baise, Chongzuo, Hechi, Yulin, Wuzhou, Laibin, Qinzhou, and Hezhou in Guangxi, including Guangxi University of Science and Technology (LiuZhou), Guangxi Normal University(GuiLin), Guangxi Minzu Normal University (ChongZuo), Hechi University (HeChi), Yulin Normal University (YuLin), Baise University (BaiSe), Wuzhou University (WuZhou), Guangxi Science & Technology Normal University

(LaiBin), Guangxi University of Finance and Economics (NanNing), Beibu Gulf University (QinZhou), Hezhou University (HeZhou).For a comprehensive overview and detailed information, please refer to Table 3.1.

Table 3.1 Lists of university and sample size

No	University in Guangxi	Population	Sample group
1	Guangxi University of Science and Technology	33	17
2	Guangxi Normal University	45	24
3	Guangxi Minzu Normal University	27	14
4	Hechi University	33	17
5	Yulin Normal University	37	19
6	Baise University	41	21
7	Wuzhou University	27	14
8	Guangxi Science & Technology Normal University	27	14
9	Guangxi University of Finance and Economics	31	16
10	Beibu Gulf University	39	20
11	Hezhou University	29	15
	Total	369	191

According to table 3.1, the list of universities where the research samples are located shows that these 11 universities are distributed in 11 cities in Guangxi, including cities with relatively developed economy and culture such as Nanning, Guilin and Liuzhou, cities with medium level of cultural and economic development such as Wuzhou and Qinzhou, and cities with slower economic and cultural development such as Hechi and Baise. Therefore, the selection of research groups and samples can better represent the actual state of campus culture construction in Guangxi, and ensure the accuracy, validity and coverage of the data in the sample group.

Research Instruments

Questionnaire

To gather data for the first objective—assessing the current state of campus culture among mid-level administrators in Guangxi universities—a questionnaire was used. This questionnaire was crafted to evaluate the construction of campus culture in Guangxi universities across five key aspects: 1) material culture, 2) spiritual culture, 3) institutional culture, 4)behavior culture and 5)network culture. using information and communication technology skills. The survey questionnaire consists of two sections:

Part 1: A section gathering personal details from respondents, including their gender, age, educational background, years of work experience, and professional title level.

Part 2: An assessment of the current state of campus culture development at universities in Guangxi.Data interpretation was conducted using a five-point Likert scale, with the following criteria:

A rating of 5 indicates that mid-level administrators perceive the development of campus culture to be at the highest level

A rating of 4 indicates that mid-level administrators view the development of campus culture as being at a high level

A rating of 3 indicates that mid-level administrators consider the development of campus culture to be at a medium level

A rating of 2 signifies that mid-level administrators perceive the development of campus culture to be at a low level

A rating of 1 indicates that mid-level administrators view the development of campus culture as being at the lowest level

Data interpretation for the mean values follows the framework developed by Rensis Likert (1932), with the specific numerical interpretations as follows:

A range of 4.50 to 5.00 signifies the highest level

A range of 3.50 to 4.49 represents a high level

A range of 2.50 to 3.49 indicates a medium level

A range of 1.50 to 2.49 denotes a low level

A range of 1.00 to 1.49 represents the lowest level

Constructing a questionnaire process

The process for designing the survey questionnaire is as follows:

Step 1: Examining and evaluating documents, concepts, theories, and studies pertaining to campus culture at universities in Guangxi.

Step 2: Develop the questionnaire focusing on the current state of campus culture at universities in Guangxi. The researcher subsequently sent the draft of the questionnaire to thesis advisors for review and integrated their feedback into the final version.

Step 3: Five experts assessed the questionnaire's Index of Objective Congruence (IOC),with the IOC values ranging from 0.60 to 1.00.

Step 4: Modify the questionnaire in accordance with the experts' recommendations.

Step 5: The questionnaires were distributed to 30 middle-level administrators campus culture in universities in Guangxi for try-out. The consistency of the questionnaire was then assessed using Cronbach's Alpha Coefficient, which resulted in a high reliability score of 0.975.

Step 6: The survey targets 191 mid-level administrators at universities in Guangxi.

Data Collection

The data gathering for objective 1,which aims to assess the current state of campus culture at universities in Guangxi,

Step 1: Researchers will request that the Graduate School of Bansomdejchaopraya Rajabhat University issue a formal letter to obtain permission to collect data from 191 middle managers responsible for campus culture construction at universities in Guangxi.

Step 2: The researcher conducted a survey with 191 mid-level administrators responsible for campus culture construction at universities in Guangxi.

Data Analysis

For the data analysis in this study, the researcher utilized a specialized software package to process and examine the collected data. The specific steps are as follows:

Step 1: Categorize the respondents' personal information by gender and educational background, and then analyze it using frequency and percentage.

Step 2: The current state of campus culture development at universities in Guangxi was examined across the following five aspects:1) material culture, 2) spiritual culture, 3) institutional culture, 4) behavior culture and 5) network culture was examined using mean and standard deviation.

Phase 2: The objective of this phase is to formulate the guidelines for campus culture of universities in Guangxi.

Key Informant

The interviewees

The interviewees for this research were 11 mid-level campus culture administrators from universities in Guangxi. Their qualifications are as follows: 1) Associate professor or above, 2) more than 6 years of experience in cultural publicity and education management, 3) Master's degree or above.

Research Instruments

Structured Interview

The tool used to gather data for objective 2, to formulate the guidelines for campus culture of universities in Guangxi . The structured interview was designed to assess the current state of campus culture at universities in Guangxi in 5 following aspects: 1) material culture, 2) spiritual culture, 3) institution culture, 4) behavior culture, and 5) network culture. The structured interview provide into two parts:

Part 1: the demographic information of the interviewees, classified by interviewee, interviewer, education background, work experience, interview time, and interview date.

Part 2: Mid-level administrators provided suggestions for addressing the current state of campus culture construction in Guangxi universities across five aspects: material culture, spiritual culture, institutional culture, behavioral culture, and network culture.

Constructing a structured interview process

The specific procedures for conducting the structured interviews are as follows:

Step 1: Search for literature, concepts, theories, and research related to campus culture construction at universities in Guangxi.

Step 2: Constructing the structured interview about suggestion for developing the current situation of campus culture of universities in Guangxi base on five aspects: 1) material culture, 2) spiritual culture, 3) institution culture, 4) behavior culture, and 5) network culture. Then sending the outline of structured interview to the thesis advisors for review and revision based on their recommendations.

Data Collection

To achieve objective 2—developing guidelines for the construction of campus culture at universities in Guangxi—the data collection involved the following specific steps:

Step 1: The researcher will request that the Graduate School of Bansomdejchaopraya Rajabhat University issue a formal letter for the purpose of interviewing middle managers from 11 universities in Guangxi.

Step 2: The researcher interviews the campus culture middle-level administrators one-by-one through online platform or by face-to-face depending on the interviewee convenience.

Data Analysis

The structured interviews regarding the guidelines for construction campus culture at universities in Guangxi were analyzed using content analysis.

Phase 3: The objective of this phase is to evaluate the guidelines for the construction of campus culture of universities in Guangxi.

The expert group

The experts to evaluate the suitability and feasibility of the guidelines for the construction of campus culture of universities in Guangxi are 9 experts from university in Guangxi. Expert qualification requirements: 1) More than 10 years of relevant experience in publicity and education in universities in Guangxi, 2) Familiar with the whole process of cultural publicity and education, 3) A doctor's degree or associate professor or above.

Research Instruments

Evaluation form

The tool used to gather data for objective 3, which is to assess the guidelines for the construction campus culture at universities in Guangxi, The evaluation form designed based on the guidelines for the construction of campus culture of universities in five following aspects: 1) material culture, 2) spiritual culture, 3) institutional culture, 4) behavioral culture, and 5) network culture. The evaluation form provide into two parts:

Part 1: the background information of the interviewees, classified by work position, work experience, educational background, and academic title.

Part 2: The evaluation form about the guidelines for the construction of campus culture of universities in Guangxi. Data interpretation is based on the five-point Likert scale, with the following specific criteria:

A score of 5 indicates that the guideline's suitability and feasibility are at the highest level

A score of 4 indicates that the guideline's suitability and feasibility are at a high level.

A score of 3 indicates that the guideline's suitability and feasibility are at a medium level.

A score of 2 indicates that the guideline's suitability and feasibility are at a low level.

A score of 1 indicates that the guideline's suitability and feasibility are at the lowest level.

Data interpretation for the average values follows the framework established by Rensis Likert (1932). The interpretation is as follows:

Scores from 4.50 to 5.00 represent the highest level.

Scores from 3.50 to 4.49 represent a high level.

Scores from 2.50 to 3.49 represent a medium level.

Scores from 1.50 to 2.49 represent a low level.

Scores from 1.00 to 1.49 represent the lowest level.

Constructing a evaluation form process

The construction process of evaluation form are as follows:

Step 1: Constructing the evaluation form about the guidelines for the construction of campus culture of universities in Guangxi.

Step 2: Administer the evaluation form to 9 experts.

Data Collection

The data collection for objective 3, which focuses on assessing the suitability and feasibility of the guidelines for construction campus culture at universities in Guangxi,as following procedure:

Step 1: The researcher requested a formal letter from the graduate school,Bansomdejchaopraya Rajabhat University for requesting to invite the expert to evaluate the model.

Step 2: The researcher sent out the evaluation form to mid-level administrators and collected a total of 9 completed forms.

Data Analysis

For analyzing data in this research, the researcher employed a software package, as detailed below: The assessment of the suitability and feasibility of the guidelines for construction campus culture at universities in Guangxi was analyzed using mean and standard deviation.

Chapter 4
Data Analysis Results

This research aims to investigate guidelines for the construction of campus culture of university in Guangxi. The objectives of this research were 1) to study the current situation of campus culture construction of university in Guangxi, 2) to propose the guidelines for the construction of campus culture of university in Guangxi, 3) to evaluate the suitability and feasibility of the guidelines for the construction of campus culture of university in Guangxi. The data analysis result can be presented as follows:

        1. Symbol and Abbreviations

        2. Presentation of Data Analysis

        3. Results of Data Analysis

        The details are as follows.

Symbol and Abbreviations

        N   refers to population

        n   refers to sample group

        $\bar{\text{X}}$ refers to mean

        S.D. refers to standard deviation

Presentation of Data Analysis

        Part 1: The analysis results about the personal information of respondents, classified by gender,age,educational level, professional title, position, years of service. Presented the data in the form of frequency and percentage.

        Part 2: The analysis result about the level of current situation of campus culture construction in Guangxi university. Presented the data in the form of frequency and percentage.

        Part 3: The analysis results about the interview contents about the guidelines for the construction of campus culture of universities in Guangxi.

Part 4: The analysis results about the adaptability and feasibility assessment analysis for the guidelines for the construction of campus culture of universities in Guangxi. Presented the data in the form of average value and standard deviation.

Results of Data Analysis

The researchers segmented the data into four sections for analysis.

Part 1: The analysis results about the personal information of respondents, classified by gender,age, educational level, professional title, position, years of Service, presented the data in the form of frequency and percentage.

Table 4.1 Number of people and percentage of respondents

(n = 191)

	Personal Information	Frequency	Percentage
	Male	97	50.79
Gender	Female	94	49.21
	Total	**191**	**100.0**
	Under 30 years old	1	0.52
	30-40 years old	62	32.46
Age	41-50 years old	72	37.70
	Age more than 50 years	56	29.32
	Total	**191**	**100.0**
	Doctor's degree	78	40.84
Educational	Master's degree	47	24.61
level	Bachelor's degree	66	34.55
	Total	**191**	**100.0**

Table 4.1 (Continue)

	Personal Information	Frequency	Percentage
Professional title	Chief	73	38.22
	Senior	58	30.37
	Middle	58	30.37
	Junior	1	0.52
	No Rank	1	0.52
	Total	**191**	**100.0**
Position	School leaders	68	35.60
	College director	63	32.98
	Department head	60	31.41
	Total	**191**	**100.0**
Years of experience	5-10 years	1	0.52
	11-15 years	54	28.27
	16-20 years	66	34.55
	More than 20 years	70	36.65
	Total	**191**	**100.0**

According to Table 4.1, showed that among the respondents, there were 97 males, constituting a relatively larger share at 50.79%, while females numbered 94, accounting for 49.21%. In terms of age distribution, the majority were 41-50 years old, with 72 individuals, making up 37.70% of the sample. Those aged 30-40 accounted for 32.46%, while those under 30 represented the smallest proportion at 0.52%. Regarding education levels, those with doctoral degrees had the highest representation at 78 people, or 40.84%, bachelor's degrees came second, comprising 34.55%,and master's degrees had the lowest percentage, at 24.61%. In terms of job titles, there were 73 respondents with senior-level positions, representing 38.22% of the total, which was the highest both mid- and junior-level positions had 58 each, accounting for 30.37% each. The lowest proportions belonged to those with entry-

level and no title, each comprising only 1 person, or 0.52%. School leaders made up the largest share of leadership roles, with 68 individuals, accounting for 35.60%. Department heads had the lowest representation, with 60 individuals, or 31.41%. The distribution of work experience showed that the majority, 70 people, had more than 20 years of service, making up 36.65% of the sample those with 16 to 20 years of experience came second at 34.55%, while the least common were those with 5 to 10 years, with just one person, or 0.52%.

Part 2: The analysis result about the level of current situation of campus culture construction in Guangxi university. Presented the data in the form of frequency and percentage.

Table 4.2 The mean and standard deviation of the current situation of the construction of campus culture of university in Guangxi in five aspects

(n = 191)

	Campus culture in universities in Guangxi	$\overline{\text{X}}$	S.D.	level	order
1	material culture	3.73	0.73	high	2
2	spiritual culture	3.73	0.75	high	3
3	institutional culture	3.74	0.81	high	1
4	behavior culture	3.72	0.73	high	4
5	network culture	3.69	0.64	high	5
	Total	3.72	0.73	high	

According to Table 4.2, found that the current situation of the construction of campus culture of university in Guangxi in five aspects was at high level ($\overline{\text{X}}$ = 3.72). Sort the scores across all five dimensions in descending order, as follows:the highest mean was institutional culture ($\overline{\text{X}}$ = 3.74), follow by material culture ($\overline{\text{X}}$ = 3.73), and network culture was the lowest mean ($\overline{\text{X}}$ = 3.69).

Table 4.3 The mean and standard deviation of the current situation of material culture

(n = 191)

	Material culture	$\bar{x}$	S.D	level	order
1	Middle managers pay attention to improve the tangible objects and space that can reflect school educational concepts, historical traditions, social functions, and the daily life of students and teachers	3.89	0.63	high	1
2	Middle-level managers attach great importance to the construction of teaching buildings, laboratories, libraries and other facilities to meet the needs of teaching and learning	3.68	0.75	high	10
3	Middle managers maintain a material culture with a strong symbolic significance	3.83	0.82	high	3
4	Middle managers believe that material culture represents the spirit, tradition, and values of the school	3.70	0.74	high	8
5	Middle managers should pay attention to the design of the school emblem, school flag, school song and specific memorials	3.73	0.66	high	5
6	Middle managers promote the construction of public learning space in schools	3.78	0.66	high	4
7	Middle managers promote the co-use and maintenance of school facilities	3.85	0.73	high	2
8	Middle managers promote the diversity of material culture	3.70	0.55	high	9
9	Middle managers promote the sustainable development of material culture	3.58	0.82	high	12
10	Middle managers pay attention to the pursuit of innovation in the material culture of the school	3.64	0.73	high	11

Table 4.3 (Continue)

	Material culture	$\overline{X}$	S.D	level	order
11	Middle managers believe that material culture should serve educational activities	3.71	0.74	high	7
12	Middle managers believe that material culture shapes the identity and cultural atmosphere of the school	3.72	0.88	high	6
	Total	**3.73**	**0.73**	**high**	

According to Table 4.3,found that the current situation of material culture was at high level ($\overline{X}$ = 3.73). The findings of this results, ranked from the highest to the lowest mean were as follows: the highest level was middle managers pay attention to improve the tangible objects and space that can reflect school educational concepts, historical traditions, social functions, and the daily life of students and teachers ($\overline{X}$ = 3.89), follow by middle managers promote the co-use and maintenance of school facilities ($\overline{X}$ = 3.85), and Middle managers promote the sustainable development of material culture was the lowest mean ($\overline{X}$ = 3.58).

Table 4.4 The mean and standard deviation of the current situation of spiritual culture

(n = 191)

	Spiritual culture	$\bar{x}$	S.D.	level	order
1	Middle managers maintain the core values and ethical standards advocated by the school	3.77	0.85	high	3
2	Middle managers actions and decisions are guided by the school's spiritual culture	3.78	0.72	high	2
3	Middle managers conduct innovative thinking, critical thinking and lifelong learning under the influence of spiritual culture	3.75	0.65	high	5
4	The behavior of middle managers reflects the school's pursuit of knowledge and wisdom	3.61	0.68	high	11
5	Middle managers pay attention to school celebrations and other celebrations	3.71	0.72	high	7
6	Middle managers believe that spiritual culture can strengthen the sense of identity and belonging of teachers and students	3.67	0.87	high	10
7	Middle managers pay attention to the publicity and reporting of the school's fine traditions and the deeds of outstanding alumni	3.71	0.82	high	8
8	Middle managers believe that spiritual culture is the result of school history	3.69	0.86	high	9
9	Middle managers pay attention to social development	3.77	0.62	high	4
10	Middle managers pay attention to educational innovation and adaptability	3.75	0.65	high	6
11	Middle managers believe that spiritual culture has a profound impact on their behavior patterns and ways of thinking	3.82	0.83	high	1
	Total	**3.73**	**0.75**	**high**	

According to Table 4.4,found that the current situation of spiritual culture was at high level ($\overline{X}$ = 3.73). Sort the scores of each spiritual culture variable in descending order, as follows:the highest level was middle managers believe that spiritual culture has a profound impact on their behavior patterns and ways of thinking ($\overline{X}$ = 3.82), follow by middle managers actions and decisions are guided by the school's spiritual culture ($\overline{X}$ = 3.78), and the behavior of middle managers reflects the school's pursuit of knowledge and wisdom was the lowest mean ($\overline{X}$ = 3.61).

Table 4.5 The mean and standard deviation of the current situation of institutional
culture

(n = 191)

	Institutional culture	$\overline{X}$	S.D.	level	order
1	Middle managers have advanced management concepts	3.77	0.98	high	5
2	Middle managers have a good operation mode	3.78	0.87	high	3
3	Middle managers have distinct organizational characteristics	3.82	0.76	high	1
4	Middle managers have developed clear rules and regulations and standard processes	3.66	0.81	high	11
5	The rules formulated by middle managers cover education and teaching, scientific research, social services, resource management, etc	3.72	0.77	high	6
6	Middle managers pay attention to the authority of the system	3.81	0.75	high	2
7	Middle managers pay attention to the execution of decisions	3.70	0.76	high	9
8	Middle managers pay attention to the effectiveness of management when formulating the system	3.68	0.68	high	10
9	The system formulated by the middle managers has a certain stability	3.78	0.79	high	4
10	Middle managers pay attention to reflect the school's educational philosophy and goals when formulating the system	3.72	0.83	high	7

Table 4.5 (Continue)

	Institutional culture	$\overline{\text{X}}$	S.D.	level	order
11	The middle managers, when formulating the system, they pay attention to the coordination and integration of the school work	3.71	0.86	high	8
	Total	**3.74**	**0.81**	**high**	

According to Table 4.5,found that the current situation of institutional culture was at high level ($\overline{\text{X}}$ = 3.74). Considering the results of this research aspects ranged from the highest to lowest level were as follows:the highest level was middle managers have distinct organizational characteristics ($\overline{\text{X}}$ = 3.82), follow by middle managers pay attention to the authority of the system ($\overline{\text{X}}$ = 3.81), and middle managers have developed clear rules and regulations and standard processes was the lowest mean ($\overline{\text{X}}$ = 3.66).

Table 4.6 The mean and standard deviation of the current situation of behavior culture

(n = 191)

	Behavior culture	$\overline{\mathrm{x}}$	S.D.	level	order
1	Middle managers show strong leadership through their leadership style and decision-making ability	3.67	0.68	high	9
2	The behavior of middle managers has an important influence on teachers and students, and shapes the school's management culture and working atmosphere	3.73	0.77	high	5
3	Middle managers have effective communication and coordination skills to ensure the flow of information and the smooth completion of tasks	3.76	0.96	high	3
4	Middle managers are professional in management ability and the inheritance and promotion of school culture and educational concepts	3.71	0.81	high	6
5	The professional knowledge and behavior of middle managers are exemplary	3.75	0.66	high	4
6	Middle managers show a strong sense of responsibility when handling school affairs	3.65	0.65	high	11
7	The decision and behavior of middle managers are fair in order to establish the campus culture of justice and integrity	3.80	0.56	high	2
8	Middle managers are innovative and adaptable, guiding schools to adapt to new educational trends and challenges	3.68	0.59	high	8
9	Middle managers assume the responsibility for team building	3.67	0.70	high	10
10	Middle managers promote harmony and development within the school through positive interpersonal relationships and effective teamwork	3.81	0.73	high	1

Table 4.6 (Continue)

	Behavior culture	$\overline{\text{X}}$	S.D.	level	order
11	The behavior culture of middle managers plays a key role in realizing the school's educational goals, improving management efficiency and creating a positive campus cultural environment	3.69	0.88	high	7
	Total	**3.72**	**0.73**	**high**	

According to Table 4.6,found that the current situation of behavior culture was at high level ($\overline{\text{X}}$ = 3.72). Considering the results of this research aspects ranged from the highest to lowest level were as follows:the highest level was middle managers promote harmony and development within the school through positive interpersonal relationships and effective teamwork ($\overline{\text{X}}$ = 3.81), follow by the decision and behavior of middle managers are fair in order to establish the campus culture of justice and integrity ($\overline{\text{X}}$ = 3.80), and middle managers show a strong sense of responsibility when handling school affairs was the lowest mean ($\overline{\text{X}}$ = 3.65).

