



Exploring the Mechanism of the Influence of Dormitory Cultural Activities on Students' Ideological Literacy from a Psychological Perspective

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Abstract

This study aims to explore the impact mechanism of dormitory cultural activities organized by the student union on students' ideological literacy from a psychological perspective. By conducting a questionnaire survey and data analysis on 480 first-year to senior students from the School of Foreign Languages and the School of Intelligent Manufacturing at Panzhihua University, this study aims to reveal the psychological mechanisms of dormitory cultural activities in emotional identification, value shaping, and behavior habit formation, providing theoretical basis and practical guidance for the student union to optimize dormitory cultural construction.

Keywords

student union; Dormitory cultural activities; Ideological literacy; Psychological influence mechanism

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I. Research Background

Dormitories are important places for college students' daily lives, with an average daily stay of more than 10 hours. The cultural atmosphere inside the dormitory plays an important role in shaping students' thoughts. The Implementation Outline of the Quality Improvement Project for Ideological Work in Colleges and Universities issued by the Ministry of Education clearly proposes to promote the construction of "one-stop" student communities and include dormitories as an important battlefield for ideological education. As a student autonomous organization, the student union plays an important role in the construction of dormitory culture. However, there are limitations in current domestic research in this field: firstly, it mainly focuses on exploring macro theories of education, lacking analysis of micro psychological mechanisms; Secondly, existing empirical research focuses on the correlation between dormitory culture and mental health^[1] ^[6] Insufficient disclosure of how cultural activities organized by the student union affect the process of ideological literacy. This theoretical gap often leads to the dilemma of "empiricism" in student union work, where activity design is disconnected from students' psychological needs. This study aims to fill this gap and provide scientific basis for the student union to better carry out its work.

1. Literature Review

1.1 Relationship between Dormitory Culture and Ideological Education

Dormitory culture, as an important venue for student activities, has a diverse impact on ideological education. The material environment (such as cleanliness) and institutional norms (such as work and rest agreements) of the dormitory will shape students' living habits through "environmental cues", thereby changing some of their moral concepts^[1] —An orderly environment can easily foster self-awareness, while a chaotic atmosphere can weaken the sense of responsibility. Li Aimei and He Lingxin's research further found that the cultural conventions jointly formulated by dormitory members can transform abstract values into concrete codes of conduct, allowing collectivism, honesty, and friendliness to be continuously applied in practice^[2].

In terms of cultivating collective consciousness, taking "civilized dormitories" as an example, it has been proven that if dormitories achieve a common goal (such as winning awards in activities), it can strengthen the collective sense of honor of dormitory members. This sense of honor will extend to the sense of belonging to

the class and the school, and ultimately transform into a sense of social responsibility^[3] Li Lulu pointed out that informal interaction in dormitories is another carrier of ideological education, and members will absorb correct values through the collision of viewpoints^[4] Meanwhile, Jiang Libo's research shows that harmonious dormitory relationships can reduce cognitive biases and make students more susceptible to the influence of mainstream ideas^[5] The research conducted by Shen Tuzhen also indicates that students who have been in a positive culture for a long time generally have a higher sense of social responsibility than those who have not been in a positive dormitory culture, which also proves that dormitory culture has a great impact on ideological literacy^[6].

The existing research in China mostly starts from three aspects: firstly, the study of connotation and structure. Li Lulu proposed the three-dimensional structure of "material system spirit" in dormitory culture in his research^[4] Secondly, in terms of research on mental health, Fan Kai mentioned that dormitory culture influences emotions through a "psychological field"^[1] Li Aimei and He Lingxin proposed that a positive atmosphere can reduce anxiety^[2] The third aspect is how to build a harmonious dormitory. Xu Fajun believes that multiple factors should be considered to construct a harmonious cultural dormitory^[3] Jiang Libo believes that it is necessary to promote the combination of mental health education and dormitory culture construction, in order to build dormitory relationships that meet practical needs^[5].

