

Research on campus culture construction based on university's core values

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ABSTRACT: As an important part of “soft power” in the national comprehensive power, culture plays an important role in the international status competition. This paper researches the relationship between the university campus culture construction and college students' core values, in order to enhance the national soft power and build a powerful nation with the socialist culture. On this basis, this paper first constructs six influencing factors of college students' core values and three influencing factors of campus culture construction, and then uses single-factor correlation analysis method for correlation analysis and exploration of their relationship, and finally uses Kruskal-Wallis non-parametric test method to verify the above model, and explain the effectiveness of model, thus providing the theoretical basis for improving the campus culture construction, improving the college students' core values and improving the comprehensive soft power in China.

Keywords: single-factor correlation analysis; Kruskal-Wallis non-parametric test; core values; campus culture construction

1 INTRODUCTION

As an important part of “soft power” in the national comprehensive power, culture plays an important role in the international status competition. In addition, culture interactively exists with human values, and their common effect has a great impact on what kind of life to be chosen by people, and what kind of contribution to be made to the country^[1,2]. The university is a higher production area of culture. Research of the relationship between the university campus culture construction and college students' core values can better improve the campus culture, and improve the college students' core values, thus enhancing the national soft power and building a powerful nation with the socialist culture.

After realization of the importance of the college students' core values and the campus culture construction, the experts and scholars began to research and analyze them. However, theoretically, there are not relevant data to prove. Thus, this paper uses the single factor correlation analysis method to analyze the relationship between the influencing factors of the college students' core values and the influencing factors of the

campus culture construction, and then more accurately provides theoretical basis for how to improve the campus culture construction, thus improving college students' core values and enhancing the comprehensive soft power in China.

2 CONSTRUCTION OF FACTORS OF COLLEGE STUDENTS' CORE VALUES

The values are the sum of general views and fundamental viewpoints of the values and value relations formed by people in practice, as well as relatively stable standpoints, opinions and attitudes held by dealing with various value problems^[3]. The university core values are the leading values in the university value system, and express the substantive characteristics of the university from the deepest level, which is the foundation of the university's daily operation and organization. The core of the core values includes connotations at two levels: one is the central position, and the other is the leading role^[4]. Generally speaking, the university scale, philosophy and even the structure can be imitated, but the core values of the university philosophy are unique to each school,

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which are the most important culture symbols to distinguish from other universities.

2.1 *Theoretical basis of construction of factors of college students' core values*

First, the socialist core values are the basic orientation of all values in China, containing the basic characteristics of all values. As a key guiding ideology in the socialist core value system - the guiding ideology of Marxist theory is the foundation for China to build a party and country, which can give the students correct world outlook and values. On this basis, the construction of the factors of college students' core values should be based on the socialist core values.

Second, China has thousands of cultural and historical inheritance. In the long years of inheritance, China has gradually formed a national spirit with the patriotism as the core, which embraces excellent Chinese moralities, such as common will, unity, peaceful co-existence, and unremitting struggle. The "benevolence", "righteousness", "ritual", "wisdom", "faith" and other concepts in the Chinese traditional values express the meaning of life from the humanity, morality, quality and values in a comprehensive and profound way. On this basis, in the construction of the influencing factors of the college students' core values, there is a need to adhere to carry forward the excellent traditional values, enhance people's self-confidence, and lengthen China's cultural life as a prerequisite.

Third, the experience and lessons of the elder generation provide people with excellent inheritance thought. The Chairman Mao, Deng Xiaoping, Jiang Zemin and Hu Jintao and other generations of leaders prove its correctness and necessity with the thought of "seeking truth from facts". Therefore, the President Hu Jintao inherits and carries forward it, follows up the times and bold innovation, and strives to work with people to achieve common ideals of all people in China. College students are the pillars of a country, and indispensable talents for a powerful and prosperous country. In order to improve the national comprehensive strength, the college students should also learn to stick to the thought of seeking truth from facts. On this basis, inheriting and carrying forward correct outlook on life and values of the generations of leaders is also an important basis for the construction of factors of college students' core values.

Fourth, the civil moral basic regulations - "patriotic and law-bidding, sensible and honest, united and friendly, diligence and self-improvement, dedication" in the *Outline* [5] are the proper moral quality requirements for citizens. As important national talents and the leading group of the teenagers, the college students must develop the above most basic moral regulations in the outline. On this basis, developing the most basic social moral regulations is also an essential condition for the construction of the factors of the college students' core values.