Table 4.7 The mean and standard deviation of the current situation of network culture

(n = 191)

	Network culture	$\bar{\text{x}}$	S.D.	level	order
1	Middle-level managers pay attention to the openness of network culture construction	3.60	0.56	high	14
2	Middle managers promote the diversified development of campus culture	3.67	0.55	high	8
3	Middle-level managers provide a convenient interactive platform to enhance the interaction and cooperation between students and teachers	3.71	0.67	high	7
4	Middle managers encourage innovation and self-expression	3.62	0.74	high	12
5	Middle managers promote the innovative and personalized development of campus culture	3.63	0.88	high	11
6	Middle managers make campus cultural activities have a strong real-time	3.73	0.53	high	4
7	Middle managers pay attention to the network dissemination of the latest developments, academic lectures, cultural activities, etc., to improve the timeliness of information	3.64	0.65	high	10
8	Middle-level managers promote the modernization of school education and teaching through the construction of network culture	3.77	0.68	high	3
9	Middle managers improve students' pheromones through the construction of network culture	3.78	0.78	high	2
10	Middle managers enhance the appeal and cohesion of the campus culture	3.62	0.81	high	13
11	Middle managers pay attention to strengthening network ethics education	3.79	0.51	high	1

Table 4.7 (Continue)

	Network culture	$\overline{\text{X}}$	S.D.	level	order
12	Middle managers emphasize information security management	3.72	0.77	high	5
13	You are full of the quality of the campus culture construction in your current school	3.65	0.45	high	9
14	You are satisfied with the current campus culture construction measures of your school	3.72	0.42	high	6
	Total	3.69	0.64	high	

According to Table 4.7,found that the current situation of network culture was at high level ($\overline{\text{X}}$ = 3.69). Considering the results of this research aspects ranged from the highest to lowest level were as follows:the highest level was middle managers pay attention to strengthening network ethics education ($\overline{\text{X}}$ = 3.79), follow by middle managers improve students' pheromones through the construction of network culture ($\overline{\text{X}}$ = 3.78), and middle-level managers pay attention to the openness of network culture construction was the lowest mean ($\overline{\text{X}}$ = 3.60).

Part 3: The analysis results about the interview contents about the guidelines for the construction of campus culture of universities in Guangxi.

This research uses the interview method to explore the development needs of campus culture construction in Guangxi, and aims to formulate guidelines for improving campus culture in Guangxi. The researchers interviewed 11 middle-level managers in Guangxi who have more than 6 years of experience engaged in campus culture construction and publicity,associate professor or above, master's degree or above. Through the form of one-to-one interview, we comprehensively and deeply understand the problems and urgent needs of the campus culture construction of universities in Guangxi, which provides important data support for the formulation of guidelines for improving the campus culture construction of universities in Guangxi.

In this research, the researchers designed the interview outline of the study design around the five dimensions of the university campus culture construction, and presented the information provided by the respondents through the structured interviews. The researchers conducted four face-to-face interviews and seven online remote interviews and completed interviews with 11 respondents. Each interview was conducted one-on-one in a private location. Detailed notes were made for each interview. The total interview time of 11 respondents was 358 minutes with a average duration of 30 minutes. The respondents were the sample group of this study and are detailed in Table 4.8.

Table 4.8 Personal information of interviewee

(N = 11)

Interviewee	Education background	Interview Date	Interview Time
Interviewee 1	**Education:** Master's degree **Job title:** Minister of Propaganda at the university **Work experience:**18 years	Mar 25,2024	10:00 am GMT +8 33 minutes
Interviewee 2	**Education:** Doctor's degree **Job title:** Deputy Party Secretary of the University **Work experience:**30 years	Mar 29,2024	15:00 pm GMT +8 34 minutes
Interviewee 3	**Education:** Master's degree **Job title:** Minister of Propaganda at the university **Work experience:**29 years	Apr 9,2024	16:30 pm GMT +8 31 minutes
Interviewee 4	**Education:** Master's degree **Job title:** Minister of Propaganda at the university **Work experience:**26 years	Apr 12,2024	9:00 am GMT +8 30 minutes
Interviewee 5	**Education:** Master's degree **Job title**: Minister of Propaganda at the university **Work experience:32** years	Apr 15,2024	11:00 am GMT +8 32 minutes
Interviewee 6	**Education:** Master's degree **Job title:** Minister of Propaganda at the university **Work experience:**28 years	Apr 18,2024	15:00 pm GMT +8 35 minutes

Table **4.8** (Continue)

Interviewee	Education background	Interview Date	Interview Time
Interviewee 7	**Education:** Doctor's degree **Job title:** Minister of Propaganda at the university **Work experience:**8 years	Apr 23,2024	15:30 pm GMT +8 35 minutes
Interviewee 8	**Education:** Master's degree **Job title**: Minister of Propaganda at the university **Work experience:**24 years	Apr 26,2024	9:30 am GMT +8 31 minutes
Interviewee 9	**Education:** Master's degree **Job title:** Minister of Propaganda at the university **Work experience:**26 years	May 06,2024	9:00 am GMT +8 32 minutes
Interviewee 10	**Education:** Doctor's degree **Job title:** Deputy Party Secretary of the University **Work experience:**15 years	May 09,2024	15:00 pm GMT +8 30 minutes
Interviewee 11	**Education:** Master's degree **Job title:** Minister of Propaganda at the university **Work experience:**31 years	May 15,2024	8:30 am GMT +8 35 minutes

Table 4.9 The characteristic frequency of material cultural construction level of universities in Guangxi

(N=11)

Codes	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee 10	Interviewee 11	frequency
Strengthen the construction of teaching and scientific research infrastructure in colleges and universities	√	√	√	√	√	√	√	√	√	√	√	11
Improve the development of public service facilities		√	√	√	√	√	√	√	√	√	√	10
Pay attention to the beautification of the campus environment and the functional layout construction	√	√	√	√	√	√		√		√	√	9
Build a characteristic cultural space, strengthen cultural inheritance and innovation, and build the school history museum	√	√	√	√	√	√	√	√	√	√	√	11
Strengthen the construction of campus safety facilities		√	√							√		3
Promote the construction of green, low-carbon and sustainable campuses	√	√	√	√	√	√		√				7
improve the level of informatization and intelligence construction in colleges and universities	√		√	√	√	√	√		√	√	√	9
Promote the integration of resources inside and outside the school		√	√									2

Table 4.9 (Continue)

(N=11)

Codes	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee 10	Interviewee 11	frequency
Strengthen the interaction between teachers and students	√											1
Build a professional practice platform									√	√	√	3

According to Table 4.9, the answer results of 11 respondents on improving the level of the material and cultural construction of Guangxi colleges and universities were analyzed, and the suggestions that the frequency of the answer results was 6 times or more were selected. Therefore, improve the level of material culture construction should: strengthen university teaching and research infrastructure construction, improve the public service facilities, pay attention to the campus environment beautification and function layout construction, construction of characteristic cultural space, strengthen the cultural inheritance and innovation, the construction of school history hall, promote green low carbon sustainable campus construction, enhance the level of university informatization, intelligent construction in six aspects, etc.

Table 4.10 The characteristic frequency of spiritual cultural construction in universities in Guangxi

(N=11)

Codes	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee 10	Interviewee 11	frequency
Strengthen the education of the core values of college students, and cultivate the feelings of family and country	√	√	√	√	√	√		√	√	√	√	10
strengthen the spirit of scientific and technological innovation							√					1
Enrich the campus cultural activities, and enhance the vitality and cohesion of the campus culture	√		√	√	√			√	√	√	√	8
Promote the innovation of campus culture		√										1
Strengthen academic integrity and moral education						√			√			2
Promote an interdisciplinary culture of integration							√					1
Establish the campus spirit and culture evaluation system				√	√			√				3
Strengthen mental health education for teachers and students	√	√		√	√			√	√	√	√	8
Carry forward the school history and the school spirit, and establish the campus spirit and culture brand	√		√		√	√	√	√		√	√	8
Promote the construction of campus spiritual civilization		√		√					√	√	√	3

Table 4.10 (Continue)

(N=11)

Codes	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee 10	Interviewee 11	frequency
Promote voluntary service and social practice activities, and strengthen the sense of social responsibility of teachers and students	√	√	√	√	√	√	√	√	√			9
Create an atmosphere of academic freedom and innovation	√	√										2
Strengthen cultural exchanges from the international perspective	√					√	√		√	√	√	6
Strengthen the construction of university teachers' ethics		√	√	√	√			√	√	√	√	8

According to Table 4.10, the answer results of 11 respondents' suggestions on improving the spiritual and cultural construction in Guangxi universities were analyzed and analyzed, and the suggestions that the frequency of answer results was 6 times or more were selected. Therefore, improve the level of spiritual culture construction in Guangxi universities should: strengthen college students 'core values education, cultivate the feelings, rich campus cultural activities, enhance the vitality of campus culture and cohesion, strengthen the mental health education between teachers and students, carry forward the school spirit, establish campus spirit culture brand, promote volunteer service and social practice, strengthen the social responsibility consciousness of teachers and students, strengthen the international vision of cultural exchanges, strengthen the construction of university teachers' ethics strengthen from seven aspects, etc.

Table 4.11 The characteristic frequency of institutional culture construction in universities in Guangxi

(N=11)

Codes	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee 10	Interviewee 11	frequency
Establish and improve a set of comprehensive, systematic, scientific, transparent, fair system system	√	√	√	√	√		√	√	√	√	√	10
Institutional culture is integrated into the whole process of education						√	√					2
Strengthen the publicity and education of the system	√	√	√	√	√	√		√	√	√		9
Establish a sound supervision mechanism and assessment system to ensure the effective implementation of the system	√	√	√	√	√	√	√	√	√		√	10
Encourage teachers and students to participate in the system construction of colleges and universities	√	√	√	√	√	√	√	√	√	√	√	11
Establish the dynamic adjustment mechanism of the system	√	√	√	√	√	√		√	√	√	√	10
Establish the evaluation and feedback mechanism of the system culture		√	√									2
Establish the evaluation and incentive mechanism of the system culture, and create a cultural atmosphere that respects the system	√	√		√	√		√	√	√	√	√	9

Table 4.11 (Continue)

Codes	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee 10	Interviewee 11	frequency
Strengthen the combination of system construction and humanistic care	√	√	√								√	4
Construct the linkage mechanism between institutional culture and code of behavior				√		√	√	√	√			4

According to Table 4.11, the answer results of the 11 respondents on the suggestions of improving the level of institutional culture construction in Guangxi universities were analyzed and analyzed, and the suggestions that the frequency of answer results was 6 times or more were selected. Therefore, Guangxi universities to improve the level of system culture construction from: need to establish and perfect a comprehensive, systematic, scientific, transparent, fair system, strengthen the system of publicity and education, establish and improve the supervision mechanism and evaluation system, to ensure that the system effectively implemented, encourage teachers and students to participate in college system construction, establish the system of dynamic adjustment mechanism, establish the system of cultural evaluation, incentive mechanism, create respect system of cultural atmosphere and so on six aspects.

Table 4.12 The characteristic frequency of behavioral cultural construction in universities in Guangxi

(N=11)

Codes	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee 10	Interviewee 11	frequency
Strengthen the construction of teachers' ethics								√	√	√	√	4
Strengthen academic integrity and professional ethics education							√					1
Strengthen the code of conduct education and training	√	√	√	√	√	√	√	√	√	√	√	11
Establish the incentive and restraint mechanism of the behavior standard of universities	√	√	√	√	√	√		√	√	√	√	10
Carry out behavior culture practice activities, let students experience and learn behavior norms in practice	√	√	√	√	√	√	√	√	√	√	√	11
Strengthen the interaction and communication between teachers and students, and encourage teachers and students to put forward opinions and suggestions on the construction of campus behavior culture	√	√	√	√	√			√				6
Create a campus atmosphere of respect and tolerance	√	√	√	√	√					√		6
Use the campus media to conduct positive publicity, establish and promote the positive behavior model	√	√	√	√	√	√	√	√	√	√	√	11

Table 4.12 (Continue)

Codes	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee 10	Interviewee 11	frequency
strengthen the exemplary role of leadership	√	√										2
Regular monitoring and evaluation of the effect of behavioral culture construction, in order to establish a dynamic adjustment mechanism	√	√									√	3

According to Table 4.12, the answer results of 11 respondents on improving the level of behavioral culture construction in Guangxi universities were analyzed and analyzed, and the suggestions that the frequency of answer results was 6 times or more were selected. Therefore, improve the level of behavior culture construction should be: strengthen behavior education and training, establish college behavior of incentive and restraint mechanism, behavior culture practice, let the students experience and learning behavior in practice, strengthen the interaction and communication between teachers and students, encourage teachers and students campus behavior culture construction put forward opinions and suggestions, create respect and inclusive campus atmosphere, use the campus media positive publicity, set up and carry forward the positive behavior model in six aspects.

Table 4.13 The characteristic frequency of network cultural construction in universities in Guangxi

(N=11)

Codes	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee 10	Interviewee 11	frequency
Strengthen network literacy education	√	√	√	√	√		√	√	√	√	√	10
Carry out network culture theme education						√						1
Create a characteristic network culture platform, and build a positive and healthy network environment	√	√	√	√	√	√	√	√	√	√		10
Use the network platform to spread the culture, and enhance the attraction and influence of the campus culture	√	√	√	√	√		√	√		√	√	9
Carry out network cultural activities	√	√	√	√	√	√		√	√	√	√	10
Establish the network culture innovation mechanism	√	√	√	√	√			√				6
Strengthen the audit and management of network content	√	√	√	√	√	√						6
Supervise and optimize the network environment									√	√	√	3
Cultivate talents for network culture construction	√	√	√	√	√	√		√	√	√	√	10

Table 4.13 (Continue)

Codes	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5	Interviewee 6	Interviewee 7	Interviewee 8	Interviewee 9	Interviewee 10	Interviewee 11	frequency
Strengthen the education of network laws and regulations, and strengthen the network code of conduct	√	√	√	√	√	√		√		√	√	9
Establish the network culture evaluation and dynamic adjustment mechanism	√	√					√					3

According to Table 4.13, the answer results of 11 respondents on improving the level of network culture construction in Guangxi universities were analyzed and analyzed, and the suggestions that the frequency of answer results was 6 times or more were selected. Therefore, improve the level of network culture construction should be: strengthen network literacy education, build characteristic network culture platform, build a positive healthy network environment, using the network platform for culture transmission, enhance the attraction and influence of campus culture, network cultural activities, establish network culture innovation mechanism, strengthen the audit and management of network content, training network culture construction talents, strengthen the network laws and regulations education, strengthen the network behavior standard and the eight aspects, etc.

In summary, Through the interview content of 11 respondents qualitative analysis, from improving the level of material culture, improve the level of spiritual culture, improve the level of system culture, improve the level of behavior culture and improve the level of network culture five aspects and induction, combined with the literature review and questionnaire data, researchers put forward the following development guidelines:

Table 4.14 Guidelines for the construction of campus culture of universities in Guangxi

Guidelines	How to
Material culture construction	1.Strengthen the construction of teaching and scientific research infrastructure in colleges and universities 2.Improve the development of public service facilities 3.Pay attention to the beautification of the campus environment and the functional layout construction 4.Build a characteristic cultural space, strengthen cultural inheritance and innovation, such as: the construction of the school history museum 5.Promote the construction of green, low-carbon and sustainable campuses 6.improve the level of informatization and intelligence construction in colleges and universities
Spiritual cultural construction	1.Strengthen the education of the core values of college students, and cultivate the feelings of family and country 2.Enrich the campus cultural activities, and enhance the vitality and cohesion of the campus culture 3.Strengthen mental health education for teachers and students 4.Carry forward the school history and the school spirit, and establish the campus spirit and culture brand 5.Promote voluntary service and social practice activities, and strengthen the sense of social responsibility of teachers and students 6.Strengthen cultural exchanges from the international perspective 7.Strengthen the construction of university teachers' ethics

Table 4.14 (Continue)

Guidelines	How to
Institutional culture Construction	1.Establish and improve a set of comprehensive, systematic, scientific, transparent, fair system system 2.Strengthen the publicity and education of the system 3.Establish a sound supervision mechanism and assessment system to ensure the effective implementation of the system 4.Encourage teachers and students to participate in the system construction of colleges and universities 5.Establish the dynamic adjustment mechanism of the system 6.Establish the evaluation and incentive mechanism of the system culture, and create a cultural atmosphere that respects the system
Behavioral Cultural Construction	1.Strengthen the code of conduct education and training 2.Establish the incentive and restraint mechanism of the behavior standard of universities 3.Carry out behavior culture practice activities, let students experience and learn behavior norms in practice 4.Strengthen the interaction and communication between teachers and students, and encourage teachers and students to put forward opinions and suggestions on the construction of campus behavior culture 5.Create a campus atmosphere of respect and tolerance 6.Use the campus media to conduct positive publicity, establish and promote the positive behavior model

Table 4.14 (Continue)

Guidelines	How to
Network cultural construction	1.Strengthen network literacy education
	2.Create a characteristic network culture platform, and build a positive and healthy network environment
	3.Use the network platform to spread the culture, and enhance the attraction and influence of the campus culture
	4.Carry out network cultural activities
	5.Establish the network culture innovation mechanism
	6.Strengthen the audit and management of network content
	7.Cultivate talents for network culture construction
	8.Strengthen the network laws and regulations education, strengthen the network behavior rules

According to Table 4.14, the researchers put forward five aspects of the guidelines for improving the level of campus culture construction in Guangxi universities, totaling 33 measures. Among them, there are 6 measures to support the improvement of material cultural level, 7 measures to support the improvement of spiritual cultural level, 6 measures to support the improvement of institutional cultural level, 6 measures to support the improvement of behavioral cultural level, and 8 measures to support the improvement of network cultural level.

Institutional culture Construction

1.Establish and improve a set of comprehensive, systematic, scientific, transparent, fair system system

2.Strengthen the publicity and education of the system

3.Establish a sound supervision mechanism and assessment system to ensure the effective implementation of the system

4.Encourage teachers and students to participate in the system construction of colleges and universities

5.Establish the dynamic adjustment mechanism of the system

6.Establish the evaluation and incentive mechanism of the system culture, and create a cultural atmosphere that respects the system

Behavioral Cultural Construction

1.Strengthen the code of conduct education and training

2.Establish the incentive and restraint mechanism of the behavior standard of universities

3.Carry out behavior culture practice activities, let students experience and learn behavior norms in practice

4.Strengthen the interaction and communication between teachers and students, and encourage teachers and students to put forward opinions and suggestions on the construction of campus behavior culture

5.Create a campus atmosphere of respect and tolerance

6.Use the campus media to conduct positive publicity, establish and promote the positive behavior model

Network cultural construction

1.Strengthen network literacy education

2.Create a characteristic network culture platform, and build a positive and healthy network environment

3.Use the network platform to spread the culture, and enhance the attraction and influence of the campus culture

4.Carry out network cultural activities

5.Establish the network culture innovation mechanism

6.Strengthen the audit and management of network content

7.Cultivate talents for network culture construction

8.Strengthen the network laws and regulations education, strengthen the network behavior rules

Spiritual cultural construction

1.Strengthen the education of the core values of college students, and cultivate the feelings of family and country

2.Enrich the campus cultural activities, and enhance the vitality and cohesion of the campus culture

3.Strengthen mental health education for teachers and students

4.Carry forward the school history and the school spirit, and establish the campus spirit and culture brand

5.Promote voluntary service and social practice activities, and strengthen the sense of social responsibility of teachers and students

6.Strengthen cultural exchanges from the international perspective

7.Strengthen the construction of university teachers' ethics

Material culture construction

1.Strengthen the construction of teaching and scientific research infrastructure in colleges and universities

2.Improve the development of public service facilities

3.Pay attention to the beautification of the campus environment and the functional layout construction

4.Build a characteristic cultural space, strengthen cultural inheritance and innovation, such as: the construction of the school history museum

5.Promote the construction of green, low-carbon and sustainable campuses

6.improve the level of informatization and intelligence construction in colleges and universities

I

B

N

S

M

Campus culture construction

Figure 4.1 Guidelines for the construction of campus culture

of universities in Guangxi

Part 4: The analysis results about the adaptability and feasibility assessment analysis for the guidelines for the construction of campus culture of universities in Guangxi. Presented the data in the form of average value and standard deviation.

Table 4.15 The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for the construction of campus culture of universities in Guangxi in five aspects

(N=9)

No.	Guidelines for construction of campus culture	suitability			feasibility		
		$\overline{X}$	S.D.	level	$\overline{X}$	S.D.	level
1	Enhancing the level of material cultural construction	4.63	0.61	highest	4.71	0.59	highest
2	Enhancing the level of spiritual cultural construction	4.70	0.50	highest	4.72	0.52	highest
3	Enhancing the level of institutional cultural construction	4.80	0.41	highest	4.83	0.50	highest
4	Enhancing the level of behavioral cultural construction	4.78	0.43	highest	4.76	0.43	highest
5	Enhancing the level of network cultural construction	4.76	0.48	highest	4.67	0.44	highest
	Total	4.73	0.49	highest	4.74	0.50	highest

According to table 4.15, the suitability of guidelines for enhancing construction of campus culture at highest level ($\overline{X}$ = 4.73), the highest mean was "Enhance the Level of Institutional Cultural Construction" ($\overline{X}$ = 4.80), followed by "Enhance the Level of Behavioral Cultural Construction" ($\overline{X}$ = 4.78), and "Enhance the Material Cultural Construction" was the lowest mean ($\overline{X}$ = 4.63).