1.2 Ideological literacy from a psychological perspective

The formation of ideological literacy is closely related to an individual's psychological development. Fan Kai pointed out in his research that the quality of interpersonal relationships in dormitories directly affects students' psychological conditions - harmonious dormitory relationships can alleviate members' anxiety and provide a healthy psychological foundation for their daily activities; On the contrary, dormitory relationships with frequent conflicts can lead to psychological defense and hinder the healthy psychological development of members^[1].

From the perspective of positive psychology, the research of Li Aimei and He Lingxin found that positive emotional experiences in dormitories (such as being supported and recognized) have a very important driving effect on the improvement of ideological literacy: when students gain enough positive emotions in the dormitory, they are more willing to let go of themselves, accept others' viewpoints, and cultivate positive ideological literacy such as tolerance and gratitude.^[2] Other scholars' studies, such as Jiang Libo's research, have pointed out that mutual aid behavior in dormitories can increase individuals' psychological resilience, and this psychological resilience can also provide effective assistance to students when facing difficulties.^[5] In short, good interpersonal relationships and positive emotional experiences can promote an individual's mental health and improve their ideological literacy.

1.3 Shortcomings of Existing Research

Although there have been studies exploring the relationship between dormitory culture and ideological literacy, there is a lack of in-depth analysis from a psychological mechanism perspective. This study will reveal this mechanism through questionnaire surveys and data analysis.

II. Research tools

In order to ensure the scientific and comprehensive nature of the research data, this study comprehensively used a questionnaire survey method to collect raw data, and analyzed the data with the help of professional statistical software SPSS. The specific tool design and application are as follows:

2.1 Questionnaire survey

The questionnaire survey is the core tool for collecting quantitative data in this study, aiming to understand the basic situation and ideological literacy of students' participation in dormitory cultural activities. The questionnaire follows the process of "theoretical support - dimension refinement - question item preparation - pre survey and training preparation", and the specific operation is as follows:

2.1.1 Theoretical Basis and Dimensional Design

The design of the questionnaire dimensions is based on the core logic of "activity participation - personal development situation - psychological feedback" to determine four dimensions: firstly, basic information, mainly including demographic variables such as gender, grade, and whether the major serves as a student union cadre, used to analyze group characteristics. The second aspect is to analyze students' behavioral performance in terms of activity participation, including participation frequency, types of participation (such as learning exchanges, talent shows, etc.), etc. The third aspect is the self-evaluation of students' ideological literacy, mainly including the evaluation of moral literacy, collective consciousness, values, etc., in order to reflect the influence on students' thinking. The fourth aspect is the psychological experience of the activity,

including emotional experience, whether it has an impact on one's own behavior, etc., in order to capture students' subjective feedback

2.1.2 Item Type Design

The questionnaire includes two types of questions: quantitative and qualitative. Quantitative questions account for about 90% and mainly use the Likert 5-point scoring method. Does participating in dormitory cultural activities have a positive impact on your ideological literacy? What is your emotional experience when participating in dormitory cultural activities? ; Some questions are Single choice question, such as gender, grade, etc. Quantitative questions account for about 10% and are open-ended questions mainly aimed at supplementing the shortcomings of quantitative data

2.1.3 Pre survey and questionnaire revision

To ensure the validity of the questionnaire, a pre survey was conducted before the formal survey:

Pre survey subjects: A total of 80 students from two grades at Panzhihua University (covering different majors and genders) were selected to distribute questionnaires, and 72 valid questionnaires were collected, with a collection effectiveness rate of up to 90%

Revision and improvement: Based on the feedback from the pre survey, two items with similar content were deleted, and a quantitative question about moral literacy was added. The final questionnaire consists of 11 questions

2.2 Data analysis software

Use statistical software such as SPSS to analyze questionnaire data, including descriptive statistics, correlation analysis, and regression analysis.

III. Research Design

3.1 Research Object

Selecting a total of 480 students from the first to fourth year of Panzhihua University as research subjects, including 109 male students; 371 female students, covering different majors such as environmental engineering, English, Chinese language and literature, mechanical design and manufacturing and automation, law, etc., ensure the diversity and representativeness of the sample.