2.2 *Basic content of construction of factors of college students' core values*

The contemporary college students' core values should not only reflect the Chinese characteristics, but also meet the spirit of the times, and even embrace the national self-esteem, self-confidence, patriotism, spirit of self-reliance and hard work, as well as characteristics of college students' development; in addition, the lofty communist ideal goals should also be combined with the development conditions at the stage of university. On this basis, this paper mainly divides the influencing factors of the contemporary college students' core values into two aspects: ideal goals and life goals. Among them, the ideal goals include the ideology concept, political ideas and so on; the life goals include the individual development, basic accomplishment and so on. Meanwhile, these two aspects are summarized as the following six influencing factors: "Patriotic, Chigo, Self-improvement, Heavy morality, Truth and goodness, Innovate".

3 CONSTRUCTION OF COLLEGE STUDENTS' CAMPUS CULTURE CONSTRUCTION FACTORS

3.1 *Principle of construction of college students' campus culture construction factors*

With the progress of the times, the college students' campus culture should also be appropriately adjusted with the changes of the times. The campus culture is a combination of material and spiritual culture created by all the staff in school. Its composition usually follows three principles: the first is to manifest the connotation of campus culture; the second is to clarify the extension of campus culture; the third is to clearly define the characteristic features and basic relations between all aspects of campus nature [6]. Combined with the particularity of the campus culture and the characteristics in the new era, there is a need to consider from the following principles:

Firstly, the contemporary college students' campus culture itself should establish an accurate positioning. This principle is a basic condition to define the contemporary college students' campus culture. Only with accurate positioning, can it show the connotation of campus culture and clarify the extension of campus culture.

Secondly, the contemporary college students' campus culture should follow up the requirements of times. Today's society has entered into a global and network era with a rapid development. Only following up the development of the times can enhance the atmosphere of campus culture, and make the campus culture possess an epochal character.

Thirdly, the contemporary college students' campus culture should highlight the essential characteristics.

The essential characteristics of the college students' campus culture are closely related to the essential characteristics of China's socialist culture. Only when two kinds of culture have consistent expressions, these two kinds of culture can be integrated together, otherwise may produce contradictions, and make itself become "anti-mainstream culture".

Fourthly, the contemporary college students' campus culture should be open and dynamic. A variety of cultural ideas become open and gradually deep with China's cultural and educational market, bringing an unprecedented influence to the college students' campus culture in the place with a high yield of culture. Therefore, the contemporary college students' campus culture should be open and dynamic.

3.2 Construction content of college students' campus culture construction factors

Based on the above principle, for other theorists' viewpoints, the college campus culture in a new era is defined as: the campus culture is a sum of created and formed life and labor directly participated by all the staff and students, and the recognized value orientation, as well as the way of thinking, behavioral norms and criteria in the university with the long-term educational practice and establishment of educational goals and objectives according to the requirements of society. It is a cultural phenomenon, which has a long history of accumulation, precipitation, creation and selection in the higher education environment. The college campus culture and the thought form belong to the people's category; viewing from its content, it reflects the education and school's goals, adheres to the Marxism as the guiding ideology, orients with the advanced culture of socialism, and orients to cultivate the students to be idealistic, moral, cultural and disciplined, and qualified socialist builders and reliable successors in modern society, in the world and in the future. College campus culture is reflected in school motto, and penetrates into school spirit and teaching style. As an organic system, the college campus culture in a new era mainly includes material culture, spiritual culture and institution culture.

4 ANALYSIS OF RELATIONSHIP BETWEEN THE COLLEGE STUDENTS' VALUES AND CAMPUS CULTURE CONSTRUCTION BASED ON SINGLE FACTOR

4.1 Fuzzy quantization of influencing factors of college students' values and campus culture construction

In order to better analyze the relationship between the contemporary college students' values and the campus culture construction, this paper first puts forward six influencing factors of the contemporary college stu-

dents' values (Patriotic, Chigo, Self-improvement, Heavy morality, Truth and goodness, Innovate) and three influencing factors of the college students' campus culture construction (material culture, spiritual culture, institutional culture), and then randomly selects 20 universities according to the expert scoring method [7] to score the comprehensive evaluation. In order to more accurately express the evaluation results, this paper develops the fuzzy quantification (fuzzy quantification of evaluation level) scoring rules for the evaluation results in detail. Details are shown in Table 1.

Table 1. Scoring rules of fuzzy quantification for evaluation level

Evaluation	Perfect	Good	Better	Worse	Poor	Worst					
Quantification	5.0	4.5	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0.5	0.0

4.5, 3.5, 2.5, 1.5 and 0.5 in the above Table 1 indicate the intermediate degree between its adjacent levels. For example, 4.5 indicates that it is better than a good evaluation degree. However, if it is not better than perfect evaluation, the score is 4.5.