The feasibility of guidelines for enhancing construction of campus culture at highest level ($\overline{X}$ = 4.74), the highest mean was "Enhance the Level of Institutional Cultural Construction" ($\overline{X}$ = 4.83), followed by "Enhance the Level of Behavioral Cultural Construction" ($\overline{X}$ = 4.76), and "Enhance the level of Network cultural construction" was the lowest mean ($\overline{X}$ = 4.67).

Table 4.16 The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for construction of material cultural construction

(N=9)

No	Guidelines for construction of material cultural construction	Suitability			Feasibility		
		$\bar{x}$	S.D.	level	$\bar{x}$	S.D.	level
1	Strengthen the construction of teaching and scientific research infrastructure in colleges and universities	4.67	0.71	highest	4.69	0.52	highest
2	Improve the development of public service facilities	4.56	0.73	highest	4.53	0.67	highest
3	Pay attention to the beautification of the campus environment and the functional layout construction	4.67	0.71	highest	4.78	0.59	highest
4	Build a characteristic cultural space, strengthen cultural inheritance and innovation, such as: the construction of the school history museum	4.67	0.50	highest	4.89	0.73	highest
5	Promote the construction of green, low-carbon and sustainable campuses	4.56	0.53	highest	4.61	0.54	highest
6	improve the level of informatization and intelligence construction in colleges and universities	4.67	0.50	highest	4.73	0.51	highest
	Total	4.63	0.61	highest	4.71	0.59	highest

According to table 4.16, the suitability of guidelines for construction of material cultural at highest level ($\overline{X}$ = 4.63), the highest mean was "Strengthen the construction of teaching and scientific research infrastructure in colleges and universities", "improve the level of informatization and intelligence construction in colleges and universities", "Build a characteristic cultural space, strengthen cultural inheritance and innovation, such as: the construction of the school history museum", "Pay attention to the beautification of the campus environment and the functional layout construction" ($\overline{X}$ = 4.67), "Promote the construction of green, low-carbon and sustainable campuses", and "Improve the development of public service facilities" was the lowest mean ($\overline{X}$ = 4.56).

The feasibility of guidelines for enhancing construction of material cultural at highest level ($\overline{X}$ = 4.71), the highest level was "Build a characteristic cultural space, strengthen cultural inheritance and innovation, such as: the construction of the school history museum" ($\overline{X}$ = 4.89), followed by "Pay attention to the beautification of the campus environment and the functional layout construction" ($\overline{X}$ = 4.78), and "Improve the development of public service facilities" was the lowest level ($\overline{X}$ = 4.53).

Table 4.17 The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for construction of spiritual cultural construction

(N=9)

No	Guidelines for construction of spiritual cultural construction	Suitability			Feasibility		
		$\overline{\mathrm{X}}$	S.D.	level	$\overline{\mathrm{X}}$	S.D.	level
1	Strengthen the education of the core values of college students, and cultivate the feelings of family and country	4.78	0.44	highest	4.81	0.51	highest
2	Enrich the campus cultural activities, and enhance the vitality and cohesion of the campus culture	4.56	0.53	highest	4.58	0.52	highest
3	Strengthen mental health education for teachers and students	4.67	0.50	highest	4.69	0.49	highest
4	Carry forward the school history and the school spirit, and establish the campus spirit and culture brand	4.67	0.50	highest	4.68	0.5	highest
5	Promote voluntary service and social practice activities, and strengthen the sense of social responsibility of teachers and students	4.56	0.53	highest	4.61	0.52	highest
6	Strengthen cultural exchanges from the international perspective	4.89	0.33	highest	4.92	0.38	highest
7	Strengthen the construction of university teachers' ethics	4.78	0.67	highest	4.77	0.69	highest
	Total	4.70	0.50	highest	4.72	0.52	highest

According to table 4.17, the suitability of guidelines for construction of spiritual culture at highest level ($\overline{X}$ = 4.70), the highest level was "Strengthen cultural exchanges from the international perspective" ($\overline{X}$ = 4.89), followed by "Strengthen the construction of university teachers' ethics", "Strengthen the education of the core values of college students, and cultivate the feelings of family and country" ($\overline{X}$ = 4.78), "Enrich the campus cultural activities, and enhance the vitality and cohesion of the campus culture", "Promote voluntary service and social practice activities", and "strengthen the sense of social responsibility of teachers and students" was the lowest level ($\overline{X}$ = 4.56).

The feasibility of guidelines for enhancing construction of spiritual culture at highest level ($\overline{X}$ = 4.72), the highest level was "Strengthen cultural exchanges from the international perspective" ($\overline{X}$ = 4.92), followed by "Strengthen the education of the core values of college students, and cultivate the feelings of family and country" ($\overline{X}$ = 4.81), and "Enrich the campus cultural activities, and enhance the vitality and cohesion of the campus culture" was the lowest level($\overline{X}$ = 4.58).

Table 4.18 The mean and standard deviation of the evaluation of the suitability and
feasibility of guidelines for construction of institutional cultural
construction

(N=9)

No	Guidelines for construction of institutional cultural construction	Suitability			Feasibility		
		$\overline{\mathrm{x}}$	S.D.	level	$\overline{\mathrm{x}}$	S.D.	level
1	Establish and improve a set of comprehensive, systematic, scientific, transparent, fair system system	4.78	0.44	highest	4.81	0.57	highest
2	Strengthen the publicity and education of the system	4.78	0.44	highest	4.80	0.55	highest
3	Establish a sound supervision mechanism and assessment system to ensure the effective implementation of the system	4.89	0.33	highest	4.88	0.46	highest
4	Encourage teachers and students to participate in the system construction of colleges and universities	4.67	0.50	highest	4.74	0.48	highest
5	Establish the dynamic adjustment mechanism of the system	4.89	0.33	highest	4.90	0.53	highest
6	Establish the evaluation and incentive mechanism of the system culture, and create a cultural atmosphere that respects the system	4.78	0.44	highest	4.82	0.43	highest
	Total	4.80	0.41	highest	4.83	0.50	highest

According to table 4.18, the suitability of guidelines for construction of institutional cultural at highest level ($\overline{X}$ = 4.80), the highest level was "Establish a sound supervision mechanism and assessment system to ensure the effective implementation of the system", "Establish the dynamic adjustment mechanism of the system" ($\overline{X}$ = 4.89), followed by "Establish and improve a set of comprehensive, systematic, scientific, transparent, fair system system", "Strengthen the publicity and education of the system", "Establish the evaluation and incentive mechanism of the system culture, and create a cultural atmosphere that respects the system" ($\overline{X}$ = 4.78), and "Encourage teachers and students to participate in the system construction of colleges and universities" was the lowest level ($\overline{X}$ = 4.67).

The feasibility of guidelines for enhancing construction of institutional cultural at highest level ($\overline{X}$ = 4.83),the highest level was "Establish the dynamic adjustment mechanism of the system" ($\overline{X}$ = 4.90), followed by "Establish a sound supervision mechanism and assessment system to ensure the effective implementation of the system" ($\overline{X}$ = 4.88), and "Encourage teachers and students to participate in the system construction of colleges and universities" was the lowest level ($\overline{X}$ = 4.74).

Table 4.19 The mean and standard deviation of the evaluation of the suitability and
feasibility of guidelines for enhancing behavioral cultural construction

(N=9)

No	Guidelines for construction of behavioral cultural construction	Suitability			Feasibility		
		$\bar{\mathrm{X}}$	S.D.	level	$\bar{\mathrm{X}}$	S.D.	level
1	Strengthen the code of conduct education and training	4.67	0.50	highest	4.66	0.49	highest
2	Establish the incentive and restraint mechanism of the behavior standard of universities	4.78	0.44	highest	4.74	0.42	highest
3	Carry out behavior culture practice activities, let students experience and learn behavior norms in practice	4.78	0.44	highest	4.79	0.41	highest
4	Strengthen the interaction and communication between teachers and students, and encourage teachers and students to put forward opinions and suggestions on the construction of campus behavior culture	4.78	0.44	highest	4.69	0.33	highest
5	Create a campus atmosphere of respect and tolerance	4.78	0.44	highest	4.81	0.56	highest
6	Use the campus media to conduct positive publicity, establish and promote the positive behavior model	4.89	0.33	highest	4.86	0.38	highest
	Total	**4.78**	**0.43**	**highest**	**4.76**	**0.43**	**highest**

According to table 4.19, the suitability of guidelines for construction of behavioral cultural at highest level ($\overline{X}$ = 4.78), the highest level was "Use the campus media to conduct positive publicity, establish and promote the positive behavior model" ($\overline{X}$ = 4.89), followed by "Establish the incentive and restraint mechanism of the behavior standard of universities", "Carry out behavior culture practice activities, let students experience and learn behavior norms in practice", "Strengthen the interaction and communication between teachers and students, and encourage teachers and students to put forward opinions and suggestions on the construction of campus behavior culture", "Create a campus atmosphere of respect and tolerance" ($\overline{X}$ = 4.78), and "Strengthen the code of conduct education and training" was the lowest level ($\overline{X}$ = 4.67).

The feasibility of guidelines for construction of behavioral cultural at highest level ($\overline{X}$ = 4.76), the highest level was "Use the campus media to conduct positive publicity, establish and promote the positive behavior model" ($\overline{X}$ = 4.86), followed by" Create a campus atmosphere of respect and tolerance" ($\overline{X}$ = 4.81), and "Strengthen the code of conduct education and training" was the lowest level ($\overline{X}$ = 4.66).

Table 4.20 The mean and standard deviation of the evaluation of the suitability and feasibility of guidelines for construction of network cultural construction

(N=9)

No	Guidelines for construction of network cultural construction	Suitability			Feasibility		
		$\overline{\mathrm{x}}$	S.D.	level	$\overline{\mathrm{x}}$	S.D.	level
1	Strengthen network literacy education	4.89	0.33	highest	4.81	0.37	highest
2	Create a characteristic network culture platform, and build a positive and healthy network environment	4.78	0.45	highest	4.81	0.41	highest
3	Use the network platform to spread the culture, and enhance the attraction and influence of the campus culture	4.81	0.44	highest	4.76	0.39	highest
4	Carry out network cultural activities	4.76	0.41	highest	4.69	0.43	highest
5	Establish the network culture innovation mechanism	4.73	0.52	highest	4.42	0.48	high
6	Strengthen the audit and management of network content	4.62	0.63	highest	4.53	0.54	highest
7	Cultivate talents for network culture construction	4.87	0.46	highest	4.67	0.42	highest
8	Strengthen the network laws and regulations education, strengthen the network behavior rules	4.64	0.56	highest	4.64	0.44	highest
	Total	4.76	0.48	highest	4.67	0.44	highest

According to table 4.20, the suitability of guidelines for construction of network cultural at highest level ($\overline{X}$ = 4.76), the highest level was "Strengthen network literacy education" ($\overline{X}$ = 4.89), followed by "Cultivate talents for network culture construction" ($\overline{X}$ = 4.87), and "Strengthen the audit and management of network content" was the lowest level ($\overline{X}$ = 4.62).

The feasibility of guidelines for construction of network cultural at highest level ($\overline{X}$ = 4.67), the highest level was "Strengthen network literacy education", "Create a characteristic network culture platform, and build a positive and healthy network environment" ($\overline{X}$ = 4.81), followed by "Use the network platform to spread the culture, and enhance the attraction and influence of the campus culture" ($\overline{X}$ = 4.76), and "Establish the network culture innovation mechanism" was the lowest level ($\overline{X}$ = 4.42).

Chapter 5

Conclusion Discussion and Recommendations

The research is the guidelines for the construction of campus culture of university in Guangxi. The objectives of this research were 1) To study the current situation of campus culture construction of university in Guangxi, 2) To propose the guidelines for the construction of campus culture of university in Guangxi, 3) To evaluate the suitability and feasibility of the guidelines for the construction of campus culture of university in Guangxi were including 5 following aspects: 1) material culture, 2) spiritual culture, 3) institutional culture, 4) behavioral culture, 5) network culture. The sample group of this research were 369 middle and senior managers from the public relations departments of 11 universities in Guangxi, who were responsible for cultural promotion and campus cultural development work. The Interview group are middle-level administrators responsible for publicity work in 11 universities in Guangxi. The qualifications of the interviewees are as follows : 1) Associate professor or above, 2) more than 6 years of experience in cultural publicity and education management, 3) Master's degree or above. The research instruments were documents analysis, questionnaire, and structured interview. The statistic to analyze the data was percentage, mean value, and standard deviation. The conclusion, discussion and recommendations of this research are as follows:

Conclusion

The research in the guidelines for the construction of campus culture of university in Guangxi. The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1: The current situation of campus culture construction of university in Guangxi.

Part 2: The guidelines for the construction of campus culture of university in Guangxi.

Part 3: To evaluate the suitability and feasibility of the guidelines for the construction of campus culture of university in Guangxi.

Part 1: The current situation of campus culture construction of university in Guangxi.

The current situation of campus culture construction of university in Guangxi in five aspects was at high level. Sort the scores across all five dimensions in descending order, as follows:the highest level was institutional culture, follow by material culture, and network culture was the lowest level.

Material culture was at high level. The findings of this results, ranked from highest to lowest: the highest level was middle managers pay attention to improve the tangible objects and space that can reflect school educational concepts, historical traditions, social functions, and the daily life of students and teachers, follow by middle managers promote the co-use and maintenance of school facilities, and middle managers promote the sustainable development of material culture was the lowest mean.

Spiritual culture was at high level. Sort the scores of each spiritual culture variable in descending order, as follows:the highest level was middle managers believe that spiritual culture has a profound impact on their behavior patterns and ways of thinking, follow by middle managers actions and decisions are guided by the school's spiritual culture, and the behavior of middle managers reflects the school's pursuit of knowledge and wisdom was the lowest mean.

Institutional culture was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was middle managers have distinct organizational characteristics, follow by middle managers pay attention to the authority of the system, and middle managers have developed clear rules and regulations and standard processes was the lowest mean.

Behavior culture was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follows:the highest level was middle managers promote harmony and development within the school through positive interpersonal relationships and effective teamwork, follow by the decision and behavior of middle managers are fair in order to establish the campus culture of

justice and integrity, and middle managers show a strong sense of responsibility when handling school affairs was the lowest mean.

Network culture was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follows: the highest level was middle managers pay attention to strengthening network ethics education, follow by middle managers improve students' pheromones through the construction of network culture, and middle-level managers pay attention to the openness of network culture construction was the lowest mean.

Part 2: the guidelines for enhancing the construction of campus culture of universities in Guangxi.

The researchers put forward five aspects of the guidelines for improving the level of campus culture construction in Guangxi universities, totaling 33 measures. Among them, there are 6 measures to support the improvement of material cultural level, 7 measures to support the improvement of spiritual cultural level, 6 measures to support the improvement of institutional cultural level, 6 measures to support the improvement of behavioral cultural level, and 8 measures to support the improvement of network cultural level.

Material culture construction consisted of 6 measures: 1) Strengthen the construction of teaching and scientific research infrastructure in colleges and universities; 2) Improve the development of public service facilities; 3) Pay attention to the beautification of the campus environment and the functional layout construction; 4) Build a characteristic cultural space, strengthen cultural inheritance and innovation, such as: the construction of the school history museum; 5) Promote the construction of green, low-carbon and sustainable campuses; 6) improve the level of informatization and intelligence construction in colleges and universities.

Spiritual cultural construction consisted of 7 measures: 1) Strengthen the education of the core values of college students, and cultivate the feelings of family and country; 2) Enrich the campus cultural activities, and enhance the vitality and cohesion of the campus culture; 3) Strengthen mental health education for teachers and students; 4) Carry forward the school history and the school spirit, and establish the campus spirit and culture brand; 5) Promote voluntary service and social practice

activities, and strengthen the sense of social responsibility of teachers and students; 6)Strengthen cultural exchanges from the international perspective; 7)Strengthen the construction of university teachers' ethics.

Institutional culture construction consisted of 6 measures: 1) Establish and improve a set of comprehensive, systematic, scientific, transparent, fair system system; 2) Strengthen the publicity and education of the system; 3) Establish a sound supervision mechanism and assessment system to ensure the effective implementation of the system; 4) Encourage teachers and students to participate in the system construction of colleges and universities; 5) Establish the dynamic adjustment mechanism of the system;6)Establish the evaluation and incentive mechanism of the system culture, and create a cultural atmosphere that respects the system.

Behavioral Cultural construction consisted of 6 measures: 1) Strengthen the code of conduct education and training; 2) Establish the incentive and restraint mechanism of the behavior standard of universities; 3) Carry out behavior culture practice activities, let students experience and learn behavior norms in practice; 4) Strengthen the interaction and communication between teachers and students, and encourage teachers and students to put forward opinions and suggestions on the construction of campus behavior culture; 5) Create a campus atmosphere of respect and tolerance; 6) Use the campus media to conduct positive publicity, establish and promote the positive behavior model.

Network cultural construction consisted of 8 measures: 1) Strengthen network literacy education; 2) Create a characteristic network culture platform, and build a positive and healthy network environment; 3) Use the network platform to spread the culture, and enhance the attraction and influence of the campus culture; 4) Carry out network cultural activities; 5) Establish the network culture innovation mechanism; 6) Strengthen the audit and management of network content; 7) Cultivate talents for network culture construction;8)Strengthen the network laws and regulations education, strengthen the network behavior rules.

Part 3: The suitability and feasibility of enhancing the construction of campus culture of universities in Guangxi.

According to the third research purpose, the researchers invited nine experts to evaluate the construction of Guangxi university campus culture guide applicability and feasibility, the nine experts from Guangxi university of science and technology, Guangxi normal university, Guangxi minzu normal university, Hechi university, Yulin normal university, Baise university, Guangxi institute of finance and economics, the beibu gulf university, Hezhou university 9 Guangxi universities in Guangxi middle and above managers, college and campus culture construction and title for associate professor and above, engaged in propaganda and university campus culture construction jobs in six years, and the difference between 11 interview experts. The data analysis results show experts' overall evaluation the suitability and feasibility of the guidelines for improving the construction of campus culture in Guangxi are at the highest level in five aspects, with the average value between 4.50-5.00, which means that the guidelines for improving the construction of campus culture in Guangxi have good suitability and feasibility in Guangxi.

The suitability and feasibility of enhance the material cultural construction level of universities in Guangxi was at highest level, which means the guidelines for enhancing the material cultural construction level of universities in Guangxi are suitability and feasibility.

The suitability and feasibility of enhance the level of spiritual cultural construction in universities of Guangxi was at highest level, which means the guidelines for enhancing the level of spiritual cultural construction in universities of Guangxi are suitability and feasibility.

The suitability and feasibility of enhance the level of institutional cultural construction in universities of Guangxi was at highest level, which means the guidelines for enhancing the level of Institutional cultural construction in universities of Guangxi are suitability and feasibility.

The suitability and feasibility of enhance the level of behavioral cultural construction in universities of Guangxi was at highest level, which means the guidelines for enhancing the level of Behavioral Cultural construction in universities of Guangxi are suitability and feasibility.

The suitability and feasibility of enhance the level of network cultural construction in universities of Guangxi was at highest level, which means the guidelines for enhancing the level of network cultural construction in universities of Guangxi are suitability and feasibility.

Discussion

The research in the guidelines for the construction of campus culture of universities in Guangxi. The researcher summarizes the conclusion into 3 parts, details as follows:

Part 1: The current situation of campus culture construction of university in Guangxi.

Part 2: The guidelines for the construction of campus culture of university in Guangxi.

Part 3: To evaluate the suitability and feasibility of the guidelines for the construction of campus culture of university in Guangxi.

Part 1: The current situation of campus culture construction of university in Guangxi.

The research results show that the overall evaluation result of the level of campus culture construction in Guangxi is at a high level, which indicates that the construction of campus culture in Guangxi has made some achievements and experiences, and also shows that the construction of campus culture plays an important role in the development and construction of colleges and universities. This study found that some research scholars of the relevant research results are consistent. For example, Chen Congcheng (2018) emphasized the core role of institutional culture in shaping the campus spirit and cultivating the values and behavior norms of teachers and students by analyzing the practical cases of campus culture construction in Guangxi universities. Cai Guizhen (2013) mentioned in his

review that colleges and universities in Guangxi pay attention to institutional innovation and cultural inheritance in the construction of campus culture, and effectively promote the prosperity and development of campus culture through the establishment and improvement of a series of campus culture construction systems. Liu Yanchun and Wang Hongbin (2010) in the systematic study of campus culture construction in Guangxi universities found that institutional culture is an important part of campus culture construction, which provides a strong guarantee for the healthy development of campus culture by standardizing the behavior of teachers and students and clarifying the development goals and paths of campus culture. Liu Wei (2016) pointed out the basic role of institutional culture in the construction of campus culture through the in-depth analysis of the campus culture construction of colleges and universities in Guangxi.