3.2 Data Collection

Distribute questionnaires through online platforms such as Wenjuanxing and distribute them to the entire school to ensure the representativeness and accuracy of the samples

3.3 Research Hypothesis

Assumption 1: Dormitory cultural activities promote the improvement of students' ideological literacy by enhancing emotional identification:

Dormitory cultural activities provide a place for student interaction, which can enhance students' sense of belonging and identity to the dormitory, campus, and even society. This sense of identification will be transformed into the acceptance and absorption of good moral qualities, ultimately promoting the improvement of ideological literacy (such as moral qualities, collective consciousness, values)

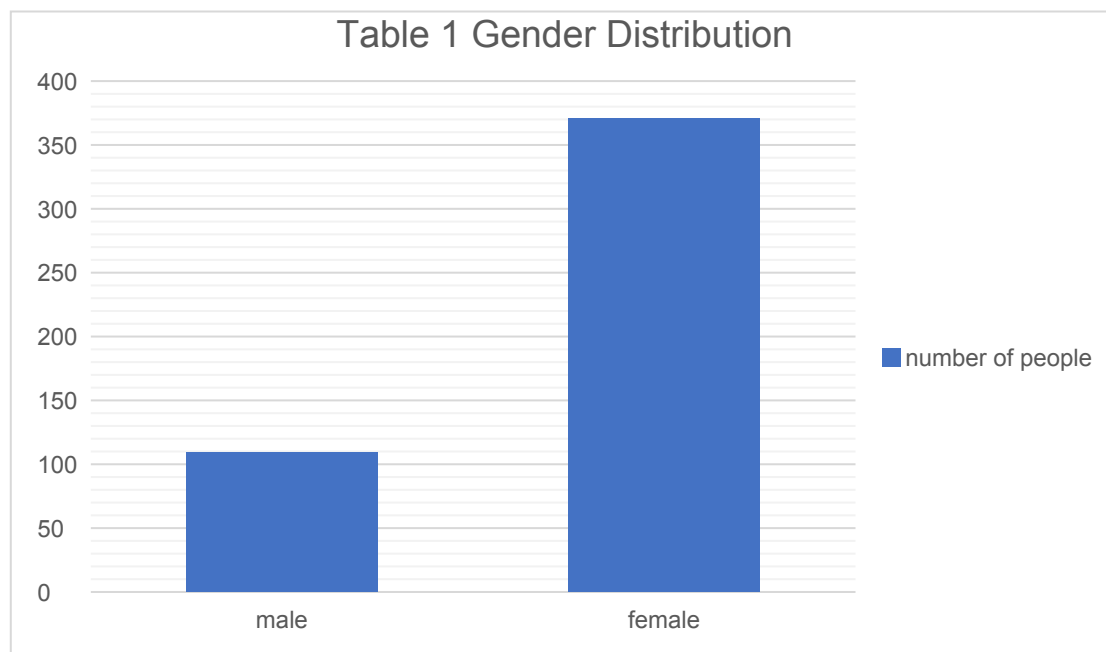
Assumption 2: Dormitory cultural activities promote the improvement of students' ideological literacy by cultivating good behavioral habits

The rules and constraints in dormitory cultural activities (such as collective work and rest), behavioral guidance (such as participating in dormitory collective reading activities), etc., promote students to form good habits of discipline and civility, deepen their understanding of excellent ideological literacy (such as mutual assistance and cooperation) in practice, and ultimately achieve the improvement of ideological literacy

