Optimizing Student Daily Management Through the Development of Dormitory Culture

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Abstract: Dormitories are the places where students spend most of their time at school and have frequent contact with others; thus, the culture of dormitories directly influences norms of daily life. Starting with the constituent elements of dormitory culture, this paper analyzes the special role of the dormitory milieu in the daily management of students and points out that there are significant problems of goal divergence, mismatch of responsible parties, and lack of focus in evaluation between cultural development and management operations. Based on the above, this paper will explore how environmental culture, institutional culture, and relational culture affect dormitory management and daily student management and put forward some optimization ideas for these links. The author believes that the development of dormitory culture should change from creating a good environment to maintaining order and serving as an internal support system for students´ lives.

Keywords: dormitory culture; routine student management; living environment; shared living order; educational environment

0. Introduction

The attention students pay to managing their lives has moved from school to home. Classroom management is based on course timetables and grades; its scope is limited and its duration is fixed. On the other hand, the daily management of life is spread out over many small things in daily life, such as social relationships, safety and health, etc., and thus difficult to be centralised. As the main place for daily life management, dormitories have long been treated merely as housing; thus far, the focus of management has been on inspection and correction, and cultural development has been limited to decoration and recreation. The two are independent and do not work together. Therefore, the management expenses remain high and the goal of promoting cultural development through order has not been achieved. According to the contents and aims of dormitory culture, this paper will investigate why cultural activities can effectively help with daily life management, and then put forward some ways to implement them and the necessary conditions for successful implementation in practice.

1. The Connotation of Dormitory Culture and Its Practical Connection with Daily Student Management

1.1 Constituent Elements and Functional Role of Dormitory Culture

Dormitory culture is not just an ornament; rather, it is a field culture that has been shaped by the integration of the physical environment, behavioural norms and values-based identities at different levels, with these three components supporting each other. In addition to adding colour to daily life, it can also offer people a sense of orderliness and structure in their lives that is easy to understand and follow. The strength of the culture will determine how well the management requirements can be implemented; Inspections alone can guarantee only a certain level of tidiness.

1.2 The Special Role of the Dormitory Space in the Daily Management of Students

Dormitories are where the students live most continuously during the school days, and thus, many

management problems will arise that are directly related to their real lives. Many problems with daily management are not due to a lack of institutional support but rather to managers´ ignorance of the actual working conditions. Therefore, dormitories are both objects of management and resources for management; thus, familiarity with the actual environment can help to find problems more quickly and effectively than by studying the scale of institutional systems[1].

1.3 Manifestations of the current disconnect between dormitory management and cultural development

Cultivation of culture and daily life are often carried out simultaneously in practice. The goals of the two sides are different; one hopes to create a common cultural atmosphere, and the other is focused on maintaining order and security, so they do not have the same objective. In terms of actors, culture is mainly planned by administrators and passively received by students, while management is carried out by student leaders; thus, there is ambiguity in responsibilities and authority. For evaluation, one side judges the progress based on the number of organised activities, and the other uses records of disciplinary violations as its criteria; thus, these two sets of indicators are not aligned. Therefore, culture finds it difficult to be integrated into management, and management cannot gain traction by means of culture; as a result, resources are repeatedly invested but fail to achieve any effect.

2. The Mechanism by Which the Development of Dormitory Culture Optimizes Daily Management

2.1 Shaping behavioral habits through environmental culture

The surroundings have long been influencing people´s behaviour indirectly. A neat place gives one a sense of order; a messy one tends to be cluttered and chaotic. Spatial arrangement, the direction of sign-keeping, etc., are used to make the requirements for environmental culture explicit; that is to say, putting items in their proper places, guiding waste disposal along an obvious path, clearly marking emergency exits, and so on. With the establishment of physical order, students´ behavioural choices will naturally be in line with the path of least resistance, and management effort will be reduced. The first is that it can change people´s behaviour at a low cost and with little conflict, thereby correcting normal behaviour early without continuous staff supervision.

2.2 Define management boundaries through institutional culture

Institutional culture is not only the set of written rules; it also refers to the behaviour people have learned to follow under these rules. If only prohibitions on access control rules, electricity use, hygiene and other problems are issued as rules, they will be seen as external demands; however, if students´ opinions are incorporated into the drafting of these rules and there are still channels for appeal and consultation during their implementation, then these rules will become mutually agreed-upon conventions. The main thing is to have clear boundaries and predictable rules: specify what behaviour is not allowed, explain how to handle violations, set up a way to voice objections, etc., so as not to be arbitrary, avoid confrontation, and create a stable foundation for the smooth running of daily affairs[2].