Material culture in the campus culture of universities in Guangxi is shown to be at a relatively high level. But it is urgent to strengthen the construction of teaching and research infrastructure, the sustainable development of material culture construction in universities, and the innovative pursuit in the material culture construction of universities. These research conclusions are consistent with the research results of some scholars. For example, well-known universities in western developed countries generally attach importance to the construction of campus buildings, libraries, gymnasiums and other cultural facilities, and many universities are real scenic spots. Richard P. Dober (2000) calls Harvard University "the history of European architecture in a three-dimensional space". Joan Iverson (1995) believes that to strengthen the campus culture in the new period, we must adhere to the principle of carrying forward the theme, serving the direction of running schools, paying attention to integrity, adhering to innovation and attaching importance to the development of students' personality. The basic countermeasure to strengthen the construction of campus culture in the new period is to create "green ecological" campus culture. Fen Tianyu (1998) mentioned in the article that the campus culture construction needs to change the simple and extensive management mode, establish scientific and refined construction and management thinking, break the decentralized construction mode and establish a new pattern of group and alliance campus culture

construction. Hou Changlin (2013) stressed in the Guidance of the General Office of the Ministry of Education on Strengthening the Opening and Sharing of Research Infrastructure and Research Instruments in Institutions of Higher Learning that new research facilities and instruments should be rationally distributed to avoid repeated construction and purchase, eliminate idle and waste, and improve the utilization efficiency and benefits This reflects the concept of sustainable development of material culture construction.

Spiritual culture in the campus culture of universities in Guangxi is shown to be at a high level. Spiritual culture has a profound influence on behavior patterns and ways of thinking, especially in the context of campus environments in Guangxi universities; the university campus spiritual culture can guide the behavior and decision of the middle level and above managers; the middle managers firmly maintain the core values and moral standards advocated by the university. However, it is urgent to strengthen the spiritual culture to enhance the sense of identity and belonging of teachers and students to the campus culture. These research conclusions are basically consistent with the research results of some scholars. For example, Abraham Flexner (2001) proposed that campus culture is mainly determined by inner spiritual culture, and the construction of campus spiritual culture is the core and key of the construction of campus characteristic campus culture; Hilde Demons (2008) found through interviews and questionnaire survey that the administrators of universities generally believe that their responsibilities are to maintain the values and moral standards of schools. Their determination is reflected in the spread and practice of campus culture, thus strengthening the cultural atmosphere of the whole campus; Hou Changlin (2013) pointed out that although university administrators strive to promote spiritual culture, the acceptance and participation of teachers and students are not high. He suggested that colleges and universities should take more measures, such as increasing interactive and experiential cultural activities, to improve the participation and satisfaction of teachers and students; Li Ling (2013) pointed out through case analysis, university administrators often refer to the core values and moral standards of schools, which reflects the guiding role of spiritual culture on management practice.

Institutional culture in the campus culture of Guangxi universities is shown to be at a high level, according to the research results. Especially the middle managers have obvious organization and management characteristics, the middle managers maintain the authority of the system, the system formulated by the middle managers has good stability. It fully shows that the system culture construction in Guangxi universities is reasonable, effective and stable, and the management system to ensure the normal operation of the school. However, the timeliness of the system dynamic adjustment and the refinement of the system formulation standards need to be further strengthened. These research conclusions are basically consistent with the research results of some scholars. For example, Shatotock. M (2001) pointed out in a Study on the Role of Middle Managers in the University System Construction that, The key role of middle managers in the formulation and maintenance of institutional authority, And the stability of their system on campus; Burton Clark (2008) in his research on the Evaluation and Optimization of Institutional Culture Construction in Universities, Found that the system culture construction of universities shows a high maturity, Especially the system formulation and implementation ability of middle managers; Although the overall system construction of colleges and universities is stable, But in response to a rapidly changing external environment, The dynamic adjustment ability of the system needs to be improved; Guo Xin (2019) proposed in the Fine Research of University System Establishment Standards, Fine system formulation is an important way to improve the effect of system implementation, And Guangxi colleges and universities in this respect still needs to be deepened.

Behavior culture in Guangxi is shown to be at a high level, according to the results. But it ranks low in the five dimensions of campus culture construction (4th), especially in team building and middle managers show strong sense of responsibility in dealing with school affairs. It shows that the middle managers of universities in Guangxi have a poor sense of responsibility and do not show due responsibility. These research conclusions are basically consistent with the research results of some scholars. For example, P.M. Kretek (2013) pointed out in the Study of Middle Managers in Universities that the factors that affect the executive ability of middle managers in universities mainly include: lack of efficient execution,

lack of strong sense of responsibility, lack of firm obedience to instructions and service concept (Shen Jian, 2015). In the research section of middle management teams in universities, the main problems in team building are: lack of team efficiency, poor team cohesion, insufficient coordination ability, lack of perfect incentive mechanism, lack of team culture, complexity of team conflict (Li Hanmei and Liu Jun, 2020).

Network culture is shown to have a low level of development compared to the other five dimensions of campus culture construction, according to the results. Network culture in Guangxi universities shows that its construction level needs improvement, especially in college students network literacy education, network content audit and management, use of network platform for cultural communication, enhance the attraction and influence of campus culture need to improve. These research conclusions are basically consistent with the research results of some scholars. For example, David Gautlett (2004, p.31) believe that: the management departments of network culture construction in universities need to make clear, coordinate the management personnel of network culture construction, and provide human and material support, and the research report . Xie Xuefang and Zang Zhipeng (2008, p.29) shows that at the moment, the problem of network literacy is particularly prominent, especially in the network skills, network security, network norms and other aspects. This indicates that colleges and universities need to strengthen online literacy education, Improve students' network skills and network security awareness. Wang Huali and Zhang Jiuhai (2010, p.45) believe that universities should spread positive campus stories through the Internet, carry forward the main theme, continuously enhance the attraction and influence of campus culture. Ma Lihua (2019, p.28) found through the questionnaire survey that the overall network literacy of higher vocational students is seriously unbalanced, Some students lack Internet use skills, some students go online just to watch movies, or indulge in chat rooms and online games.

Part 2: The guidelines for enhancing the construction of campus culture of universities in Guangxi.

The researchers put forward five aspects of the guidelines for improving the level of campus culture construction in Guangxi universities, totaling 33 measures. Among them, there are 6 measures to support the improvement of material cultural level, 7 measures to support the improvement of spiritual cultural level, 6 measures to support the improvement of institutional cultural level, 6 measures to support the improvement of behavioral cultural level, and 8 measures to support the improvement of network cultural level.

There are 6 measures to support the improvement of material cultural level. Strengthen the construction of teaching and scientific research infrastructure in universities enhancing teaching and research infrastructure is critical for improving educational outcomes and fostering innovation. Investment in state-of-the-art facilities and equipment can significantly impact the quality of education and research. This aligns with previous research that highlights the importance of investing in academic infrastructure to support effective teaching and cutting-edge research (Guo Bi yu, 2007, p.85). Research supports this by indicating that well-developed public service facilities are crucial for student satisfaction and success (Wan Jishen, 2002). Studies show that campus beautification and thoughtful layout contribute to a more engaging and productive academic atmosphere (Song Wei,2016). Build a Characteristic Cultural Space, Strengthen Cultural Inheritance and Innovation, Such as the Construction of the School History Museum.Research indicates that cultural spaces enhance institutional identity and support cultural education (Zhang Yonghua, 2016). Promote the Construction of Green, Low-Carbon, and Sustainable Campuses.There is substantial agreement on the benefits of sustainable campus practices. Research highlights that green campuses improve environmental. Literature supports the need for enhanced informatization, noting that it leads to improved educational outcomes and administrative efficiency (Lu Xiaojian and Lai Qin, 2018).

There are 7 measures to support the improvement of spiritual cultural level. Strengthening the education of core values and cultivating national sentiment among college students is crucial for holistic development, as supported by Flexner

(1990) and Hilde Demons (2008). Enriching campus cultural activities enhances student satisfaction and community cohesion (Fen Tianyu, 1998). Proactive mental health education is essential for improving well-being and academic performance, with Hou Changlin (2013) highlighting its benefits. Promoting institutional history and spirit, along with establishing a strong campus culture brand, fosters a sense of identity and continuity (Song Wei, 2016). Voluntary service and social practice activities bolster social responsibility, as noted by Xia Fajin, Pan Feinan (2004). International cultural exchanges broaden perspectives and enhance global understanding (Li Ling, 2013). Finally, strengthening ethical standards for university teachers is critical for maintaining academic integrity and trust, supported by Meng Xiaoyan (2009, p.45) .

There are 6 measures to support the improvement of institutional cultural level. To enhance the effectiveness of university systems, it's essential to establish and improve a comprehensive, systematic, scientific, transparent, and fair system (Shatotock. M, 2001). Strengthening publicity and education about these systems ensures that all stakeholders are informed and engaged (Hou Changlin, 2013). Establishing a robust supervision mechanism and assessment system is crucial for effective implementation and accountability (Wang Wujun, 2014). Encouraging active participation from both teachers and students in system construction fosters inclusivity and relevance (Guo Xin, 2019). Implementing a dynamic adjustment mechanism allows the system to remain responsive to changing needs (Zhang Sufen et al., 2010). Finally, creating an evaluation and incentive mechanism promotes a cultural atmosphere that values and respects the system, enhancing overall compliance and engagement (Chi Danfeng, et al., 2020).

There are 6 measures to support the improvement of behavioral cultural level. To enhance campus behavior culture, it is crucial to strengthen code of conduct education and training to ensure that all members of the university community understand expected norms and values (Robert G. Owens, 2003). Establishing a mechanism for incentives and restraints helps enforce behavior standards by rewarding adherence and addressing violations (Benjamin Barber, 2004). Implementing behavior culture practice activities allows students to learn and internalize behavioral norms through real-life experiences (Zhang Guixia, 2007). Promoting interaction and communication between teachers and students encourages the exchange of opinions

and suggestions on behavior culture, fostering a collaborative environment (Sun Yeqing , 2013). Creating a campus atmosphere of respect and tolerance is essential for a positive and inclusive educational environment (Shen Jian, 2015). Finally, using campus media for positive publicity helps establish and promote role models and reinforces desirable behaviors across the community (Mao Qunjie, 2013).

There are 8 measures to support the improvement of network cultural level. To advance network culture in universities, it's essential to strengthen network literacy education to ensure students and staff are proficient in navigating digital spaces (David Gautlett, 2004). Creating a characteristic network culture platform fosters a positive and healthy online environment, tailored to the university's unique identity (Xie Xuefang and Zang Zhipeng, 2008). Utilizing this platform to spread campus culture enhances its attraction and influence, reinforcing institutional values (Lee & Chen, 2019). Network cultural activities engage the community and promote the desired online culture (Wang Huali and Zhang Jiuhai, 2010). Establishing a network culture innovation mechanism encourages continuous improvement and adaptation to emerging digital trends (Zhao Yanzhi and Zhou Shouliang, 2013). Strengthening audit and management of network content ensures the integrity and quality of online interactions and information (Luo Yuting, 2011). Cultivating talents for network culture construction equips individuals with the skills needed to develop and maintain a vibrant online community (Ma Lihua, 2019). Lastly, strengthening network laws and regulations education promotes adherence to digital behavior rules and legal standards (Lu Xiaojian and Lai Qin, 2018).

Part 3: The suitability and feasibility of enhancing the construction of campus culture of universities in Guangxi.

The suitability of guidelines for enhancing construction of campus culture at highest level, the highest mean was "Enhance the Level of Institutional Cultural Construction", followed by "Enhance the Level of Behavioral Cultural Construction", and"Enhance the Material Cultural Construction" was the lowest mean.

The feasibility of guidelines for enhancing construction of campus culture at highest level, the highest mean was "Enhance the Level of Institutional Cultural Construction", followed by "Enhance the Level of Behavioral Cultural Construction", and "Enhance the level of Network cultural construction" was the lowest mean.

Material culture in universities is evaluated as suitable for enhancement through various proposed initiatives, though their feasibility varies. The highest suitability ratings are given to strengthening teaching and research infrastructure, improving informatization, and building characteristic cultural spaces, such as school history museums, reflecting a broad agreement on their importance (Stocking, George W., 1985). These guidelines align with previous research emphasizing the role of robust infrastructure and cultural spaces in enriching educational environments (Richard P. Dober, 2000). In terms of feasibility, the construction of cultural spaces and campus beautification received the highest scores, indicating that these initiatives are perceived as more practical and actionable (Wang Shao an, 2008). This finding is consistent with literature suggesting that well-defined and visually appealing spaces are more readily implemented and have a significant impact on campus culture (Wan Jishen, 2002).Conversely, the development of public service facilities, despite its importance, was rated the lowest in terms of feasibility, suggesting potential challenges in its practical execution (Lu Xiaojian and Lai Qin, 2018). This reflects broader concerns noted in existing studies about the complexities and resource demands associated with upgrading public service infrastructure (Zhang Yonghua, 2016).

Spiritual culture in universities is revealed through the evaluation of guidelines for enhancement to be most effectively and feasibly strengthened by international cultural exchanges. Reflecting its critical role in fostering global awareness and diversity (Hilde Demons, 2008). Initiatives to build university teachers' ethics and educate students on core values also received high suitability scores, aligning with the importance of ethical standards and national identity (Hou Changlin, 2013). However, enriching campus cultural activities and promoting voluntary service were rated lower in suitability and feasibility, indicating challenges in their practical implementation (Song Wei, 2016). Thus, while international exchanges and core

values education are seen as both critical and actionable, campus cultural activities face more significant implementation hurdles.

Institutional culture in universities is highlighted through the assessment of guidelines for enhancement as having a strong emphasis on creating effective and adaptive systems. Establishing a sound supervision mechanism and assessment system and creating a dynamic adjustment mechanism received the highest suitability scores, reflecting their critical importance for effective system implementation and flexibility (Shatotock. M, 2001). These findings align with existing research that underscores the need for robust oversight and adaptability in institutional systems (Burton Clark, 2008). Establishing and improving comprehensive, systematic, scientific, transparent, and fair systems and strengthening publicity and education about the system are also highly valued, highlighting the importance of clear and accessible system frameworks and communication (Hou Changlin, 2013). However, encouraging participation from teachers and students in system construction received the lowest suitability score, indicating some challenges in engaging all stakeholders effectively. In terms of feasibility, the highest mean scores were given to establishing a dynamic adjustment mechanism and supervision and assessment systems, which are seen as highly practical and implementable (Wang Jishen, 2002). Conversely, encouraging participation was rated the lowest in feasibility, suggesting practical challenges in involving all university members in system development (Guo Xin, 2019).

Behavioral culture in universities is highlighted through the evaluation of guidelines for enhancement as having both strong suitability and feasibility aspects. The highest suitability score was given to using campus media for positive publicity and promoting positive behavior models, emphasizing its critical role in shaping behavior norms and fostering a supportive campus environment (P.M. Kretek, 2013). This aligns with research that highlights the effectiveness of media in reinforcing positive behavioral standards (Benjamin Barber, 2004). Following closely in suitability are guidelines to establish incentive and restraint mechanisms for behavior standards, carry out behavior culture practice activities, and strengthen interaction between teachers and students. These aspects are crucial for practical behavior reinforcement and community engagement, reflecting their importance in behavior culture

development (Zhang Guixia, 2007). However, strengthening code of conduct education and training received the lowest suitability score, suggesting it may be less emphasized compared to other guidelines. In terms of feasibility, using campus media for positive publicity also scored the highest, indicating it is seen as both practical and impactful. Creating a campus atmosphere of respect and tolerance followed with a high feasibility score, showing its practical viability (Li Hanmei and Liu Jun, 2020). On the other hand, strengthening code of conduct education and training received the lowest feasibility score, reflecting challenges in its practical application and integration (Shen Jian, 2015).

Network culture in universities is shown through the evaluation of guidelines for enhancement to have notable insights into its suitability and feasibility. Strengthening network literacy education received the highest suitability score, reflecting its crucial role in equipping students and staff with essential digital skills (David Bell, B.M. K. ennedy, 2000). This is supported by literature emphasizing the importance of network literacy for effective online engagement (Dominique A.M.X. Abrioux, 2001). Cultivating talents for network culture construction also scored highly, underscoring the need for skilled individuals to develop and maintain a vibrant online environment (Xie Xuefang and Zang Zhipeng, 2008). In contrast, strengthening the audit and management of network content received the lowest suitability score, suggesting that it is seen as less critical compared to other guidelines.Regarding feasibility, strengthening network literacy education and creating a characteristic network culture platform scored the highest, indicating that these initiatives are considered both practical and impactful. Using the network platform to spread culture is also seen as feasible, though slightly less so compared to literacy education and platform creation (Wang Huali and Zhang Jiuhai, 2010). However, establishing a network culture innovation mechanism received the lowest feasibility score, pointing to potential challenges in implementing innovative solutions within the network culture (Ma Lihua, 2019).

Recommendations

Implications

The research results showed that the recommendations about guidelines for enhancing construction of campus culture of universities in Guangxi are as follows:

1. The researcher gives the following suggestions for the enhancing the material culture construction level of universities in Guangxi.Specific suggestions on strengthening the construction of teaching and research infrastructure in universities. Improve the specific measures for the construction of public service facilities in colleges and universities. Pay attention to the beautification of campus environment and functional layout construction of specific suggestions. Build characteristic cultural space, strengthen cultural inheritance and innovation. Specific suggestions to promoting green, low-carbon and sustainable campus construction: energy conservation and emission reduction. Specific suggestions on improving the level of information and intelligent construction in colleges and universities: build smart campus platform.

2. The researcher gives the following suggestions for the enhancing the spiritual culture construction level of universities in Guangx. Strengthen the education of core values of college students and cultivate specific operational suggestions. Enrich campus cultural activities and enhance the vitality and cohesion of campus culture. Specific operational suggestions. Suggestions for strengthening mental health education for teachers and students: offer mental health courses. Carry forward the school history and the school spirit, and establish the campus spirit and culture brand:Carry out school history education. Promote volunteer service and social practice activities, strengthen the sense of social responsibility of teachers and students specific operational suggestions. Specific operational suggestions for strengthening cultural exchanges from the international perspective: strengthen international exchange projects. Strengthening the construction of university teachers 'ethics Suggestions.

3. The researcher gives the following suggestions for the enhancing the institutional cultural construction level of universities in Guangxi. Establish and improve a set of comprehensive, systematic, scientific, transparent and fair system of specific operational suggestions. Strengthen the publicity and education of the system. Establish

a sound supervision mechanism and assessment system to ensure the effective implementation of the system. Specific operational suggestions: Strengthen the system supervision mechanism. Specific operational suggestions on encouraging teachers and students to participate in university system construction. Adjustment mechanism. Establish the evaluation and incentive mechanism of institutional culture and create a cultural atmosphere that respects the system.

4. The researcher gives the following suggestions for the enhancing the behavioral culture construction level of universities in Guangxi. Specific operational suggestions for strengthening the education and training of code of conduct. Specific operational suggestions for establishing the incentive and restraint mechanism of the code of conduct. Carry out behavioral culture practice activities to let students experience and learn the code of conduct in practice. Strengthen the interaction and communication between teachers and students, and encourage the specific operation suggestions on the construction of campus behavior and culture through questionnaires and symposiums. Specific operational suggestions for creating a respectful and inclusive campus atmosphere. Use campus media to promote positive publicity and establish and promote positive behavior models.

5. The researcher gives the following suggestions for the enhancing the network cultural construction level of universities in Guangxi. Specific operational suggestions on strengthening network literacy education. Build a characteristic network culture platform and build a positive and healthy network environment. Enhance the attraction and influence of campus culture. Specific operation suggestions on network cultural activities. Specific operational suggestions on the establishment of network culture innovation mechanism. Suggestions for specific operations on strengthening the audit and management of network content. Specific operational suggestions on cultivating talents for network culture construction. Strengthen the education of network laws and regulations, strengthen the specific operational suggestions of network code of conduct.

Future Researches

1. In the future, the types, scope and number of universities on the study of university campus culture construction can be further expanded. Increase the type and range of the sampled population. The scope of the study mainly in Guangxi university middle managers sampling main body, is standing in the perspective of Guangxi university campus culture construction, the future can further expand the scope of the survey crowd, standing in the subject perspective in colleges and universities, involving the builders of university campus culture, managers, beneficiaries, at the same time, may involve the competent government departments of colleges and universities, related enterprises, etc. The expansion of the scope of sampling groups will inevitably bring more detailed research results.

2. Expand the types of universities. The scope of the research type limit for Guangxi public colleges and universities, made relatively rich research achievements, but, in China, the private university autonomy is more flexible, corresponding, the private university campus culture construction constraints, the campus culture construction quality and level may be higher, therefore, future research, can put the private university this type into the research framework, can be more comprehensive and truly reflect the campus culture construction diversity.

3. Further enrich and innovate research methods. Although the research method is very rich, applied to the questionnaire, expert interview, content analysis, mean, standard deviation numerical measurement, etc., the future can consider more measurement tools, multiple statistics, regression analysis method to the Guangxi university campus culture construction quantity analysis framework, these methods will be more accurate to describe the factors between variables, more accurate find out the key factors affecting the campus culture construction in Guangxi, for us to develop the guidelines for the construction of campus culture of university in Guangxi , provide more effective data support.

References

Abrioux, D. A. M. X. (2001). **Guest editorial: Converting to online course and program delivery: Global perspectives.** International Review of Research in Open and Distance Learning, 1(2). https://doi.org/10.19173/irrodl.v1i2.50

Aithal, P. S., Rao, S., & Kumar, P. M. (2015). Quality enhancement in higher education institutions: A case study of SIMS. **International Journal of Multidisciplinary Research and Development,** 2(5),18-31.

Al-Ababneh, H. A., & Alrhaimi, S. A. (2020). **Modern approaches to education management to ensure the quality of educational services**. TEM Journal, 9(2), 770-778.

Ashby, E. (1983). **University education in an era of advanced technology.** People's Education Press, 7.

Astin, A. W. (1993). What matters in college: Four critical years revisited. Jossey-Bass.