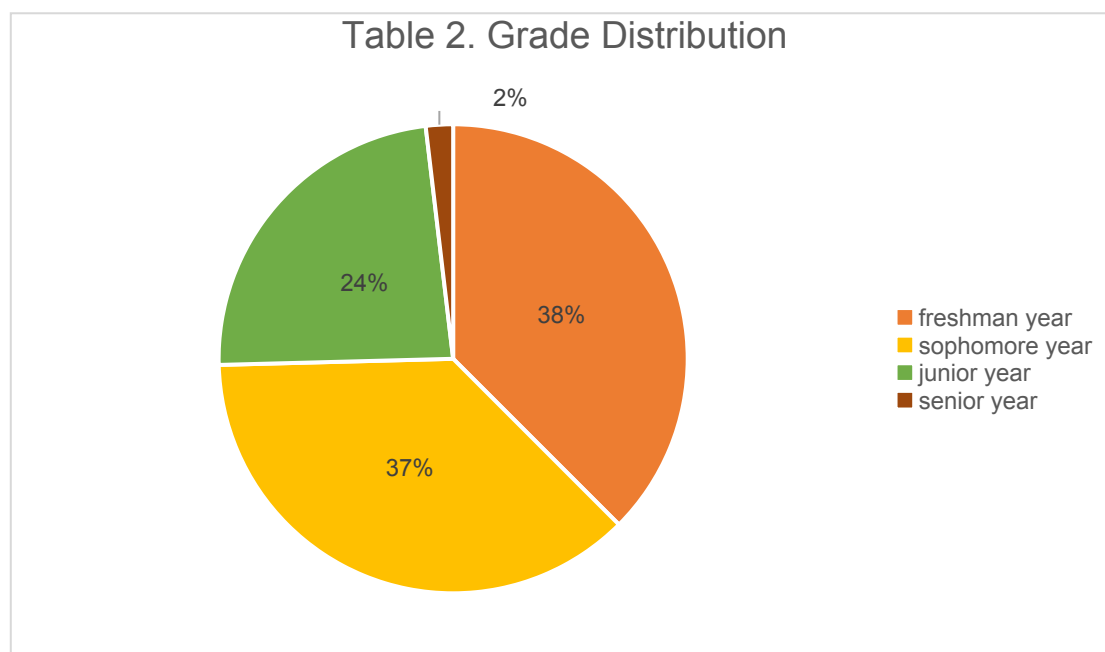
IV. Data analysis

4.1 Demographic Information of College Students

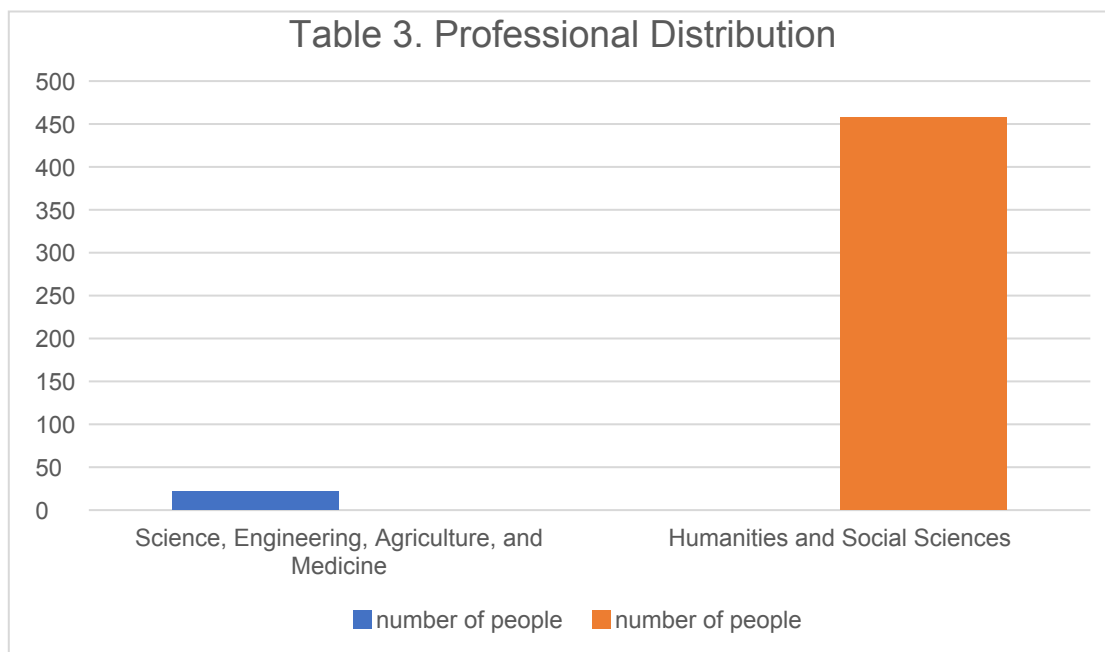
A total of 480 people were surveyed and studied. Among them, there are 109 men in terms of gender, accounting for 22.71% of the total number of respondents; There are 371 women, accounting for 77.29% of the total survey population