2.3 Mitigating management tension through relational culture

Dormitories are small communities with many social activities, so the management demands for them are relatively high. Trust, tolerance and mutual assistance among roommates can help to solve small problems before they become serious; otherwise, a bad relationship may result in other problems. Through joint-living activities, a system of mutual help and communication for dealing with problems, etc., the students have developed a sense of belonging and social responsibility in community. Managers should be the maintainers of relationships, not the judges; by visiting periodically, speaking frankly, and addressing problems early in the course of events, they can solve issues at the relational level. The reason for building a culture of relationships is to change the mode of management from opposition to cooperation and establish order based on a

shared identity; the cost of preventing problems in this way is much lower than the cost after they occur.

3. Practical Approaches to Promoting the Development of Dormitory Culture to Drive the Optimization of Daily Management

3.1 Cultural Transformation of Spaces and Facilities

The Spatial Redesign should have both function and meaning. Functionally, the proportions of the areas for storage, bathing, study and communal activities should be adjusted according to the students´ actual daily life; thus, competition and the tendency to occupy space due to lack of facilities can be reduced, and shared public facilities should be added to provide the material conditions for mutual help. The Space should be a cultural carrier that is open to interpretation; therefore, thematic displays in the corridors, naming of public areas and posting of daily life conventions can be employed to allow students to repeatedly come across expressions of values in their shared life every time they pass by such spaces. Renovation should consider how the students will use the space and prioritise practicality over beauty. Ultimately, the cultural dimension of a place is shown in how comfortable and orderly it feels for people to use it; if it is, people will be willing to take care of it rather than passively obeying the rules. The function of the public area should consider the actual needs of the people who use it and avoid renovations that do not meet daily life demands [3].

3.2 The Coupling of Institutional Design and Student Participation

Set up some organisation platforms for students to join. Dormitory covenants are jointly negotiated by the members and cover the coordination of daily schedules, division of labour for public affairs, visitor reception and dispute resolution; the negotiation process itself is a way of internalising these rules. Addressing these problems one by one can help students be more conscious of their own rights and responsibilities in daily life, and through negotiation, they learn to respect the lifestyles of others and establish behavioural norms that are voluntarily accepted by all members of the group rather than merely obeying external rules. At the level of the school, students´ self-governing organisations should be established to take charge of hygiene supervision, information dissemination, activity organisation and opinion collection. Therefore, the daily administration of students will be organised properly, and not every problem needs to be addressed individually by the administrators. Administrators should delegate authority rather than carrying out tasks for the students; they need to specify the scope of deliberation and the deadline for feedback clearly, allow the students to manage their own work pace and negotiate solutions within the assigned responsibilities, gain practical experience in handling public affairs, and ensure that self-governance is still in line with the overall management plan. Participation should not be a mere formality to gather people´s views; instead, students should have real decision-making power over issues in their own lives and take responsibility for the results of these decisions. With the participation of institutions, management demands have moved from the outside in to self-regulation by the people at home; thus, implementation costs have decreased and the administrator´s role has changed from commander to facilitator.

3.3 Integration of activity platforms with routine management

If cultural activities are not regularly organised, they will only be one-off events. The overall strategy is to integrate these activities into the management process: carry out peer evaluations of hygiene, organisation and tidiness; conduct safety drills; hold exchanges on life skills at the dormitory level, ensure that the content of the activities is in line with the specific management tasks, set themes for each semester and gradually advance in the development of shared-living skills, avoid fragmenting the activities. Activity evaluation should be based on changes in behaviour, not on how enthusiastic a person is during the activity; we should observe their daily life and collect feedback from the dormitory to determine whether an activity has genuinely

improved their lives [4]. The combination of activities and management offers a stable foundation for the implementation of cultural development and gives more freedom in the expression of management; thus, inspections and evaluations will no longer rely on point deductions and formal notices, and students´ enthusiasm for participation will be better protected. The power to organise activities can be gradually handed over to dormitory members, and managers will be reduced to supervisors; thus, the sense of participation will be enhanced. The activity schedule should not be too busy during the peak period of schoolwork.