Bartell, M. (2003). **A model of knowledge-based universities: Enhancing higher education for global competitiveness**. Routledge,43.

Barber, B. (2004). **Strong democracy .** University of California Press.

Becher,T.,&K*ogan,M.(1980).***Process and Structure in Higher Education. London: Heinemann,**212.

*Bergquist,W.H.(1992).***The Four Cultures of the Academy: Insights and Strategies for Improving Leadership in Collegiate Organizations. San Francisco: Jossey-Bass Publishers,** 4-5, 42-43.

Berkner, L. V. (1966). Management in the university. **Management Science, 12(10),** 175-183.

Bridges, K. (1994). **Campus-wide information systems. Resource Sharing & Information Networks, 9(1), 15-23**. https://doi.org/10.1300/J045v09n01_02

Brown, M. R., & Brubaker, D. (2011). **Campus architecture: Building the college environment.** University of Chicago Press.

Brubacher, J. S. (1987). **Higher education: A philosophical approach** (p. 48). Zhejiang Education Press.

Buckingham, D. (1999). Media education in the UK: Moving beyond protectionism. **Journal of Communication, Winter,** 33-43.

Burton R. Clark. (2008). **Creating Entrepreneurial Universities: Case Studies and New Concepts. Translated by Wang Chengxu.** Beijing: People's Education Press, 233.

Cai, G. (2013). Basic principles of university campus culture construction. **China Higher Education**, (6), 161-165.

Cai, H., & Wei, Q. (2020). "Conservation" and "Change": A Two-Dimensional Examination of University Culture Construction. **Research on Ideological Education**, (11), 113-117.

Cai, J., & Tan, S. (2018). University cultural safety in the context of a risk society: Challenges and responses. **Higher Education Management**, 12(02), 38-44.

Cardinal,Newman.(1852). **The Idea of a University** . Oxford: Oxford University Press,58.

Chen,C.,&Jiang, M. L. (2018). Enlightenment of higher education management thought on campus cultural construction. **Jiangsu Higher Education**, (08), 64-67.

Chen, L., & Liu, Y. (2020). Research on the path of campus culture construction in higher education institutions. **Higher Education Management**, 41(6), 57-64.

Clark, B. (2008). **Sustaining change in universities: New cases and new concepts** (p. 233, W. Chengxu, Trans.). People's Education Press.

Corbett, A. (2005). **Universities and the Europe of knowledge: Ideas, institutions and policy entrepreneurship in European Union higher education policy,** 1955-1987. Palgrave Macmillan.

Demons, H. (2008). **The spirit of the university: Abstract ideals and institutional creation**. Cambridge University Press.

Deng,R(2000).Strengthening club management to promote campus culture construction. **Journal of Guangzhou Normal University (Social Sciences),** (04), 74-77.

Dieniezhnikov, S., Pshenychna, L., Kozlov, D., & Kozlova, O. (2021). **Modern demands of education quality management in a higher education institution.** Amazonia Investiga, 10(41), 65-73.

Dill,D.D.(1982). The Management of Academic Culture: Notes on the Management of Meaning and Social Integration. **Higher Education, 11**(307). https://link.springer.com/article/10.1007/BF00155621

Dong, Z. (2013). University culture from a sociological perspective. **Modern University Education,** (01), 1-9, 112.

Edward,Taylor.(1992).**Primitive Culture: Studies in the Development of Mythology,Philosophy, Religion, Language, Art, and Custom.** Shanghai: Shanghai Literature and Art Publishing House.

Feng,G.(2013).Thinking about further deepening the construction of campus culture in colleges and universities. **School Party Building and Ideological Education,** (8), 4-6.

Feng, R. (2020). **Research on the construction and development of campus culture in higher education**. China Social Sciences Press.

Feng,T.(1988). Reflections on "Culture" and "Cultural History". **Journal of Hubei University (Social Science Edition**), 05, 1-9+43.

Feng,T.(1988).Thoughts on "culture" and "cultural history". **Journal of Hubei University(Social Sciences),** (05), 1-9+43.

Flexner, A. (1990). **Universities. American English German** (pp. 354). Oxford University Press.

Froman, L. (1999). The university as learning community. **Journal of Adult Development**, 6(3), 185-191.

Fuadi, D., Harsono, H., Syah, M. F. J., Susilo, A., Suhaili, S., & Wahyono, B. (2021). Self-governance: Internationalization management of distinctive higher education towards the world class university. **Indonesian Journal on Learning and Advanced Education** (IJOLAE), 3(2), 96-113.

Fullan, M. (1997). **Planning, organizational effectiveness and improvement in education.** Open University Press, 205-215.

Gao, Y. (2010). Research on youth mobilization in the online field. **China Youth Study**, (8), 28-34.

Gassol, J. H. (2007). The resistance of university culture and structure to the development of enterprise relationships. **Journal of Technology Transfer,** *32(3),* 309-320. https://doi.org/10.1007/s10961-006-9014-3

Guo, B. Y. (2007). **Research on the construction of university material culture.** Higher Education Press.

Guo, J., & Zhang, K. (2007).Analysis of the relationship between campus network culture and campus culture. **Journal of Chongqing University of Posts and Telecommunications (Social Sciences Edition),** 19(4), 134-137.

Guo,X.(2019).Analysis of the role of administrative management in campus culture construction in higher vocational colleges. **Think Tank Era***,* (33), 90+92.

Guo,Y.(1990).The Essence and Development of Campus Culture. **Fujian Forum(Economic and Social Edition)***,*(08),55-58.

He, J. W. (2020). Adhering to a people-oriented approach in campus culture construction to cultivate college students' recognition of socialist core values. **Future and Development,** 44(11), 75-79+107.

Hess, F. M. (2013). **Cage-busting leadership.** Harvard Education Press

Hess, G. A., & Hodge, T. (2013). Building a positive campus culture: A review of the literature. **Journal of College Student Development**, 54(2), 137-154.

Hopkins, D., & Levin, B. (2000). Government policy and school development. **School Leadership & Management,** 20(1), 15-30.

Hou,C.(1992).A Brief Discussion on Campus Culture. **Guizhou Education Press***,*12.

Hou, C. (2013). *A Study on the Basic* **Theory of Campus Culture in Universities** (Doctoral dissertation). Huazhong University of Science and Technology.

Hou, C. (2013). **Study on the functions of college campus culture**. China Social Sciences Press.

Hu,B.,&Wu,J. (2001). Research on university campus culture construction. *Education Exploration, 2001*(08), 90-92.

Huang, G. (2015). **University culture and student development**. Higher Education Press.

Huang, J. (2009). Analysis of the Strategy of Building a Harmonious Campus Culture in Universities. **Exploration***,* (03), 125-127.

Huang,M.,&Huang,L(2015). Student-centered campus culture: Construction and management. **Fudan Education Forum,** *13*(06), 87-92.

Jiang,G.J.,&Ye,H.(2020).Cultivating individuals through cultural education: Practice and exploration of innovative student management from the perspective of campus culture. **Communication Research, 4**(09), 169-170.

Juergen, E. (2015). **Higher Education Management**, p.845-849.

Kang,Y.(2017).**Research on the Innovation of Campus Cultural Carriers for Nurturing the Core Socialist Values of College Students** (Doctoral dissertation, Guangxi Normal University).

Karpova, N. K., Gaponuk, P. N., & Mareev, V. I. (2013). Specifying the concept" theory of education management process" at the level of intramural quality management. **American Journal of Educational Research**, 1(6), 208-215.

Kezar, A., & Eckel, P. D. (2002). The effect of institutional culture on change strategies in higher education. **Journal of Higher Education**, 73(4), 435-460.

Ke Youbin. (2002). On school management. **Journal of Huangshi Education College,** 6(01),27-30.

Kretek, P. M., Dragsic, Z., & Kehm, B. M. (2013). Transformation of University Governance: On the Role of University Board Members. **Higher Education**, **65**(1), 39-58. https://link.springer.com/article/10.1007/s10734-012-9580-x

Kuh, G. D., & Kinzie, J. (2007). **What matters to student success: A review of the literature.** National Postsecondary Education Cooperative.

Lass, H. (1990). The classical university concept: The origins and significance of Humboldt's concept of the university] (trans. Chen, M.).**Foreign Higher Education Materials**, 4.

Leithwood, K.(2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. **Educational Administration Quarterly,** 48(3), 387-423.

Li,C.(2013).Analysis of the integration of campus culture and college students' ideological and political education. **Contemporary Educational Science, 2013**(23), 57-59.

Li,G.,&Neng,Z.(2005).Reflections on the Construction of Campus Culture in Universities. **Journal of Guangxi University (Social Science Edition**), (03), 87-89, 98.

Li,H.,&Liu,J.(2020).Research on the integration of campus culture and ideological and political education from the perspective of cultivating students with high moral standards. **Modern Education Science**, (04), 44-49.

Li, H., & Zhang, M. (2018). The current situation and countermeasures of material culture construction in university campuses. *Higher Education Research*, 39(1), 65-72.

Li,J.(2017).Research on innovation in student management work and construction of university campus culture. **Journal of Hubei Correspondence University**, *30*(13), 7-9.

Li, J., & Shi, H. (2000). Campus culture and ideological and political education. **Journal of Ningxia University** (Humanities and Social Sciences Edition), (2).

Li,L.(2013).Practice of guiding university campus culture construction with socialist core values: A case study of the School of Business at Zhejiang University City College. **Journal of Economic Research Guide,** (09), 255-256.

Liang,S. (2015). **Eastern and Western Culture and Their Philosophy.** Shanghai: Shanghai People's Publishing House, 71.

Liao,N.(2012). **Inheritance and Innovation of University Campus Culture.** Chengdu: Southwest Jiao-tong University Press.

Li, M., & Zhang, W. (2017). The current situation and countermeasures of campus culture construction in higher education institutions. **Educational Research**, 38(2), 15-22.

Li, P. (2006). **Theories and practices of campus culture**. Higher Education Press,109-110.

Lilley, D. G. (2004).**Network research: A reorientation of media studies in the mathematical age**(pp. 31-32).Xinhua Publishing House.

Lin,N.,&Lin,B.(2007).An Analysis of the Value and Function of University Campus Culture. **Thought and Theory Education**, (17),88-91.

Liu,B.(2022).**The influence of "Buddhist-style" subculture on the ideological and political education of college students and its countermeasures**. Doctoral dissertation, Guizhou Normal University.

Liu, W. (2016). **University campus culture development: Theory and practice**. China Social Sciences Press.

Liu,Y.(2019).Some thoughts on integrating the core socialist values into the construction of campus culture in colleges and universities. **Chinese and Foreign Entrepreneurs**, (27), 169.

Liu, Y. (2017). Construction and management of campus behavior culture in universities. **University Education**, 38(6), 56-62.

Liu,Y.,&Wang,H(2010). The logical dialectical relationship in university cultural construction. **Cultural Studies,** (03), 35-39.

Lu,H.(2010).The Construction Path of Campus Culture. **School Party Building and Ideological Education,** (15), 59-60.

Lu,X.,&Lai,Q.(2018). Research on the path of building campus culture in colleges and universities based on moral education. **Knowledge Economy,** (02), 147+149.

Luo,Y(2011).Development and innovation of campus cyber culture. **Research on Ideological and Political Education,** 27(1), 4-7.

Luo, Y. (2011). The formation and development of network culture. **Journal of Modern Communication Studies**, 25(1), 1-5.

Luo,Y.,&Wei,Q.(2012).Onthe discourse power of network culture in college students' ideological and political education. **Teaching and Research, 2012**(10).

Lv, L. (2011). Admiration for academic pursuits: The intrinsic soul of Chinese university culture. **Higher Education Research,** 1, 14-18.

Ma,L.(2019).**Research on nurturing individuals through university cyber culture** (Doctoral dissertation, Degree Granting Institution: Wuhan University). (p. 28).

Mao,J.(2013).**Study on the behavioral cultural construction of campus culture in Jiangxi vocational colleges**. [Master's thesis, Jiangxi Agricultural University].

Mao,Z.(1991).**Selected Works of Mao Zedong.** Beijing: People's Publishing House, 624.

Masland, A. T. (1985). Organization Culture in the Study of Higher Education. **Review of Higher Education, 2,** 157-168. https://muse.jhu.edu/pub/1/article/645314/summary

Masland, T. (1985). The organization as culture. **Journal of Management Studies,** 22(3), 293-313.

Mazer, J. P., & Murphy, R. E. (2016). **Digital campus culture: Understanding the online environment in higher education**. Routledge.

Meng,X.(2009).On the socialist core value system and the construction of university campus culture. **Journal of Hunan University of Humanities, Science and Technology**, (3).45-50.

Mi,D.(2020).Practice of modernizing university archives management and its application in campus culture construction. **International Public Relations,** (08), 182-183.

Nassauer, J. I. (1995). Culture and changing landscape structure. **Landscape Ecology,** 10(4), 229-237.

Ojo,J.D.(1990).*Law and University administration in Nigeria.* Lagos, Nigeria: Malthouse

Owens, R. G. (2003). **Organizational behavior in education(p. 19).** Pearson Education Limited.

Pan,M.(2009). **New Higher Education.** Beijing: Beijing Normal University Press. (2nd edition). p.150.

Pascarella, E. T., & Terenzini, P. T. (2005). **How college affects students: A third decade of research.** Jossey-Bass.

Plaiasu, A. G., Oproescu, M., Bulgaru, I., Duminica, D., Niculescu, I., & Nicolae, V. (2020, June). **Improving managerial skills for implementing innovations in education.** In 2020 12th International Conference on Electronics, Computers and Artificial Intelligence (ECAI),1-5.

Pralea, M. (2017). **Management educational** [Educational management]. Proceedings Education, 203-207.

Pu,S.(2005).Deepening institutional culture construction to build a harmonious campus culture. **Journal of Qinghai Normal University (Education Science Edition) (S2),** 13-14.

Qiao, C. (2007). On the construction of harmonious campus culture in universities. **Research in Ideological and Political Education**, (4).

Renn, K. A., & Arnold, K. D. (2003). **Critical perspectives on campus culture: Findings from a national study.** Jossey-Bass.

Rosovsky, H. (1991). **The university—An owner's manual(p.73-74).** Norton & Co Inc.

Samuel p. Huntington, LawrenceE. Harrison. (2010). **cultural values the important role of - how to affect the human progress.** Beijing: Xinhua Publishing House :P9.

Schein, E. H. (1989). **Organizational culture and leadership: A dynamic view** (2nd ed.). Jossey-Bass, 12.

Shattock, M. (2001). The academic profession in Britain: A study in the failure to adapt to change. **Higher Education, 41**(1-2),27-47. https://link.springer.com/article/10.1023/A:1026706610188

Shen,J.(2015).Guiding university campus culture construction with socialist core values. **Jiangsu Higher Education**, *2015(02)*, 6-8.

Shen, L., & Shu, T. (2021). Exploring the connotations and pathways of university culture construction in the new era. **Ideological Theory Education**, (08), 103-107.

Shi, H. N. (1983). **Study on the material culture of university campuses**. People's Education Press, 184.

Shi,H.,Zhou,W.,&Zhang,C(1993).**Campus Culture Studies (p. 184).** Beijing: Joint Publishing House of Beijing Medical University and China Union Medical University.

Shi,L.(2010).Analysis of campus culture construction in universities under the background of multiculturalism. **Education Exploration,** (08), 90-91.

Shi,P.,&Yao,Q.(2011). University Soft Power: Meaning and Strategy of Construction from the **International Business and Management,** 3Perspective of "Harmony" Culture. (2), 92-98.

Shou,T.(2003).A Preliminary Study on the Level Structure and Characteristics of Campus Culture in Universities. **Journal of East China Normal University (Philosophy and Social Sciences Edition),(**05),58-62+123.

Song,W.(2016). **Research on the Integration of Core Socialist Values into the Construction of Campus Culture in Universities** (Doctoral dissertation), Zhengzhou University.

Song, X., & Zhang, X. (2013). Campus culture construction in higher education from the perspective of ideological and political education. **China Education Journal,** (11).

Sporn, B. (2003). **Management in higher education: Current trends and future perspectives in European colleges and universities.** In The Dialogue between Higher Education Research and Practice,97-107.

Sun, C. (2019). Cultural confidence and the cultivation and development of university spirit in the new era. **Journal of Northeast Normal University (Philosophy and Social Sciences Edition),** 2019(03), 119-124.

Sun,Y.(2013).Four dimensions of guiding university campus culture construction with socialist core values. **School Party Building and Ideological Education,** *(14),* 88-89. **Growing up digital: The rise of the net generation**

Surratt, C. G. (1998). **Netlife: Internet citizens and their communities**. Nova Science Publishers, Inc.

Tapscott, D. (1999).McGraw-Hill.

Tapper, T., & Salter, B. (1992). **Oxford, Cambridge and the Changing Idea of the University: The Challenge to Donnish Dominion.** Buckingham, UK: Open University Press, 22.

Tian,J.(2005).On the construction of university culture**. Journal of Jiangsu Radio and TV University,** (02), 40-43.

Tierney,W.G.(1988).Organizational Culture in Higher Education: Defining the Essentials. **The Journal of Higher Education, 59**(1), 2-21. https://www.tandfonline.com/doi/pdf/10.1080/00221546.1988.11778301

Tylor, E. B. (2010). **Primitive culture** (p. 5). Cambridge University Press.

Waller,W.(1967). **The Sociology of Teaching.** New York, NY: Russell & Russell, Inc,13.

Wan, J. (2002). **Construction of university material culture**. Liaoning Education Press, 25.

Wang,D.(2009).Analysis of current problems and countermeasures in university campus culture construction. **Journal of Thought and Theory Education***, 2009*(06), 107-109.

Wang, H. (2015). On the origins, issues, and solutions of university teaching culture. **Journal of Sichuan Normal University (Social Sciences Edition***)*, 3.

Wang, H. & Zhang, J.(2010). The impact of network cultural ecological imbalance on college students and its regulation. **Heilongjiang Higher Education Research,** (5), 45-48.

Wang, L., & Li, Q. (2019). Theories and practices of spiritual culture construction in universities. **Education Exploration,** 40(4), 88-92.

Wang, M. (2009). Educational functions: The intrinsic functions of university culture. **Heilongjiang Higher Education Research,** 2009(12), 109-111.

Wang, F. (2019). **Analysis of the connotation and practice of campus culture in higher education.** China Higher Education Research, (3), 45-49.

Wang,J.(2002).The basic characteristics of modern university systems. **Higher Education Exploration,** (01), 13.

Wang, J. (2002). An exploration of the cultural functions of university campuses. **Liaoning Education Press**,101.

Wang, S. A. (2008). University environmental culture and its educational function. **China University Teaching**, (12), 11-13.

Wang,W.(2014).**Research on the inclusive mechanism of academic power and administrative power in universities** (Doctoral dissertation). Nanning Agricultural University,204.

Wang,Y.(2009).**Research on the Mechanism and the University Culture System of National Defense Industry University in China**(Doctoral dissertation). Harbin Engineering University.

Wisman, Y., & Sugiantiningsih, P. (2017). **The improvement of education quality**. In International Conferences SDGS 2030 Challenges and Solutions (Vol. 1, No. 1),72-83.

Wu, B.Q. (2016). Study on guiding university campus culture construction with socialist core values. **Research on Ideological Education,** (1), 35-38, 77.

Wu,H.(2014).The inheritance and innovation of excellent spiritual and cultural resources in Heilongjiang universities' campus culture: A case study of Heilongjiang University. **Heilongjiang Higher Education Research**, (07), 71-72.

Xia, F.& Pan, F. (2004). Characteristics and development of university campus spiritual culture. **China Higher Education Research**, (3), 121-126.

Xiao,K.(2018).Integration and development research on university management culture and campus culture construction. **Journal of Huaihai Institute of Technology (Humanities and Social Sciences Edition), 16**(12), 130-132.

Xie,H.(2010).Promoting University Culture to Strengthen Education. **China Higher Education Research,** (08),23-26.

Xie, X, &Zang, Z. (2008). The crisis and resolution of network cultural ecological security in the information age. **Information Science**, (5), 29-34.

Xu, X. (2019). Analysis of the interactive model between ideological and political education and campus culture construction in universities. **Journal of Ideological and Theoretical Education,** (6), 146-149.

Yan,L.(2013).Influence of network culture on university campus culture: An analysis based on the structural equation model. **Statistics and Information Forum, 28**(04), 86-90.

Yang,F.(2007).The Mission and Cultural Connotation of Universities. **Study Times,8**(27),001.

Yang,H.,&Zheng,Y.(2003).Creating distinctive campus culture: Research on the development of contemporary university spiritual culture. **Higher Education Exploration,** (04), 66-67+79.

Yang, Y. (2009). Exploration of campus culture construction and ideological and political education for college students. **School Party Building and Ideological Education,** (10), 74-75.

Yao, H., & Zhang, F. (2023). Research on the coordinated development of ideological and political education and campus culture in universities under the background of fostering virtue and nurturing people. **Journal of Ezhou University,** 30(2), 17-19.

Ye, Q., & et al. (2010). **Research on the harmonious development of socialist ideology and culture in contemporary China.** People's Publishing House, 6-7.

Yu,L.(2020).Analysis of the role of archives research and management in campus culture construction. **International Public Relations,** (11), 226-227.

Zhao, L., & Chen, J. (2020). The current situation and path research of institutional culture construction in higher education institutions. **Higher Education Management,** 42(2), 74-81.

Zhang,F.(2007).Four levels of construction of campus culture in universities. **Journal of Shijiazhuang College**, (05), 122-124.