According to the above scoring rules, 20 colleges and universities are selected to score the comprehensive evaluation, and the evaluation equivalent results of the influencing factors of the contemporary college students' values and campus culture construction are obtained, as shown in Table 2 below.

4.2 Single factor correlation analysis

According to the data in Table 2, the single factor analysis is given to the influencing factors of the college students' core values and the influencing factors of the campus culture, obtaining the analysis results of homogeneity test for variance as shown in Table 3. ANOVA results obtained from analysis are shown in Table 4.

As can be seen from the above two tables, all of the significant correlation results are greater than 0.05, so there is a correlation between the influencing factors of the college students' core values and the influencing factors of the campus culture. In order to clearly present the size of their correlation degree, the above results are made into chart. The specific information is shown in Figure 1.

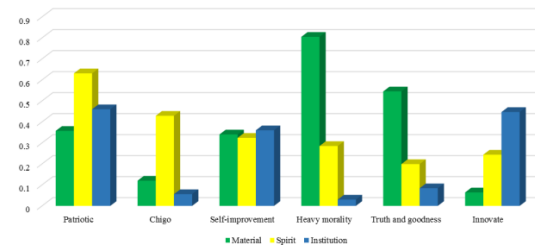


Figure 1. Comparison with significant correlation degree of the influencing factors of the college students' core values and the influencing factors of campus culture

Table 2. Evaluation equivalent results of the influencing factors of the contemporary college students' values and campus culture construction

University number	Patriotic	Chigo	Self-improvement	Truth and goodness	Heavy morality	Innovate	Material culture	Spiritual culture	Institution culture
1	3.5	3.0	3.0	3.5	3.5	3.0	4.0	3.5	3.0
2	2.5	3.0	3.5	3.5	3.0	3.0	3.5	3.0	3.5
3	3.5	3.0	3.0	3.5	3.5	3.0	3.0	4.0	3.5
4	4.0	4.0	3.0	4.0	4.0	4.0	4.5	3.0	3.5
5	3.0	3.0	3.5	3.0	3.5	3.5	3.5	3.0	2.5
6	3.0	2.5	4.0	3.5	3.5	3.0	2.5	4.0	3.5
7	4.5	3.0	3.5	3.5	3.0	3.0	3.0	3.0	3.0
8	3.0	2.5	3.0	3.0	2.5	3.0	3.0	2.5	3.0
9	3.0	3.5	3.0	3.0	3.5	3.5	3.5	3.0	3.0
10	3.0	3.5	3.5	3.5	3.0	2.5	2.5	3.5	4.0
11	4.5	4.0	3.0	4.5	4.0	3.5	3.0	3.5	4.0
12	3.0	2.5	3.0	3.5	3.5	2.5	2.0	3.5	3.0
13	3.0	2.5	3.0	3.0	2.5	2.5	2.5	3.5	3.0
14	4.5	4.0	3.0	4.5	3.5	3.0	3.5	3.0	3.5
15	3.0	3.0	3.0	2.5	3.0	3.0	3.0	2.5	3.0
16	3.0	3.0	3.0	3.5	3.0	3.0	3.5	3.0	3.0
17	3.0	3.5	3.0	3.5	3.0	3.5	4.0	2.5	3.0
18	3.5	3.5	3.0	3.5	4.0	4.0	4.0	3.0	3.5
19	4.0	4.0	3.0	4.0	3.5	3.0	4.5	3.5	4.0
20	3.5	3.5	3.5	3.5	3.5	3.5	3.0	3.5	4.0

Table 3. Analysis results of homogeneity test for variance

	Material culture				Spiritual culture				Institution culture			
	Levene Statistics	df1	df2	Significance	Levene Statistics	df1	df2	Significance	Levene Statistics	df1	df2	Significance
Patriotic	2.543 ^a	4	14	0.086	3.174	3	16	0.053	0.388 ^a	2	16	0.685
Chigo	1.651 ^b	4	14	0.217	1.101	3	16	0.378	2.100 ^b	2	16	0.155
Self-improvement	4.228 ^c	4	14	0.019	17.140	3	16	0.000	4.866 ^c	2	16	0.022
Truth and goodness	1.279 ^d	4	14	0.325	0.779	3	16	0.523	0.185 ^d	2	16	0.833
Heavy morality	0.506 ^e	4	14	0.732	1.294	3	16	0.311	0.052 ^e	2	16	0.950
Innovate	2.131 ^f	4	14	0.131	2.696	3	16	0.081	1.841 ^f	2	16	0.191