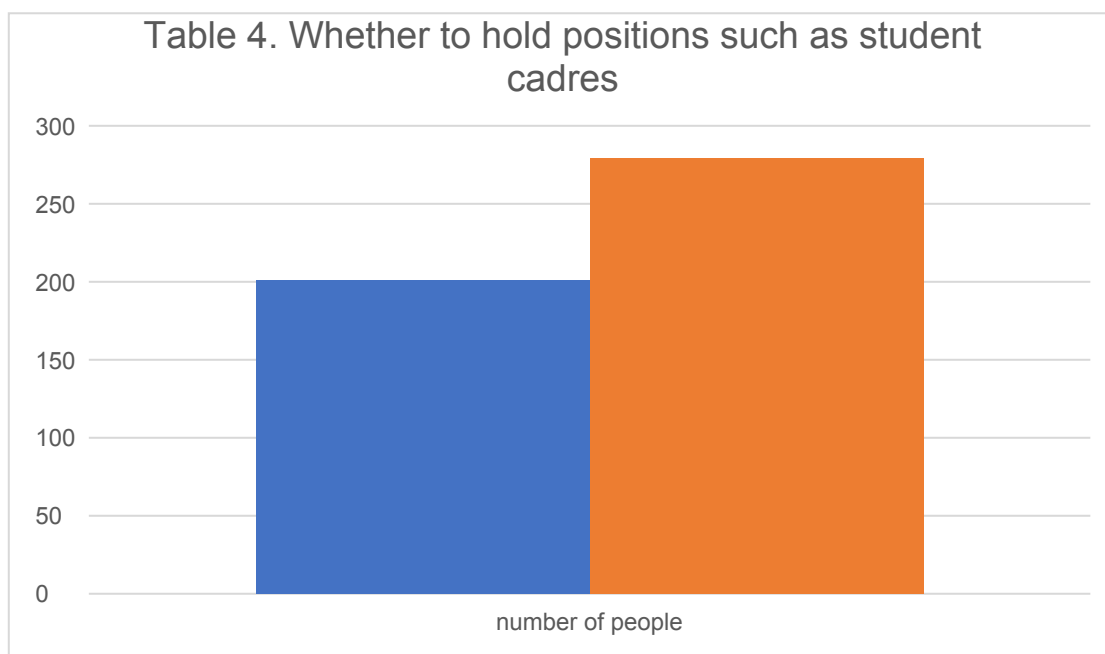
In terms of grade, there were 180 freshmen, accounting for 37.5% of the total survey population; There are 178 sophomore students, accounting for 37.08% of the total survey population; There were 113 people in their junior year, accounting for 23.54% of the total survey, and 9 people in their senior year, accounting for 1.88% of the total survey. The total proportion of freshmen (37.5%) and sophomores (37.08%) is 74.58%, juniors account for 23.54%, and seniors only account for 1.88%. Reason for speculation: Fourth year students have a lower willingness to participate in surveys due to internships, graduation, and other related matters; Freshman and sophomore students have a higher participation rate in campus activities and are more likely to be included in the survey scope.