4. Optimizing the Safeguard Mechanism for Daily Management through the Development of Dormitory Culture

4.1 Organizational Coordination and Division of Responsibilities

The development of dormitory culture is a comprehensive part of the work for student development, involving all parties such as the student affairs office, logistics services, dormitory management, the Youth League Committee and academic departments. Ambiguous boundaries of responsibility will result in some people doing the same work unnecessarily, and there will be no clear responsibility for serious issues. Institutions should appoint a single person responsible for coordinating the planning of dormitory culture development with daily dormitory management, and this person will be responsible for synchronizing the deployment of various tasks, such as planning cultural activities, controlling daily orders, conducting hazard screening, etc., integrating them into a regular process of deliberation and scheduling to ensure that cultural development and routine management are carried out in tandem [5]. The work lists of each coordinating department need to be specific, and clear requirements for resource allocation should be put forward, such as material supply, venue support, maintenance and operation, promotional support, etc.; deadlines for specific tasks should also be set to avoid the problem of lacking support measures or hindering progress after the implementation of an activity plan. Regularly establish a system for cross-departmental communication and consultation, report on the current situation of the dormitory, students´ grievances, serious conflicts and safety risks, etc., to break down information barriers and avoid the problem of information silos. The core of this coordination is to change the current perception: the development of dormitory culture should be transformed from a special project by one department into a shared educational responsibility of all departments. Human, material and venue resources need to be allocated in line with the educational objectives to promote the joint organisation of activities, maintenance of facilities and scheduling of staff; otherwise, the departments may adopt a wait-and-see attitude or respond passively. The lead entity should be given the authority to schedule resources and strengthen coordination; it should not be merely a transactional role focused on information aggregation and document collection, but must ensure the efficient operation of all tasks.

4.2 Team Capabilities and Working Methods

The general professional ability and competency structure of the dormitory management team will affect how well dormitory culture is promoted and how caring the student staff are. The team should not be restricted to the basic tasks of access control, hygiene inspection and disciplinary records; it also needs to have interdisciplinary practical abilities, such as student life guidance, mediation of interpersonal conflicts in the dormitories, early detection of psychological crises, and planning and organisation of cultural activities. The training system should be based on real cases in the dormitory, move away from purely theoretical education, take all sorts of practical forms such as case study discussions, conflict scenario simulations and sharing experiences of excellent managers, and cultivate frontline problem-solving abilities. Switching to a daily operation mode will change the management model; mechanical and surprise inspections will be replaced by regular visits and open discussions; one-way notices and criticism will be turned into two-way dialogue; we will get to know the students´ difficulties in life, ideological trends and genuine needs better, and provide personalised guidance and improvement plans based on their

actual circumstances. At the same time, we need to ensure the stability of the team by providing reasonable incentives and support to reduce staff turnover, continuously build trust among teachers and students, and maintain good communication and relationships. Training modules need to be updated regularly, and as the characteristics of the students and management problems change, the learning content should be adjusted accordingly; otherwise, the management approach may fall behind the times. Competencies and working methods need to be continuously improved, and the role of managers should be changed from maintaining order to supporting students' all-round development and mental health. This way, the feeling of opposition in management can be reduced, and positive teacher-student relationships founded on mutual understanding and cooperation will be fostered.

4.3 Evaluation Feedback and Continuous Improvement

The evaluation system for dormitory culture development should consider both the process and the results of education, avoid overly simple quantitative indicators, and place more importance on the process. Process evaluation should focus on the implementation and operation of the management system, the extent and quality of student participation in cultural activities, and the timeliness of responding to and addressing students' wishes and problems; outcome evaluation should consider the long-term trends in dormitory housekeeping order, interpersonal atmosphere, civilized behaviour habits, and the level of recognition of dormitory culture. At various times, collect all kinds of evaluation data to ensure that the daily observation records of the management, students' questionnaires and comments from seminars, and self-assessment logs are all available for an all-encompassing and traceable record of the evaluation. A closed-loop feedback mechanism should be established to identify shortcomings in the evaluation, convert them into a specific list of rectification tasks for the next period, and promptly communicate the progress of rectifying and resolving these issues to the students so that they are aware of them in time. An ongoing improvement mechanism should be established to enhance the self-correction ability of the dormitory culture development; that is to say, avoid repeating the same activities or mechanically implementing existing measures due to inertia, and flexibly adjust the management plan according to changes in students' needs rather than adhering to the old way. Based on the evaluation results, we will allocate resources, funds and support for activities accordingly; first, resources will be given to key improvement projects to provide support for addressing problems. Set a fixed cycle for feedback analysis, regularly examine the evaluation data, establish a stable and regular iteration plan, otherwise, the problem-solving will only be short-term and ad-hoc; thus, long-term development and improvement of dormitory culture will not be achieved.

5. epilogue

The development of dormitory culture and students' daily life are not two separate and parallel activities; instead, they are different aspects of the same educational process. By viewing the dormitory as a space for daily life rather than just a place to live, we can start building dormitory culture in the management stage; if we understand management as creating an orderly environment rather than dealing with everyday problems, dormitory culture will naturally support this aim. The environment forms people's habits, institutions establish rules, and good relations among people reduce conflict; together they provide the basis for maintaining order in the dormitory. Attention has been given to the lower levels, so the mode of operation needs to change from one based on external pressure to one based on joint responsibility, and from periodic correction to continuous daily care. The main content of improving daily management through the development of dormitory culture is to rebuild the rules and shared values of communal life in the living area, helping students build stable self-discipline in daily life through shared living.

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