Table 4. ANOVA results

		Material culture					Spiritual culture					Institution culture				
		Sum of squares	df	Mean square	F	Significance	Sum of squares	df	Mean square	F	Significance	Sum of squares	df	Mean square	F	Significance
Patriotic	Inter-group	2.000	5	0.400	1.204	0.357	0.661	3	0.220	0.589	0.631	0.966	3	0.322	.907	0.460
	Intra-group	4.652	14	0.332			5.991	16	0.374			5.686	16	0.355		
	Sum	6.652	19				6.652	19				6.652	19			
Chigo	Inter-group	2.271	5	.454	2.143	0.120	0.809	3	0.270	0.974	0.429	1.932	3	0.644	3.117	0.056
	Intra-group	2.967	14	0.212			4.429	16	0.277			3.306	16	0.207		
	Sum	5.238	19				5.238	19				5.238	19			
Self-improvement	Inter-group	0.504	5	0.101	1.246	0.340	0.312	3	0.104	1.253	0.324	0.290	3	0.097	1.149	0.360
	Intra-group	1.133	14	0.081			1.326	16	0.083			1.347	16	0.084		
	Sum	1.638	19				1.638	19				1.638	19			
Truth and goodness	Inter-group	0.625	5	0.125	0.452	0.805	0.924	3	0.308	1.378	0.285	1.882	3	0.627	3.834	0.030
	Intra-group	3.875	14	0.277			3.576	16	0.223			2.618	16	0.164		
	Sum	4.500	19				4.500	19				4.500	19			
Heavy morality	Inter-group	0.838	5	0.168	0.838	0.545	0.895	3	0.298	1.740	0.199	1.207	3	0.402	2.648	0.084
	Intra-group	2.800	14	0.200			2.743	16	0.171			2.431	16	0.152		
	Sum	3.638	19				3.637	19				3.638	19			
Innovate	Inter-group	1.750	5	0.350	2.722	0.064	0.794	3	0.265	1.537	0.244	0.529	3	0.176	0.934	0.447
	Intra-group	1.800	14	0.129			2.756	16	0.172			3.021	16	0.189		
	Sum	3.550	19				3.550	19				3.550	19			

Table 5. Kruskal-Wallis non-parametric test results

	Material culture						Spiritual culture		
	Patriotic	Chigo	Self-improvement	Truth and goodness	Heavy morality	Innovate	Patriotic	Chigo	Self-improvement
Chi-square	3.410	5.824	3.212	2.239	2.724	9.031	1.968	2.829	2.157
df	2	2	2	2	2	2	2	2	2
Asymptotic significance	0.182	0.054	0.201	0.326	0.256	0.011	0.374	0.243	0.340
	Spiritual culture			Institution culture					
	Truth and goodness	Heavy morality	Innovate	Patriotic	Chigo	Self-improvement	Truth and goodness	Heavy morality	Innovate
Chi-square	3.490	4.739	0.306	2.225	5.128	2.962	4.427	1.052	1.090
df	2	2	2	2	2	2	2	2	2
Asymptotic significance	0.175	0.094	0.858	0.329	0.077	0.227	0.109	0.591	0.580

4.3 Kruskal-Wallis non-parametric test

In order to test the accuracy of the above analysis, this paper carries out Kruskal-Wallis non-parametric test^[8] and obtains the results as shown in Table 5.

As can be seen from the above results, all of the significant analysis results are greater than 0.05. That is, there is a better significant correlation relationship, proving that the single factor correlation analysis result has certain reliability.

Therefore, as can be seen from the above Figure 1, Heavy morality and Truth and goodness in the college students' core values have a greater significant correlation with the material culture in the campus culture; Patriotic and Chigo have a greater significant correlation with the spiritual culture; Innovate has a greater significant correlation with the institution culture.

5 CONCLUSION

This paper uses the single factor correlation analysis method to analyze and research the influencing factors of the college students' core values and the correlation factors of campus culture construction, and draws the following conclusions: Heavy morality and Truth and goodness in the college students' core values have a greater significant correlation with the material culture in the campus culture; Patriotic and Chigo have a greater significant correlation with the spiritual culture; Innovate has a greater significant correlation with the institution culture.

Therefore, in order to better improve the core values of China's college students and improve China's comprehensive soft power, each school can, according to its own conditions, improve Heavy morality and Truth and goodness in the college students' core values from the improvement of the material culture in the campus culture construction, improve Patriotic and Chigo in the college students' core values from the improvement of the spiritual culture, and improve

Innovate in the college students' core values from the improvement of the institution culture.

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