From a professional perspective, there are a total of 22 individuals in the fields of science, engineering, agriculture, and medicine, accounting for 4.59% of the total surveyed population; There are a total of 458 people in the humanities and social sciences category, accounting for 95.42% of the total survey



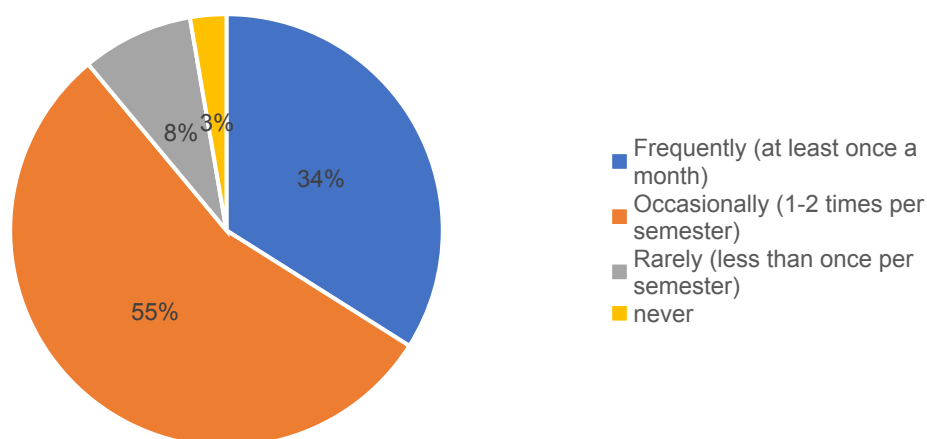
From the perspective of whether they hold positions as student cadres or clubs, there are 279 people who have not held positions, accounting for 58.13% of the total survey; 201 people hold positions, accounting for 41.88% of the total survey. From the data, it can be seen that about 41.88% of students hold relevant positions, which is close to half of the total sample, indicating that the proportion of "active" students in the survey group is not low and may have a positive impact on activity participation.



4.2 Analysis of Non demographic Factors of College Students

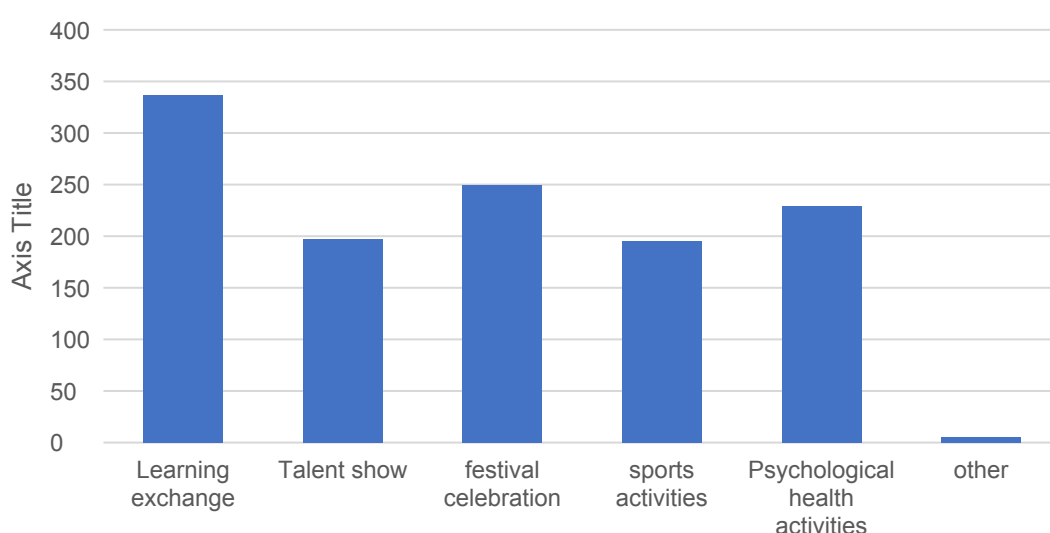
According to the survey data, 163 students frequently (at least once a month) organize or participate in dormitory cultural activities, accounting for 33.96% of the total survey; 264 students occasionally (at least 1-2 times per semester) organize or participate in dormitory cultural activities, accounting for 55% of the total survey; 40 students rarely organize or participate in dormitory cultural activities (less than once per semester), and 11 students never organize or participate in dormitory cultural activities. From this, it can be seen that the frequency of students participating in or organizing dormitory cultural activities is relatively low, mostly 1-2 times per semester, and there are even students who never participate in dormitory cultural activities.