Zhang, G. (2007).*A preliminary discussion on the construction of university behavioral culture.* **Journal of Qingdao University of Science and Technology (Social Sciences Edition),** (02), 105-109.

Zhang,H.(2022).**Research on the construction of university culture in the new era of China** (Doctoral dissertation, Central Party School of the Communist Party of China). (p. 146).

Zhang, J. (2010).Campus culture construction from the perspective of university spirit. **Educational Research**, (3).

Zhang,M.,Ma,Z.,&Chen,M.(2008).Analysis and Reflection on the Current Situation of Campus Culture in Universities. **Journal of Guangxi Youth Cadres College,**(04),44-46.

Zhang, T., & Wu, L. (2021). The current situation and countermeasures of network culture construction in higher education institutions. **Modern Educational Technology**, 42(3), 98-105.

Zhang,W.(2015). Guiding the Construction of Campus Culture in Universities with Core Socialist Values. **Border Economy and Culture,** (4), 112-114.

Zhang,Y.(2016).**Campus culture construction in universities based on the UIS perspective** *(*Master's thesis), Guangxi University.

Zhang,Y.,Li,J.,&Ma,C.(2009).Strengthening institutional culture construction to build a harmonious campus culture. **Party History Collection (Theory),** (11), 41-42.

Zhao, Y., & Zhou, S. (2013). Research on the evolution of university organization in the information age. **Journal of Higher Education Management,** 10(2), 55-63.

Zhong, J. (2011). **Research on the construction of university network culture from the perspective of a harmonious campus.** Science Press.

Zhou, G. (1999). **Campus culture and quality education for college students. Higher Education Press,** 33.

Appendix

Appendix A

List of Specialists and Letters of Specialists Invitation

for IOC Verification

List of Specialists and Letters of Specialists Invitation for IOC Verification

No	experts	University
1	Professor Dr. Su Jian	Guangxi University of Finance and Economics
2	Professor Dr. Lu zhenju	Guangxi University of Finance and Economics
3	Professor Dr. Li Guanghai	Guangxi Normal University
4	Professor Dr. Ma Huanling	Guangxi Normal University
5	Professor Dr. Liang Shujie	Guangxi University of Science and Technology

Ref.No. MHESI 0643.14/1141

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Su Jian, Guangxi University of Finance and Economics

       Mrs.Liu Zhenghui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for the construction of campus culture of Universities in Guangxi"

       The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

       With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 1241

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Lu Zhenju, Guangxi University of Finance and Economics

    Mrs.Liu Zhenghui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for the construction of campus culture of Universities in Guangxi"

    The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

    With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/1249

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Li Guanghai, Guangxi Normal University

      Mrs.Liu Zhenghui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for the construction of campus culture of Universities in Guangxi"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

      With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/๑๑๔

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Ma Huanling, Guangxi Normal University

    Mrs.Liu Zhenghui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for the construction of campus culture of Universities in Guangxi"

    The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

    With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ıı4ʃ

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to validate research instrument

Dear   Professor Dr. Liang Shujie, Guangxi University of Science and Technology

      Mrs.Liu Zhenghui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for the construction of campus culture of Universities in Guangxi"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

      With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Appendix B

Official Letter

Ref.No. MHESI 0643.14/ ۱۲۴۱

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Request for Data Collection and Interview

Dear   Sir or Madam

Mrs.Liu Zhenghui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for the construction of campus culture of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

No	University and College
1.	Guangxi University of Science and Technology
2.	Guangxi Normal University
3.	Guangxi Minzu Normal University
4.	Hechi University
5.	Yulin Normal University
6.	Baise University
7.	Wuzhou University
8.	Guangxi Science & Technology Normal University
9.	Guangxi University of Finance and Economics
10.	Beibu Gulf University
11.	Hezhou University

Ref.No. MHESI 0643.14/1247

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to Evaluate the Guideline

Dear   Professor Dr. Xie Lingling, Guangxi Department of Education

    Mrs.Liu Zhenghui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for the construction of campus culture of Universities in Guangxi"

    The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

    With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/1148

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to Evaluate the Guideline

Dear   Professor Dr. Xia Guoen, Guangxi University

    Mrs.Liu Zhenghui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for the construction of campus culture of Universities in Guangxi"

    The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

    With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ ۱۲۴۹

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to Evaluate the Guideline

Dear   Professor Dr. Tian Chuanliu, Shandong University of Arts

      Mrs.Liu Zhenghui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for the construction of campus culture of Universities in Guangxi"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

      With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ ۱۱۵۰

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to Evaluate the Guideline

Dear   Professor Dr. Liu Wen, Guangxi Normal University

        Mrs.Liu Zhenghui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for the construction of campus culture of Universities in Guangxi"

        The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

        With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 1251

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to Evaluate the Guideline

Dear   Professor Dr. Liang Fangzheng, Guangxi University of Finance and Economics

      Mrs.Liu Zhenghui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for the construction of campus culture of Universities in Guangxi"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

      With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No.MHESI 0643.14/ ใน5 ใ

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to Evaluate the Guideline

Dear   Professor Dr. Zhao Feng, Guangxi University of Finance and Economics

Mrs.Liu Zhenghui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for the construction of campus culture of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 1259

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to Evaluate the Guideline

Dear   Professor Dr. Liu Lingling, Guangxi University of Arts

      Mrs.Liu Zhenghui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for the construction of campus culture of Universities in Guangxi"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

      With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/1154

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to Evaluate the Guideline

Dear   Professor Dr. Peng Qinghua, Guangxi University of Arts

      Mrs.Liu Zhenghui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for the construction of campus culture of Universities in Guangxi"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

      With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/ 1255

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

July 2024

RE: Invitation to Evaluate the Guideline

Dear   Professor Dr. Gao Bin, Guangxi University for Nationalities

      Mrs.Liu Zhenghui is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for the construction of campus culture of Universities in Guangxi"

      The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

      With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr. Thanapat Chancharoen)
Vice Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Appendix C

Research Instrument

1. Survey Questionnaire

<div align="center">

Investigation on the status situation of campus

culture construction in Guangxi

</div>

Instructions:

In order to understand the current situation of campus culture construction in Guangxi universities, this study invites you to participate in the filling of the questionnaire. Thank you very much for reading and filling out this questionnaire in your busy time. This questionnaire is filled out in an anonymous form. The content of your answers is only used for academic research. Any answers and personal information will be kept strictly confidential and will not be disclosed to others. There are seven parts of this questionnaire, which takes you about 15 minutes to fill in (all are individual choices). Please fill in according to your true situation. Thank you for your support and help!

Please tick√ in the columns that represent your opinion.

Part 1: Personal Information of respondents

1. Your gender:

A, Man

B, Female

2. Your age:

A, Under 30 years old

B, and were 30 – 40 years old

C, aged 41 – 50 years

D, over 50 years old

3. Your highest education level:

A, doctoral candidate

B, Master Degree Candidate

C, undergraduate course

D. Under undergraduate course

4. Your professional title level:

A, is advanced

B, deputy senior

C, middle rank

D, elementary

E, not have

5. Your position:

A, school leaders

B. Head of the college

C. Department head

D, other

6. Your working years

A, 5-10 years

B, 11-15 years

C, 16-20 years

D, more than 20 years

Part 2: Survey about the current situation of campus culture construction in Guangxi

5 refers to the level of campus culture construction competence were at highest level

4 refers to the level of campus culture construction competence were at high level

3 refers to the level of campus culture construction competence were at medium level

2 refers to the level of campus culture construction competence were at low level

1 refers to the level of campus culture construction competence were at lowest level

No	Campus culture construction in Guangxi in universities	Level of campus culture construction competence				
		5	4	3	2	1
1	Middle managers pay attention to improve the tangible objects and space that can reflect school educational concepts, historical traditions, social functions, and the daily life of students and teachers					
2	Middle-level managers attach great importance to the construction of teaching buildings, laboratories, libraries and other facilities that meet the needs of teaching and learning					
3	Middle managers maintain a strongly symbolic material culture.					
4	Middle managers believe that material culture represents the spirit, tradition and values of the school					
5	Middle managers should pay attention to the design of the school emblem, school flag, school song and specific memorials					
6	Middle managers promote the construction of public learning space in schools					
7	Middle managers promote the co-use and maintenance of school facilities					
8	Middle managers promote material and cultural diversity					
9	Middle managers promote the sustainable development of material culture					
10	Middle managers believe that material culture should serve educational activities					
11	Middle managers pay attention to the pursuit of school material culture and the pursuit of innovation					
12	Middle managers believe that material culture shapes the					

No	Campus culture construction in Guangxi in universities	Level of campus culture construction competence				
		5	4	3	2	1
	identity and cultural atmosphere of the school					
1	Middle managers maintain the core values and ethical standards advocated by the school					
2	The behavior and decisions of middle managers are guided by the school's spiritual culture					
3	Middle managers conduct innovative thinking, critical thinking and lifelong learning under the influence of spiritual culture					
4	The behavior of middle managers reflects the school's pursuit of knowledge and wisdom.					
5	Middle managers pay attention to the celebrations such as celebrations					
6	Middle managers believe that spiritual culture can strengthen the sense of identity and belonging of teachers and students.					
7	Middle managers pay attention to the publicity and reporting of the fine traditions of the school and the deeds of outstanding alumni					
8	Middle managers believe that spiritual culture is the result of school history					
9	Middle managers focus on social development					
10	Middle managers focus on educational innovation and adaptability					
11	Middle managers believe that spiritual culture has a profound impact on their behavior patterns and ways of thinking.					

No	Campus culture construction in Guangxi in universities	Level of campus culture construction competence				
		5	4	3	2	1
1	Middle managers have advanced management concepts					
2	Middle managers have a good operation mode					
3	Middle managers have distinct organizational characteristics					
4	Middle managers have developed clear rules and regulations and standard procedures					
5	The rules formulated by middle managers cover all aspects of school activities, such as education, teaching, scientific research, social services, and resource management					
6	Middle managers pay attention to the authority of the system					
7	Middle managers pay attention to the execution of decisions.					
8	Middle managers should pay attention to the effectiveness of management when formulating the system					
9	The system formulated by middle managers has a certain stability					
10	Middle managers focus on reflecting the school's educational philosophy and goals when formulating systems.					
11	When middle managers formulate systems, they should pay attention to the coordination and integration of various work in the school					
1	Middle managers demonstrate strong leadership through their leadership style and decision-making skills					

No	Campus culture construction in Guangxi in universities	Level of campus culture construction competence				
		5	4	3	2	1
2	The behavior of middle managers has an important influence on teachers and students, and shapes the management culture and working atmosphere of the school					
3	Middle managers have effective communication and coordination skills to ensure the flow of information and the smooth completion of tasks					
4	Middle managers are professional in management ability and the inheritance and promotion of school culture and educational concepts					
5	The professional knowledge and behavior of middle managers are exemplary					
6	Middle managers show a strong sense of responsibility when handling school affairs					
7	The decision-making and behavior of middle managers are fair to establish a campus culture of justice and integrity					
8	Middle managers are innovative and adaptable to guide schools to adapt to new educational trends and challenges					
9	Middle managers are responsible for team building					
10	Middle managers promote harmony and development within the school through positive interpersonal relationships and effective teamwork					
11	The behavioral culture of middle managers plays a key role in achieving the school's educational goals, improving management efficiency and creating a positive campus					

No	Campus culture construction in Guangxi in universities	Level of campus culture construction competence				
		5	4	3	2	1
	cultural environment					
1	Middle managers pay attention to the openness of network culture construction					
2	Middle managers promote the diversification of campus culture					
3	Middle managers provide a convenient interactive platform to enhance the interaction and cooperation between students and teachers					
4	Middle managers encourage innovation and self-expression					
5	Middle managers promote the innovative and personalized development of campus culture					
6	Middle managers make campus cultural activities powerful and real-time					
7	Middle managers pay attention to the network dissemination of the latest school developments, academic lectures, and cultural activities, so as to improve the timeliness of information					
8	Middle-level managers promote the modernization of school education and teaching through the construction of network culture					
9	Middle managers improve students' information literacy through the construction of network culture					
10	Middle managers enhance the appeal and cohesion of campus culture					
11	Middle managers pay attention to strengthening online ethics education					

No	Campus culture construction in Guangxi in universities	Level of campus culture construction competence				
		5	4	3	2	1
12	Middle managers emphasize information security management					
13	You are satisfied with the quality of the campus culture construction of your current school					
14	You are satisfied with the current campus culture construction measures of your school					

2. Structured Interview outline

Structured Interview outline on guidelines for enhancing campus culture construction in Guangxi in universities

Instructions:

The subjects of this study were 11 middle-level and above managers from 11 public universities in Guangxi. The interviewees 'qualifications are as follows: 1) associate professor or above, 2) at least 6 years of experience in cultural promotion and education management, 3) master's degree or above, and 4) must be willing to attend the record structured interview.

Part 1: Personal Information

1. Interviewer
2. Interview Date
3. Interview Time
4. Interviewee
5. Gender Age
6. Years old
7. Education background
8. Position
9. Work place

Part 2: Structured Interview outline

Content	Question
Material culture construction	As a manager engaged in publicity and campus culture construction in Guangxi colleges and universities, how do you think to improve the material culture construction level of Guangxi colleges and universities?
Spiritual cultural construction	As a manager engaged in publicity and campus culture construction in Guangxi colleges and universities, how do you think to improve the spiritual and cultural construction level of Guangxi colleges and universities?
Institutional culture Construction	As a manager engaged in publicity and campus culture construction in Guangxi universities, how do you improve the level of institutional culture construction in Guangxi universities?
Behavioral cultural Construction	As a manager engaged in publicity and campus culture construction in Guangxi colleges and universities, how do you think to improve the level of behavior culture construction in Guangxi colleges and universities?
Network cultural construction	As a manager engaged in publicity and campus culture construction in Guangxi colleges and universities, how do you think to improve the level of network culture construction in Guangxi colleges and universities?

Interviewee 1

1. As a manager engaged in publicity and campus culture construction, you think how to improve the material culture construction level of Guangxi colleges and universities?

I believe that improving the material culture of universities in Guangxi should focus on enhancing infrastructure, fostering an academic atmosphere, beautifying the campus environment, and emphasizing cultural inheritance and innovation. For instance, establishing a history museum and art gallery could showcase the school's

development and distinctive culture. Increasing digitalization and facilitating interactions between teachers and students should also be prioritized. Moreover, sustainability must be considered, incorporating environmental protection and resource conservation into the construction of a green campus.

2. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of spirit cultural construction in these institutions?

I believe that enhancing the spiritual cultural development of universities in Guangxi should focus on strengthening the education of core values, enriching campus cultural life, fostering harmonious relationships between teachers and students, promoting mental health education, celebrating school history and tradition, encouraging volunteer work and practical experiences, cultivating an atmosphere of academic freedom and innovation, and intensifying international exchange and cooperation.

3. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of institutional cultural construction in these institutions?

I believe that enhancing the institutional culture in universities in Guangxi should focus on:enhancing the systematic framework of school regulations，promoting education and communication about policies， establishing a monitoring system for rule implementation, encouraging students and faculty involvement in policy formulation,

strengthening adaptive management of rules,building a fair evaluation framework,cultivating an atmosphere of respect for regulations,integrating policies with humanistic considerations.

4. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of behavioral culture construction in these institutions?

I believe that enhancing the behavioral cultural level in Guangxi universities should focus on establishing behavioral norms, strengthening normative education, implementing incentive mechanisms, fostering interaction and communication

between teachers and students, cultivating an atmosphere of respect and inclusivity, leveraging campus media for positive promotion, reinforcing the leadership's exemplary role, and conducting continuous monitoring and assessment.

5. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of network cultural construction in these institutions?

In my view, enhancing the level of cyberspace cultural construction in universities in Guangxi should focus on enhancing digital literacy education, fostering a positive and healthy online environment, leveraging online platforms for cultural dissemination, organizing internet cultural events, establishing an innovative mechanism for cyberspace culture, strengthening content moderation and management, nurturing talents for cyberspace culture development, reinforcing legal education on the Internet, and implementing a feedback mechanism for online cultural initiatives.

Interviewee 2

1. As a manager engaged in publicity and campus culture construction, you think how to improve the material culture construction level of Guangxi colleges and universities?

I believe that enhancing the material cultural construction level of universities in Guangxi should focus on improving campus infrastructure, boosting information technology on campus, beautifying the campus environment, constructing distinctive cultural spaces, promoting green campus development, perfecting public service facilities, strengthening safety management, and facilitating the integration of resources both within and outside the school.

2. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of spirit cultural construction in these institutions?

I believe that enhancing the spiritual cultural level of universities in Guangxi should focus on enhancing core value education, fostering an upbeat campus climate, reinforcing teacher ethics and professionalism, prioritizing students' all-round development, promoting cultural innovation, strengthening intellectual and moral

construction, leveraging campus media for positive influence, and establishing lasting mechanisms.

3. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of institutional cultural construction in these institutions?

I believe that enhancing the institutional culture in universities in Guangxi should focus on:enhancing the system's completeness,promoting the dissemination and education of policies,strengthening the implementation of regulations,encouraging students and faculty involvement in institutional development,establishing a dynamic adjustment mechanism for rules,integrating rules with humanistic care,implementing an evaluation and feedback system for institutional culture,cultivating a sense of adherence to institutional norms.Through these measures, the level of institutional culture in Guangxi universities can be significantly improved, providing solid institutional support for the stable development of the schools and harmonious living for both faculty and students.

4. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of behavioral culture construction in these institutions?

I believe that enhancing the level of behavioral culture development in universities in Guangxi should focus on: setting role models, reinforcing rules for conduct education, implementing incentive mechanisms, organizing behavior culture practical activities, fostering interaction and communication between teachers and students, cultivating an atmosphere of respect and inclusivity, leveraging campus media for positive promotion, and continually monitoring progress. By these means, we can gradually elevate the behavioral culture in these institutions, fostering a vibrant, healthy, and upward-oriented campus environment, which ultimately contributes to the overall development of the schools and personal growth of their faculty and students.

5. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of network cultural construction in these institutions?

I think to improve the level of network culture construction in Guangxi should from: strengthen the network literacy education, build a positive healthy network environment, using the network platform for culture communication, network culture activities, network culture innovation mechanism, strengthen the audit and management of network content, training network culture construction, strengthening network laws and regulations education, network culture feedback mechanism: set up the construction of network culture feedback channels, encourage teachers and students to put forward constructive Suggestions, timely collection and processing feedback teachers and students on the construction of network culture, optimize the network culture construction strategy, etc. Through these measures, we can effectively improve the level of network culture construction in universities in Guangxi, create a positive, healthy and orderly network environment, and promote the prosperity and development of campus culture.

Interviewee 3

1. As a manager engaged in publicity and campus culture construction, you think how to improve the material culture construction level of Guangxi colleges and universities?

I believe that enhancing the material cultural development in Guangxi universities should focus on strengthening infrastructure, improving campus aesthetics, driving educational technology advancements, constructing distinctive cultural spaces, fostering green campuses, upgrading public facilities, enhancing safety management, and integrating resources both within and outside the institution.

2. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of spirit cultural construction in these institutions?

I believe that enhancing the spiritual cultural development in universities in Guangxi should be strengthened through: deepening ethnic characteristic education, reinforcing value education, organizing various cultural events, academic lectures, and art exhibitions to enrich students' and teachers' cultural lives; establishing a distinctive campus spirit culture brand; promoting teacher ethics education and improving teaching professionalism, fostering a positive image, and serving as role models to

influence and inspire students.

3. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of institutional cultural construction in these institutions?

I believe that improving the institutional culture in Guangxi universities should focus on: establishing and perfecting a comprehensive, systematic, and scientific system of rules and regulations; enhancing the promotion and education of these systems; strengthening the implementation of these policies; encouraging students and teachers to participate in their development; integrating rules with humanistic care; and implementing a mechanism for evaluating and providing feedback on institutional culture, ensuring continuous improvement.

4. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of behavioral culture construction in these institutions?

I believe that enhancing the level of behavioral culture in colleges and universities in Guangxi should focus on several key areas: establishing and promoting positive role models, reinforcing rules and conduct education and training, implementing and perfecting incentive mechanisms - rewarding and acknowledging those who actively adhere to the norms, while disciplining those who violate them; organizing diverse campus cultural activities, fostering communication and interaction among faculty and students, and cultivating an atmosphere of respect for cultural diversity.

5. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of network cultural construction in these institutions?

I believe that enhancing the level of network cultural development in Guangxi universities should focus on: enhancing digital literacy: Providing education on cybersecurity, information evaluation skills, and online etiquette to faculty and students, fostering their ability to use the internet responsibly and discern accurate information,leveraging the web for cultural dissemination: Utilizing digital platforms for cultural exchange and content sharing,organizing online cultural events:

Conducting various virtual activities to enrich campus digital culture,establishing an innovation mechanism for online culture: Encouraging creativity and supporting innovative content development,content moderation and management: Strengthening the review and control of online content for appropriateness and legality,talent cultivation: Developing a skilled workforce to support network cultural development,emphasizing cyberlaw education: Increasing awareness of relevant laws and regulations among students and staff to adhere to online conduct guidelines.

Interviewee 4

1. As a manager engaged in publicity and campus culture construction, you think how to improve the material culture construction level of Guangxi colleges and universities?

I believe that enhancing the material cultural construction level of universities in Guangxi mainly involves: optimizing campus infrastructure, promoting environmental beautification and greening, strengthening information and smart campus development, constructing distinctive cultural spaces, advancing green campus initiatives, and improving public service facilities.

2. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of spirit cultural construction in these institutions?