Table 5. Do you frequently organize or participate in dormitory cultural activities



From the main types of dormitory cultural activities participated in, 337 students participated in learning exchanges (such as group learning, book sharing, etc.), accounting for 70.21% of the total survey; 197 students participated in talent exhibitions (such as singing, dancing, painting, etc.), accounting for 41.04% of the total survey; 250 students participated in festival celebrations (such as the Spring Festival, Mid-Autumn Festival, etc.), accounting for 52.08% of the total survey; 195 students participated in sports activities such as basketball, badminton, etc., accounting for 40.63% of the total surveyed population; 229 students participated in psychological activities such as psychological salons and stress relief, accounting for 47.71% of the total survey. Five students participated in other types of events (such as dormitory tea parties), accounting for 1.04% of the total survey. From this, it can be seen that students participate more in dormitory cultural activities such as learning exchanges and holiday celebrations, and less in dormitory cultural activities such as sports and talent exhibitions.

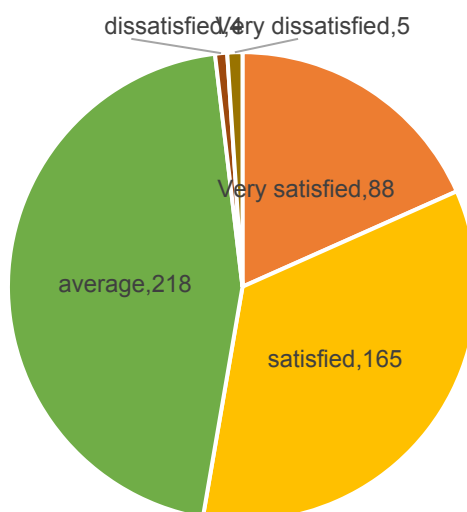
Table 6. Main Types of Participation in Dormitory Cultural Activities



From the perspective of satisfaction with dormitory culture, 88 people are very satisfied with dormitory activities, accounting for 18.33% of the total survey; 165 people were satisfied with dormitory activities, accounting for 34.38% of the total survey; 218 people, accounting for 45.42% of the total survey, believed that

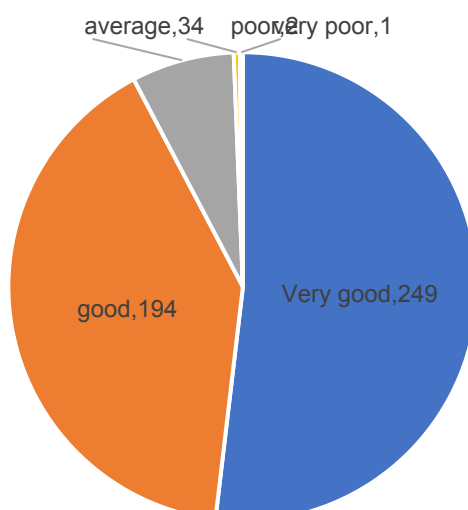
dormitory cultural activities were relatively average. The number of people who were dissatisfied or very dissatisfied with dormitory cultural activities was relatively small, with only 4 people dissatisfied, accounting for 0.83% of the total survey; There are 5 people who are very dissatisfied, accounting for 1.04% of the total survey. From this, it can be seen that most people are satisfied with the existing dormitory cultural activities between half and half, and a very small number of people are dissatisfied with the current dormitory cultural activities. There is still room for improvement in the existing dormitory cultural activities

Table 7. Satisfaction with Dormitory Cultural Activities



In terms of self-evaluation of ideological literacy, 249 people, accounting for 51.88% of the total survey, believe that they have performed very well in terms of moral quality; 194 people, accounting for 40.42% of the total survey, believed that they performed well; 34 people, accounting for 0.42% of the total survey, believed that their performance was average; Only one person, accounting for 0.21% of the total survey, believed that their performance was very poor