I believe that enhancing the spiritual cultural construction level of universities in Guangxi mainly involves deepening the cultivation of students' core values, enriching campus cultural life, strengthening teacher ethics and teaching styles, fostering students' innovative spirit and practical abilities, promoting mental health education, facilitating the advancement of campus moral civilization, and establishing a comprehensive evaluation system for campus spiritual culture.

3. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of institutional cultural construction in these institutions?

In my view, enhancing the institutional culture in universities in Guangxi primarily involves: establishing and perfecting a comprehensive, systematic, and scientific system of regulations; promoting the education and dissemination of these

rules; strengthening the implementation of policies; encouraging both teachers and students to participate in the construction of the system; implementing a feedback and revision mechanism; and fostering a sense of adherence to rules among the academic community.

4. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of behavioral culture construction in these institutions?

I believe that enhancing behavioral culture in universities in Guangxi should focus on the following aspects: strengthening education on behavioral norms, establishing incentive systems for positive actions, and organizing a diverse range of campus cultural activities. Encouraging students and faculty to actively participate in volunteer service, club activities, and academic competitions not only enriches campus life but also fosters and showcases a proactive behavioral culture through practical experiences. It facilitates interaction and communication among teachers and students, and creates an environment that respects cultural diversity.

5. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of network cultural construction in these institutions?

My view is that enhancing the level of network cultural construction in Guangxi universities primarily involves strengthening digital literacy education, fostering a positive and healthy online environment, leveraging platforms for cultural dissemination, organizing online cultural events, establishing an innovative mechanism for online culture, enhancing content moderation and management, nurturing talents for network culture development, and reinforcing education on internet laws and regulations.

Interviewee 5

1. As a manager engaged in publicity and campus culture construction, you think how to improve the material culture construction level of Guangxi colleges and universities?

In my view, enhancing the material cultural construction level of universities in Guangxi mainly involves:strengthening infrastructure development: This includes

improving campus facilities and promoting environmental and landscape beautification,boosting information technology: Enhance internet infrastructure, promote the use of intelligent teaching management systems, and provide abundant digital educational resources,building distinctive cultural spaces: Create unique spaces that embody the university's identity and values,promoting green campuses: Prioritize sustainability and eco-friendliness in campus planning and operations,improving public service facilities: Strengthen construction of facilities like canteens, medical centers, and counseling centers to ensure high-quality services for students and teachers, meeting their basic living and health needs.

2. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of spirit cultural construction in these institutions?

I believe that enhancing the spiritual cultural development in universities in Guangxi mainly entails deepening the cultivation of students' values, enriching campus life through diverse activities such as literary salons, art exhibitions, academic lectures, and cultural festivals, providing platforms for teachers and students to showcase their talents. This also involves strengthening the campus culture's appeal and cohesion, improving teacher ethics and teaching standards, fostering students' creativity and practical skills, promoting mental health education among university students, advancing the civilization of campus, and establishing a comprehensive system for evaluating campus spiritual culture.

3. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of institutional cultural construction in these institutions?

I believe that enhancing institutional culture in Guangxi universities primarily lies in establishing and perfecting a comprehensive system of rules and regulations covering various aspects on campus, such as teaching, research, student management, and administrative affairs. This should ensure the scientificity, systematicness, and operational feasibility of the systems, aligning them with educational laws and the school's actual conditions. Strengthening the education and communication of these rules, reinforcing their enforcement, encouraging students and faculty to participate

in rule-making, implementing a feedback and revision mechanism, and cultivating a sense of institutional awareness are all crucial elements.

4. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of behavioral culture construction in these institutions?

I believe that enhancing the behavioral culture level in Guangxi universities primarily involves: strengthening normative education, establishing incentive mechanisms, organizing campus cultural activities, promoting interaction and communication between teachers and students, fostering an atmosphere of respect and inclusivity; advocating a campus environment that values diversity and different perspectives, facilitating mutual understanding and respect among faculty and students from diverse backgrounds through educational and practical activities, and utilizing campus media to promote positive behaviors.

5. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of network cultural construction in these institutions?

My view is that enhancing the level of network cultural construction in universities in Guangxi primarily involves:enhancing digital literacy education,establishing positive online communication platforms,organizing online cultural events,strengthening management and content creation for the web,fostering talent in network culture dissemination,promoting innovation in online culture,improving legal education on the internet regulations.

Interviewee 6

1.As a manager engaged in publicity and campus culture construction, you think how to improve the material culture construction level of Guangxi colleges and universities?

My view is that the primary focus for enhancing the material cultural development in Guangxi universities lies in improving library resources and services, strengthening arts and cultural facilities, optimizing educational and research infrastructure, developing distinctive campus aesthetics, and pushing for smart campus construction. These efforts collectively elevate the overall material cultural

level of these institutions, fostering an aesthetically pleasing, comfortable, and culturally rich environment for both teachers and students.

2. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of spirit cultural construction in these institutions?

I believe that the key areas to focus on in enhancing the spiritual cultural construction level of universities in Guangxi are: promoting the spirit of traditional culture, strengthening academic integrity, organizing distinctive themed educational activities, establishing a campus cultural identification system, facilitating cross-cultural communication and understanding, and reinforcing the sense of social responsibility among teachers and students.

3. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of institutional cultural construction in these institutions?

In my view, the key areas to focus on in enhancing institutional culture in Guangxi universities are: integrating cultural norms into all educational processes, establishing a feedback and supervision system for policy implementation, conducting themed education activities on institutional culture, strengthening dynamic management and continuous improvement of policies, increasing transparency and public participation in policy-making, and fostering a strong connection between institutional culture and behavioral standards. This would effectively bolster the institutional culture in Guangxi universities, providing solid institutional support for the stable development of the schools and a harmonious living environment for teachers and students.

4. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of behavioral culture construction in these institutions?

In my view, the key points for enhancing behavioral culture development in universities in Guangxi lie in promoting civic etiquette education, implementing demonstration projects for behavioral culture, hosting monthly themed events on behavior culture, intensifying training for faculty and students' conduct norms,

establishing an incentive system for behavioral culture, and leveraging storytelling techniques to disseminate the culture. This approach aims to gradually elevate the overall standard of behavioral culture in these institutions, fostering a positive, healthy, and civilized campus atmosphere, ultimately contributing to the comprehensive growth of campus culture.

5. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of network cultural construction in these institutions?

I believe that the key focus for enhancing the level of network cultural development in Guangxi universities lies in:developing distinctive online cultural platforms,organizing themed online cultural education activities,strengthening internet ethics education,promoting innovative online cultural projects,establishing a content review mechanism for online culture,and nurturing talent in online cultural communication.

Interviewee 7

1. As a manager engaged in publicity and campus culture construction, you think how to improve the material culture construction level of Guangxi colleges and universities?

I believe that enhancing the material cultural development in Guangxi universities should primarily focus on:boosting campus technological facilities upgrade: Enhancing the technology infrastructure to support learning and research,strengthening functional construction of public spaces: Improving the design and usability of common areas for interaction and study,implementing sustainable campus environment plans: Adhering to eco-friendly practices and green spaces management,establishing a blend of history and modernity exhibit zones: Integrating the university's heritage with contemporary educational elements,adding interactive learning experiences: Incorporating technology-driven learning tools for a more engaging academic experience,optimizing the campus wayfinding system: Designing and implementing a clear and intuitive signage, map, and information display system to facilitate navigation for students, faculty, and visitors.

2. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of spirit cultural construction in these institutions?

In my view, enhancing the spiritual and cultural development of universities in Guangxi should focus on reinforcing the spirit of scientific innovation, fostering a culture of interdisciplinary integration, promoting professional ethics education, establishing a regular mechanism for historical education, encouraging volunteer work and practical learning, intensifying cultural exchange under an international perspective, leveraging opportunities for international collaboration to introduce advanced educational concepts and cultures from abroad, organizing international festivals, and broadening students' and faculty members' global horizons, ultimately facilitating the exchange and integration of diverse cultures.

3. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of institutional cultural construction in these institutions?

In my view, enhancing the institutional culture in universities in Guangxi should primarily focus on:establishing an incentive mechanism for institutional innovation,implementing transparent processes for rule-making and revisions,strengthening oversight and enforcement of regulations,conducting educational campaigns on institutional culture and norms,building a synergy between institutional culture and behavioral guidelines,emphasizing the role of institutional culture in talent development.

4. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of behavioral culture construction in these institutions?

In my view, enhancing the behavioral cultural development in Guangxi universities should focus on: promoting the spirit of practical learning in disciplines, reinforcing academic honesty and professional ethics education, organizing cultural practice activities, establishing a demonstration-leadership mechanism for behavioral culture, strengthening daily behavioral guidelines for teachers and students, and utilizing multimedia platforms to publicize behavioral culture, such as through

campus websites, social media, and notice boards. By doing so, a positive, healthy, and well-ordered behavioral cultural environment can gradually be established, fostering the comprehensive development of moral civilization in these institutions.

5. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of network cultural construction in these institutions?

In my view, enhancing the level of network cultural construction in Guangxi universities should primarily concentrate on establishing a secure and healthy online environment, enriching the supply of online cultural content, strengthening internet literacy education, building interactive platforms for online communication, organizing various online cultural activities, reinforcing positive guidance on online culture, and implementing evaluation and incentive mechanisms for it.

Interviewee 8

1. As a manager engaged in publicity and campus culture construction, you think how to improve the material culture construction level of Guangxi colleges and universities?

I believe that enhancing the material cultural development in Guangxi universities can be achieved through continuous efforts in areas such as strengthening educational technology infrastructure, investing in advanced tools like interactive whiteboards, VR teaching equipment, and online learning management systems; developing specialized labs and workshops; optimizing library resources and services; enhancing aesthetic appeal of campus surroundings; constructing versatile academic exchange spaces; promoting green campus initiatives; and upgrading sports and recreational facilities.

2. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of spirit cultural construction in these institutions?

I believe that enhancing the spiritual cultural construction level in Guangxi's higher education institutions can be achieved through several approaches:deepening the internalization and application of educational philosophy: Integrate the educational principles and core values into all aspects of teaching, management, and

service, using classroom instruction, thematic practical activities, and teacher ethics development to facilitate students' profound understanding and respect for the school's educational vision. This enriches campus life and strengthens professional ethics among faculty,promoting the inheritance of school history culture: Encourage the preservation and dissemination of the institution's historical legacy, fostering a sense of identity and tradition among students and staff,establishing a spiritual cultural evaluation system: Build a framework to assess and recognize achievements in the realm of spirituality and cultural values, fostering a competitive and supportive environment,strengthening mental health education and counseling: Prioritize mental well-being by providing comprehensive support services and promoting awareness of emotional and psychological resilience,fostering holistic student development: Ultimately, these efforts contribute to the overall growth and character formation of students, ensuring they emerge as well-rounded individuals prepared for their future roles in society.

3. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of institutional cultural construction in these institutions?

I suggest enhancing the institutional culture in Guangxi universities through several measures: promoting transparency and openness in institutional policies, continuously evaluating and refining them, strengthening enforcement, fostering a sense of adherence to rules among teachers and students, integrating institutional culture with behavioral norms, using policies to guide and regulate behaviors, and encouraging innovation by incentivizing students and faculty to propose innovative ideas, which will be recognized and rewarded. Lastly, emphasize education on institutional culture.

4. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of behavioral culture construction in these institutions?

Improving the level of behavioral culture in universities in Guangxi can be achieved through several approaches:strengthening behavioral education for both teachers and students, by establishing clear guidelines and norms,building a model

behavior system: Select outstanding teachers and students who exemplify these norms, and let their positive influence inspire others to learn and emulate, fostering a favorable campus behavioral atmosphere,organizing behavioral culture-themed activities: Encourage events that promote behavioral values and understanding,reinforcing teacher ethics and professional conduct: Enhance the moral standards and teaching practices among faculty members,leveraging campus media to promote positive behaviors: Use newsletters, websites, and other platforms to showcase exemplary actions,implementing a feedback and improvement mechanism: Encourage open communication and continuous self-assessment for better behavioral adherence,promoting student self-management: Cultivate students' self-governance skills through organizations like student unions and clubs, allowing them to practice and enhance their behavioral norms through participation in campus management and service.

In summary, a comprehensive approach that combines education, modeling, engagement, and self-improvement is key to enhancing behavioral culture in Guangxi's higher educational institutions.

5. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of network cultural construction in these institutions?

I believe that enhancing the level of network cultural construction in Guangxi universities can be achieved by focusing on several aspects: promoting digital literacy education, enriching online content, establishing online cultural platforms, organizing online cultural events, reinforcing online behavior guidelines, regulating and optimizing the online environment, nurturing talents for network culture, and fostering innovation in network culture.

Interviewee 9

1. As a manager engaged in publicity and campus culture construction, you think how to improve the material culture construction level of Guangxi colleges and universities?

To improve the level of material and cultural construction in colleges and universities in Guangxi, I suggest that: improve academic research facilities, optimize

the construction of campus informatization, create characteristic campus landscape, and strengthen the construction of international exchange facilities: in order to adapt to the trend of global education, Strengthen the building of international exchange centers, Provide a versatile communication space, Promote the exchange and cooperation between international teachers and students, improve the student innovation and entrepreneurship support system: establish a student innovation and entrepreneurship center, Provide the necessary site, equipment and guidance services, Encourage students to participate in innovation and entrepreneurship activities, Cultivate practical ability and innovative spirit, pay attention to the humanized design of campus living facilities: improve the student dormitory, canteen, leisure area and other living facilities, Focus on humanized design, Improving the quality of life and satisfaction of teachers and students is constantly strengthened.

2. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of spirit cultural construction in these institutions?

Improve the level of spiritual culture construction in Guangxi, I suggest from: cultivating financial characteristic campus spirit, strengthen academic integrity and moral education, financial and economic festival such as theme activities, establish ethics strengthen construction system, promote internal and external cultural exchanges: encourage teachers and students to participate in academic exchanges at home and abroad, broaden their horizons, enhance the understanding and respect of different culture, promote the diversified development of campus culture, strengthen mental health education and counseling, encourage students to self development, etc.

3. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of institutional cultural construction in these institutions?

Improve the level of university system culture construction in Guangxi, I suggest from: establish a perfect system, covering teaching, scientific research, student management, administrative management, strengthen the dynamic management of the system, strengthen the system of publicity and education,

implement system of supervision and evaluation, encourage teachers and students to participate in the system construction, the system and norms of conduct, establish the system of cultural evaluation mechanism, etc.

4. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of behavioral culture construction in these institutions?

To enhance the behavioral cultural construction in universities in Guangxi, I propose strengthening efforts in the following areas: reinforcing normative education on behavior, establishing a system for role-model behaviors, organizing practical activities on behavioral culture, fostering the moral and teaching standards of faculty, utilizing campus media to promote positive actions, implementing a feedback and improvement system for behaviors, and facilitating students' self-management and overall development.

5. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of network cultural construction in these institutions?

To enhance the level of network cultural construction in Guangxi's universities, my suggestion includes: strengthening digital literacy education, enriching content for online culture, establishing interactive platforms on campus, hosting web-based cultural events, reinforcing rules for online behavior, regulating and optimizing the digital ecosystem, cultivating talents in network culture, fostering innovation in this field, encouraging faculty and students to leverage modern information technology for creative endeavors such as developing educational apps and engaging in open-source projects. This would elevate the contemporary relevance and innovativeness of campus network culture, facilitating its healthy growth and providing a more diverse, beneficial, and secure online environment for all.

Interviewee 10

1. As a manager engaged in publicity and campus culture construction, you think how to improve the material culture construction level of Guangxi colleges and universities?

Improve the level of material culture construction in Guangxi, Suggestions from: perfect college education facilities construction, promote the development of wisdom campus, strengthen the campus environment beautification, professional training base, optimize students life service facilities: improve student dormitory, canteen, sports facilities and other service facilities, improve the students 'quality of life, create a good learning and living environment, strengthening the construction of campus security facilities, promote the construction of campus cultural facilities: the construction of campus cultural activity center, exhibition hall, museums and other cultural facilities, provide support for campus cultural activities, enrich teachers and students' spiritual and cultural life, etc.

2. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of spirit cultural construction in these institutions?

To improve the level of spiritual and cultural construction in colleges and universities in Guangxi, Suggestions are from: deepening the education of core values among college students, Guide students to establish correct world outlook, outlook on life and values, enrich campus cultural activities, and strengthen the construction of teachers 'ethics: through teachers' ethics education and ethics construction, Improve teachers' professional ethics, Establish a good image of teacher's ethics, Practice what you preach, Influencing and motivating students, cultivating campus spirit, promoting the building of academic integrity, strengthening mental health education for teachers and students, and promoting international cultural exchanges: Through international exchange programs, Introduce an international perspective, Promoting communication and understanding among different cultures, To improve the international level of the school and the cross-cultural communication ability of teachers and students.

3. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of institutional cultural construction in these institutions?

Improve the level of institutional culture construction in Guangxi, Suggestions from: build normative and systematic university management system, improve

system of transparency and fairness, strengthen the system of publicity and education, establish system of dynamic adjustment mechanism, encourage teachers and students to participate in the system construction, strengthen the supervision and examination, cultivate the system of teachers and students system consciousness, etc.

4. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of behavioral culture construction in these institutions?

Improve the level of behavior culture construction in Guangxi, Suggestions from: strengthen behavior standard education, establish behavior demonstration leading mechanism, behavior culture practice, strengthen the ethics strengthen construction, using campus media propaganda positive behavior, establish behavior feedback and improvement mechanism, improve students' self management and development, etc.

5. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of network cultural construction in these institutions?

Improve the level of network culture construction in Guangxi, Suggestions from: strengthen the network literacy education, enrich the content of network culture, set up interactive platform: using the campus website, BBS, social media tools, establish the campus network interaction platform, promote exchanges and cooperation between teachers and students, strengthen the campus network culture interactive and cohesion, optimize network culture activities, network behavior, regulation and optimize the network environment, cultivate network culture talents, improve network culture innovation, etc.

Interviewee 11

1. As a manager engaged in publicity and campus culture construction, you think how to improve the material culture construction level of Guangxi colleges and universities?

Improve the level of material culture construction in Guangxi, I think should strengthen from the following aspects, specific as follows: strengthen the construction

of practice teaching base, optimize library resources and services, promote the campus informatization construction, improve teaching facilities and scientific research conditions, pay attention to the campus environment beautification and function layout, construction of characteristic cultural facilities, strengthen the study of teacher education development, and so on.

2. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of spirit cultural construction in these institutions?

To improve the level of spiritual and cultural construction in colleges and universities in Guangxi, I think it should be strengthened from the following aspects, The details are as follows: Deepening the internalization of educational concept: integrating the educational concept and school-running characteristics of colleges and universities into all links of teaching, management and service, Through classroom teaching, thematic education activities, teacher ethics construction and other ways, To guide teachers and students to deeply understand and practice the educational concept of the college, Enrich campus cultural activities and strengthen the construction of teachers 'ethics: through teachers' ethics education, typical demonstration, teachers' ethics assessment and other measures, Strengthen the construction of teachers' professional ethics, Cultivate teachers' sense of responsibility and mission, To influence and motivate students with teachers' good ethics, Cultivate and carry forward the spirit of the school motto: excavate and carry forward the spirit of the school motto, Through school history education, school anniversary activities and other forms, Inheriting and carrying forward the fine tradition and spiritual culture of the school, Promoting the construction of academic integrity and strengthening mental health education: paying attention to the mental health of teachers and students, Provides psychological counseling and counseling services, Developing mental health education activities, Help teachers and students to establish a positive and healthy attitude, Promoting cultural exchanges in an international perspective: encouraging teachers and students to participate in international exchanges, widen the vision, To enhance the understanding and respect for different cultures, Promote the diversified development of campus culture and so on.

3. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of institutional cultural construction in these institutions?

To improve the level of institutional and cultural construction in colleges and universities in Guangxi, I think it should be strengthened from the following aspects, Specific as follows: establish and perfect a set of scientific, reasonable, system and systematic system, Ensure that the system content fully covers all aspects of the school, Including teaching, scientific research, student management, administration, etc, Strengthen the implementation of the system, improve the transparency of the system, encourage teachers and students to participate in the system construction, establish the system evaluation and feedback mechanism, cultivate the system awareness of teachers and students, strengthen the combination of the system and the code of conduct: combine the system with the campus code of conduct, To guide and regulate the behavior of teachers and students through systems, At the same time, through the practice of behavior norms to reflect the spirit of institutional culture and so on.

4. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of behavioral culture construction in these institutions?

To improve the level of behavior culture construction in Guangxi colleges and universities, I think it should be strengthened from the following aspects, The details are as follows: strengthen the code of conduct education, establish the behavior demonstration and leading mechanism: select and commend the teachers and students who perform well in the code of conduct, As a demonstrator of the campus behavior culture, Through their positive image and behavior, Inspire other teachers and students to learn and follow suit, Carry out behavioral culture practice activities, strengthen the construction of teachers 'ethics, use campus media to publicize positive behavior, establish behavioral feedback and improvement mechanism, promote students' self-management and development: support the development of student organizations, Encourage students to participate in campus management and services, Cultivate students' self-management ability and leadership ability and so on.

5. As a manager of public relations and campus culture development in Guangxi universities, how would you suggest enhancing the level of network cultural construction in these institutions?

Improve the level of network culture construction in Guangxi colleges and universities, I think it should be strengthened from the following aspects, The details are as follows: strengthen online literacy education, enrich online cultural content, and build an interactive communication platform: use campus websites, forums, social media and other tools, Establish a campus network interactive platform, Promote the communication and cooperation between teachers and students, Enhance the interaction and cohesion of campus network culture, hold network cultural activities, strengthen the network code of conduct, supervise and optimize the network environment, cultivate network cultural talents, and promote network culture innovation: encourage teachers and students to use modern information technology to carry out network culture innovation, Such as the development of online education applications and participating in open source projects, Enhance the sense of The Times and innovation of network culture, and so on.

3. Assessment checklist

      Assessment checklist of guidelines for construction of campus culture of universities in Guangxi

      Thank you very much for taking time out of your busy schedule to participate in the evaluation of this study. Please evaluate the suitability and feasibility of the guidelines for construction of campus culture of Universities in Guangxi. The numbers 5, 4, 3, 2 and 1 correspond to highest, high, average, low and lowest.

No	Guidelines for the construction of campus culture of universities in Guangxi	Suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
Enhance the material cultural construction level of universities in Guangxi											
1	Strengthen the construction of teaching and scientific research infrastructure in colleges and universities										
2	Improve the development of public service facilities										
3	Pay attention to the beautification of the campus environment and the functional layout construction										
4	Build a characteristic cultural space, strengthen cultural inheritance and innovation, such as: the construction of the school history museum										
5	Promote the construction of green, low-carbon and sustainable campuses										

No	Guidelines for the construction of campus culture of universities in Guangxi	Suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
6	Improve the level of informatization and intelligence construction in colleges and universities										
Enhance the level of spiritual cultural construction in universities in Guangxi											
1	Strengthen the education of the core values of college students, and cultivate the feelings of family and country										
2	Enrich the campus cultural activities, and enhance the vitality and cohesion of the campus culture										
3	Strengthen mental health education for teachers and students										
4	Carry forward the school history and the school spirit, and establish the campus spirit and culture brand										
5	Promote voluntary service and social practice activities, and strengthen the sense of social responsibility of teachers and students										
6	Strengthen cultural exchanges from the international perspective										

No	Guidelines for the construction of campus culture of universities in Guangxi	Suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
7	Strengthen the construction of university teachers' ethics										
Enhance the level of institutional cultural construction in universities in Guangxi											
1	Establish and improve a set of comprehensive, systematic, scientific, transparent, fair system system										
2	Strengthen the publicity and education of the system										
3	Establish a sound supervision mechanism and assessment system to ensure the effective implementation of the system										
4	Encourage teachers and students to participate in the system construction of colleges and universities										
5	Establish the dynamic adjustment mechanism of the system										
6	Establish the evaluation and incentive mechanism of the system culture, and create a cultural atmosphere that respects the system										

No	Guidelines for the construction of campus culture of universities in Guangxi	Suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
Enhance the level of behavioral cultural construction in universities in Guangxi											
1	Strengthen the code of conduct education and training										
2	Establish the incentive and restraint mechanism of the behavior standard of universities										
3	Carry out behavior culture practice activities, let students experience and learn behavior norms in practice										
4	Strengthen the interaction and communication between teachers and students, and encourage teachers and students to put forward opinions and suggestions on the construction of campus behavior culture										
5	Create a campus atmosphere of respect and tolerance										
6	Use the campus media to conduct positive publicity, establish and promote the positive behavior model										
Enhance the level of network cultural construction in universities in Guangxi											
1	Strengthen network literacy education										

No	Guidelines for the construction of campus culture of universities in Guangxi	Suitability					Feasibility				
		5	4	3	2	1	5	4	3	2	1
2	Create a characteristic network culture platform, and build a positive and healthy network environment										
3	Use the network platform to spread the culture, and enhance the attraction and influence of the campus culture										
4	Carry out network cultural activities										
5	Establish the network culture innovation mechanism										
6	Strengthen the audit and management of network content										
7	Cultivate talents for network culture construction										
8	Strengthen the network laws and regulations education, strengthen the network behavior rules										

Signature:

Date:

Appendix D

The Results of the Quality Analysis of Research

Instruments

Reliability Analysis

Simplified Format of Cronbach's Reliability Analysis		
Number of Items	Sample Size	Cronbach's Alpha Coefficient
30	30	0.974

Cronbach Confidence analysis			
Variable name	Correction Total corcorrelation (CIT)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficien
Middle managers pay attention to improve the tangible objects and space that can reflect school educational concepts, historical traditions, social functions, and the daily life of students and teachers	0.941	0.973	0.974
Middle-level managers attach great importance to the construction of teaching buildings, laboratories, libraries and other facilities to meet the needs of teaching and learning	0.583	0.974	
Middle managers maintain a material culture with a strong symbolic significance	0.581	0.974	
Middle managers believe that material culture represents the spirit, tradition, and values of the school	0.599	0.974	
Middle managers should pay attention to the design of the school emblem, school flag, school song and specific memorials	0.571	0.974	

Cronbach Confidence analysis			
Variable name	Correction Total corcorrelation (CIT)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficien
Middle managers promote the construction of public learning space in schools	0.592	0.974	
Middle managers promote the co-use and maintenance of school facilities	0.571	0.974	
Middle managers promote the diversity of material culture	0.604	0.974	
Middle managers promote the sustainable development of material culture	0.698	0.974	
Middle managers pay attention to the pursuit of innovation in the material culture of the school	0.579	0.974	
Middle managers believe that material culture should serve educational activities	0.616	0.974	
Middle managers believe that material culture shapes the identity and cultural atmosphere of the school	0.592	0.974	
Middle managers maintain the core values and ethical standards advocated by the school	0.665	0.974	
Middle managers 'actions and decisions are guided by the school's spiritual culture	0.607	0.974	
Middle managers conduct innovative	0.595	0.974	

Cronbach Confidence analysis			
Variable name	Correction Total corcorrelation (CIT)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficien
thinking, critical thinking and lifelong learning under the influence of spiritual culture			
The behavior of middle managers reflects the school's pursuit of knowledge and wisdom	0.607	0.974	
Middle managers pay attention to school celebrations and other celebrations	0.694	0.974	
Middle managers pay attention to the publicity and reporting of the school's fine traditions and the deeds of outstanding alumni	0.670	0.974	
Middle managers pay attention to the publicity and reporting of the school's fine traditions and the deeds of outstanding alumni	0.648	0.974	
Middle managers believe that spiritual culture is the result of school history	0.623	0.974	
Middle managers pay attention to social development	0.555	0.974	
Middle managers pay attention to educational innovation and adaptability	0.601	0.974	
Middle managers believe that spiritual culture has a profound impact on their	0.600	0.974	

Cronbach Confidence analysis			
Variable name	Correction Total corcorrelation (CIT)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficien
behavior patterns and ways of thinking			
Middle managers have advanced management concepts	0.661	0.974	
Middle managers have a good operation mode	0.591	0.974	
Middle managers have distinct organizational characteristics	0.658	0.974	
Middle managers have developed clear rules and regulations and standard processes	0.680	0.974	
Middle managers cover all aspects of school activities, including education and teaching, scientific research, social services, and resource management	0.652	0.974	
Middle managers pay attention to the authority of the system	0.619	0.974	
Middle managers pay attention to the execution of decisions	0.668	0.974	
Middle managers should pay attention to the effectiveness of management when formulating the system	0.635	0.974	
The system formulated by middle managers has a certain stability	0.637	0.974	
Middle managers focus on reflecting the school's educational philosophy and goals when formulating systems	0.715	0.974	

Cronbach Confidence analysis			
Variable name	Correction Total corcorrelation (CIT)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficien
When middle managers formulate systems, they should pay attention to the coordination and integration of various work in the school	0.508	0.974	
Middle managers show strong leadership through their leadership style and decision-making skills	0.631	0.974	
The behavior of middle managers has an important influence on teachers and students, and shapes the management culture and working atmosphere of the school	0.699	0.974	
Middle managers have effective communication and coordination skills to ensure the flow of information and the smooth completion of tasks	0.542	0.974	
Middle managers are professional in management ability and the inheritance and promotion of school culture and educational concepts	0.593	0.974	
The professional knowledge and behavior of middle managers are exemplary	0.646	0.974	
Middle managers show a strong sense of responsibility when handling school affairs	0.603	0.974	

Cronbach Confidence analysis			
Variable name	Correction Total corcorrelation (CIT)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficien
The decision and behavior of middle managers are fair in order to establish the campus culture of justice and integrity	0.661	0.974	
Middle managers are innovative and adaptable, guiding schools to adapt to new educational trends and challenges	0.674	0.974	
Middle managers take the responsibility for team building	0.593	0.974	
Middle managers promote harmony and development within the school through positive interpersonal relationships and effective teamwork	0.518	0.974	
The behavior culture of middle managers plays a key role in realizing the school's educational goals, improving management efficiency and creating a positive campus cultural environment	0.618	0.974	
Middle managers pay attention to the openness of network culture construction	0.591	0.974	
Middle managers promote the diversification of campus culture	0.634	0.974	
Middle managers provide a convenient interactive platform to	0.546	0.974	

Cronbach Confidence analysis			
Variable name	Correction Total corcorrelation (CIT)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficien
enhance the interaction and cooperation between students and teachers			
Middle managers encourage innovation and self-expression	0.564	0.974	
Middle managers promote the innovative and personalized development of campus culture	0.593	0.974	
Middle managers make campus cultural activities powerful and real-time	0.658	0.974	
Middle managers pay attention to the network dissemination of the latest developments of the school, academic lectures and cultural activities, so as to improve the timeliness of information	0.660	0.974	
Middle-level managers promote the modernization of school education and teaching through the construction of network culture	0.565	0.974	
Middle managers improve students' information literacy through the construction of network culture	0.587	0.974	
Middle managers enhance the appeal and cohesion of campus culture	0.664	0.974	

Cronbach Confidence analysis			
Variable name	Correction Total corcorrelation (CIT)	Cronbach's alpha with item deleted	Cronbach's Alpha Coefficien
Middle managers pay attention to strengthening network ethics education	0.647	0.974	
Middle managers emphasize information security management	0.589	0.974	
You are satisfied with the quality of the campus culture construction of your current school	0.574	0.974	
You are satisfied with the current measures to build the campus culture in your school	0.467	0.974	

Guangxi university campus culture construction status questionnaire designed 30 scale, used to collect respondents about the Guangxi university campus culture in the construction of material culture , spiritual culture, institutional culture, behavior culture, network culture , construction job satisfaction, etc., with cronbach coefficient as the inspection standard, test results as shown in the table above.

It can be seen from the above table that cronbach=0.974, greater than 0.9, thus indicating that the reliability quality of the study data is very high. For the "coefficient that has been deleted", the reliability coefficient will not increase significantly after any item is deleted. Therefore, the question item should not be deleted. For the "CITC value", the CITC value of the analysis items is greater than 0.4, which indicates a good correlation between the analysis items and a good reliability level. In conclusion, the reliability coefficient value of the research data is higher than 0.9, which comprehensively indicates that the data reliability quality is high and can be used for further analysis.

IOC evaluation form of the status quo survey questionnaire of construction for campus culture in universities in Guangxi

No	Construction for Campus culture in Guangxi universities	Experts					IOC	Validity
		1	2	3	4	5		
Material culture								
1	Middle managers pay attention to improve the tangible objects and space that can reflect school educational concepts, historical traditions, social functions, and the daily life of students and teachers	1	1	0	1	1	0.80	Valid
2	Middle-level managers attach great importance to the construction of teaching buildings, laboratories, libraries and other facilities that meet the needs of teaching and learning	1	1	1	1	1	1.00	Valid
3	Middle managers maintain a strongly symbolic material culture.	1	1	1	0	1	0.80	Valid
4	Middle managers believe that material culture represents the spirit, tradition and values of the school	1	1	1	1	1	1.00	Valid
Material culture								
5	Middle managers should pay attention to the design of the school emblem, school flag, school song and specific memorials	1	1	1	0	1	0.80	Valid
6	Middle managers promote the construction of public learning space in schools	1	1	1	1	1	1.00	Valid
7	Middle managers promote the co-use and maintenance of school facilities	1	1	1	0	1	0.80	Valid
8	Middle managers promote material and cultural diversity	1	1	1	1	1	1.00	Valid

No	Construction for Campus culture in Guangxi universities	Experts					IOC	Validity
		1	2	3	4	5		
9	Middle managers promote the sustainable development of material culture	1	1	1	1	1	1.00	Valid
10	Middle managers believe that material culture should serve educational activities	1	1	1	1	0	0.80	Valid
11	Middle managers pay attention to the pursuit of school material culture and the pursuit of innovation	1	1	1	1	1	1.00	Valid
12	Middle managers believe that material culture shapes the identity and cultural atmosphere of the school	1	1	1	1	1	1.00	Valid
Spiritual culture								
1	Middle managers maintain the core values and ethical standards advocated by the school	1	1	1	1	1	1.00	Valid
2	The behavior and decisions of middle managers are guided by the school's spiritual culture	1	0	1	0	1	0.60	Valid
3	Middle managers conduct innovative thinking, critical thinking and lifelong learning under the influence of spiritual culture	1	0	1	1	1	0.80	Valid
4	The behavior of middle managers reflects the school's pursuit of knowledge and wisdom.	1	1	1	1	1	1.00	Valid
5	Middle managers pay attention to the celebrations such as celebrations	1	1	1	1	1	1.00	Valid
6	Middle managers believe that spiritual culture can strengthen the sense of identity and belonging of teachers and students.	1	1	1	1	1	1.00	Valid
7	Middle managers pay attention to the publicity and reporting of the fine traditions of the school and the deeds of outstanding alumni	1	1	1	1	0	0.80	Valid

No	Construction for Campus culture in Guangxi universities	Experts					IOC	Validity
		1	2	3	4	5		
8	Middle managers believe that spiritual culture is the result of school history	1	1	1	1	1	1.00	Valid
9	Middle managers focus on social development	1	1	1	1	1	1.00	Valid
10	Middle managers focus on educational innovation and adaptability	1	1	1	1	1	1.00	Valid
11	Middle managers believe that spiritual culture has a profound impact on their behavior patterns and ways of thinking.	0	1	1	0	1	0.60	Valid
Institutional culture								
1	Middle managers have advanced management concepts	1	1	1	1	1	1.00	Valid
2	Middle managers have a good operation mode	1	1	1	1	1	1.00	Valid
3	Middle managers have distinct organizational characteristics	1	1	1	1	0	0.80	Valid
4	Middle managers have developed clear rules and regulations and standard procedures	1	1	1	1	1	1.00	Valid
5	The rules formulated by middle managers cover all aspects of school activities, such as education, teaching, scientific research, social services, and resource management	1	1	1	1	1	1.00	Valid
6	Middle managers pay attention to the authority of the system	1	1	0	1	0	0.60	Valid
7	Middle managers pay attention to the execution of decisions.	1	1	1	1	1	1.00	Valid
8	Middle managers should pay attention to the effectiveness of management when formulating the system	1	1	1	1	1	1.00	Valid
9	The system formulated by middle managers has a	1	1	1	1	1	1.00	Valid

No	Construction for Campus culture in Guangxi universities	Experts					IOC	Validity
		1	2	3	4	5		
	certain stability							
10	Middle managers focus on reflecting the school's educational philosophy and goals when formulating systems.	1	1	1	1	0	0.80	Valid
11	When middle managers formulate systems, they should pay attention to the coordination and integration of various work in the school	1	1	1	1	1	1.00	Valid
Behavioral Cultural								
1	Middle managers demonstrate strong leadership through their leadership style and decision-making skills	1	1	1	1	1	1.00	Valid
2	The behavior of middle managers has an important influence on teachers and students, and shapes the management culture and working atmosphere of the school	1	1	1	1	0	0.80	Valid
3	Middle managers have effective communication and coordination skills to ensure the flow of information and the smooth completion of tasks	1	1	1	1	1	1.00	Valid
4	Middle managers are professional in management ability and the inheritance and promotion of school culture and educational concepts	0	1	1	1	0	0.60	Valid
5	The professional knowledge and behavior of middle managers are exemplary	1	1	1	1	1	1.00	Valid
6	Middle managers show a strong sense of responsibility when handling school affairs	1	1	1	1	1	1.00	Valid
7	The decision-making and behavior of middle managers are fair to establish a campus culture of justice and integrity	1	1	1	1	1	1.00	Valid

No	Construction for Campus culture in Guangxi universities	Experts					IOC	Validity
		1	2	3	4	5		
8	Middle managers are innovative and adaptable to guide schools to adapt to new educational trends and challenges	1	1	0	1	1	0.80	Valid
9	Middle managers are responsible for team building	1	0	1	1	0	0.60	Valid
10	Middle managers promote harmony and development within the school through positive interpersonal relationships and effective teamwork	1	1	1	1	1	1.00	Valid
11	The behavioral culture of middle managers plays a key role in achieving the school's educational goals, improving management efficiency and creating a positive campus cultural environment	1	1	1	1	1	1.00	Valid
Network cultural								
1	Middle managers pay attention to the openness of network culture construction	1	1	1	1	0	0.80	Valid
2	Middle managers promote the diversification of campus culture	1	1	1	1	1	1.00	Valid
3	Middle managers provide a convenient interactive platform to enhance the interaction and cooperation between students and teachers	0	1	1	1	1	0.80	Valid
4	Middle managers encourage innovation and self-expression	1	1	1	1	1	1.00	Valid
5	Middle managers promote the innovative and personalized development of campus culture	1	0	1	0	1	0.60	Valid
6	Middle managers make campus cultural activities powerful and real-time	1	1	1	1	1	1.00	Valid
7	Middle managers pay attention to the network dissemination of the latest school developments, academic lectures, and cultural activities, so as to improve the timeliness of information	1	1	1	1	1	1.00	Valid

No	Construction for Campus culture in Guangxi universities	Experts					IOC	Validity
		1	2	3	4	5		
8	Middle-level managers promote the modernization of school education and teaching through the construction of network culture	1	0	1	1	1	0.80	Valid
9	Middle managers improve students' information literacy through the construction of network culture	1	1	1	1	1	1.00	Valid
10	Middle managers enhance the appeal and cohesion of campus culture	1	1	1	1	1	1.00	Valid
11	Middle managers pay attention to strengthening online ethics education	1	1	1	1	1	1.00	Valid
12	Middle managers emphasize information security management	1	1	1	0	1	0.80	Valid
13	You are satisfied with the quality of the campus culture construction of your current school	1	1	1	1	1	1.00	Valid
14	You are satisfied with the current campus culture construction measures of your school	1	1	1	0	1	0.80	Valid

Appendix E

Certificate of English

BSRU BANSOMDEJCHAOPRAYA RAJABHAT UNIVERSITY

This is to certify that

Mrs.Zhenghui Liu

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 6th August 2020

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Accept Research

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

วิทยาเขตนครศรีธรรมราช

๗๓ ม.๔ ต.มะม่วงสองต้น อ.เมือง จ.นครศรีธรรมราช ๘๐๐๐๐

โทร. ๐๗๕-๓๔๒๘๗๘ โทรสาร ๐๗๕-๓๔๔๘๖๒

ฑ.๘๐๒๗ / ๑๗๐

๖ สิงหาคม ๒๕๖๗

เรื่อง   รับรองการลงบทความวิจัยเพื่อตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์

เรียน   นางหลิว เจิ้งฮุย

ตามที่ นางหลิว เจิ้งฮุย และรองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม และรองศาสตราจารย์ ดร.จิตตวิสุทธิ์ วิมุตติปัญญา ได้ส่งบทความวิจัยเรื่อง "แนวทางการสร้างวัฒนธรรมในรั้วมหาวิทยาลัยในมณฑลกวางสี" เพื่อพิจารณาตีพิมพ์ในวารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ซึ่งได้รับการคัดเลือกเข้าสู่ฐานข้อมูล ของศูนย์ดัชนีการอ้างอิงวารสารไทย (ศูนย์ TCI) ได้ถูกจัดกลุ่มคุณภาพวารสารประจำปี พ.ศ.๒๕๖๒ ให้เป็น วารสารที่มีคุณภาพกลุ่มที่ ๒ (TCI ฐาน ๒) และอยู่ในฐานข้อมูล TCI จนถึง ๓๑ ธันวาคม ๒๕๖๗ โดยจะดำเนินการจัดพิมพ์ในฉบับต่อไปตามระยะเวลาที่ได้กำหนดไว้ และวารสารมหาจุฬานาครทรรศน์ ได้รับบทความวิจัยของท่านเป็นที่เรียบร้อยแล้วนั้น

ในการนี้ วารสารมหาจุฬานาครทรรศน์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัยวิทยาเขตนครศรีธรรมราช ขอรับรองว่าบทความของท่านได้ผ่านตอบรับเพื่อพิจารณาบทความตีพิมพ์เผยแพร่ในปีที่ ๑๑ ฉบับที่ ๘ (สิงหาคม ๒๕๖๗) นี้ ซึ่งภายหลังจากนี้บทความจะผ่านการตรวจสอบความถูกต้องทางวิชาการ โดยกองบรรณาธิการวารสารฯ และผู้ทรงคุณวุฒิต่อไป

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

เรียนมาด้วยความเคารพ

ปุญฺญฺๅๅๅ

(นางสาวปุญญาดา จงละเอียด)

บรรณาธิการวารสารมหาจุฬานาครทรรศน์

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช

Research Profile

Name-Surname: Liu Zhenghui

Birthday: December 24, 1986

Place of Birth: Weifang, Shandong, China

Educational Background:

- Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat University, in 2024

- Master of Arts, Guangxi University of Arts, in 2014

- Bachelor of Arts, Shandong University of Arts, in 2011

Work Experience:

- Section Chief, President's Office, Guangxi University of Finance and Economics, from 2014 to the Present

Office Location:

- Guangxi University of Finance and Economics

Current Contact Location:

- No.189, University West Road, Xixiangtang District, Nanning City, Guangxi Zhuang Autonomous Region