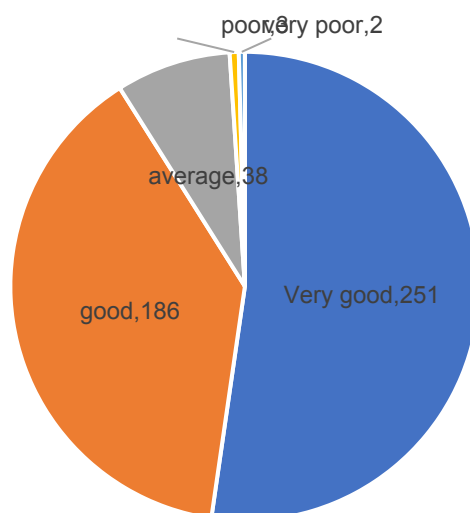
Table 8. Self evaluation of Moral Quality



251 people, accounting for 52.29% of the total survey, believe that they have performed very well in terms of values; 186 people, accounting for 38.75% of the total survey, believe that their values are relatively good; 38 people, accounting for 7.92% of the total survey, believed that their values were average; Only 3

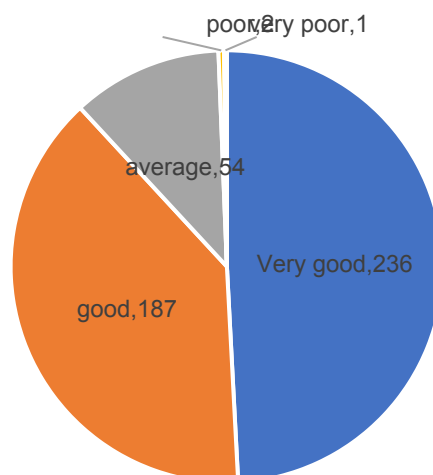
people, accounting for 0.63% of the total survey, believed that their values were poor; Only 2 people, accounting for 0.42% of the total survey, believe that their values are very poor.

Table 9. Self evaluation of Values



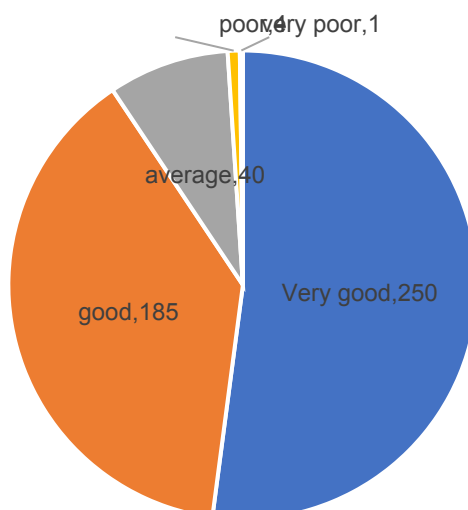
236 people, accounting for 49.17% of the total survey, believe that they have a very good sense of collective consciousness; 187 people, accounting for 38.69% of the total survey, believe that they have a good sense of collective consciousness; 54 people, accounting for 11.25% of the total survey, believed that their collective consciousness was average; Only 2 people, accounting for 0.42% of the total survey, believed that their collective consciousness was poor; Only one person, accounting for 0.21% of the total survey, believed that their collective consciousness was very poor

Table 10. Self evaluation of Collective Consciousness



250 people, accounting for 52.08% of the total survey, believe that they have a very good sense of social responsibility; 185 people, accounting for 38.54% of the total survey, believe that they have a good sense of social responsibility; 40 people, accounting for 8.33% of the total survey, believe that their sense of social responsibility is average; Only 4 people, accounting for 0.83% of the total survey, believed that their sense of social responsibility was poor; Only one person, accounting for 0.21% of the total survey, believed that their sense of social responsibility was very poor.

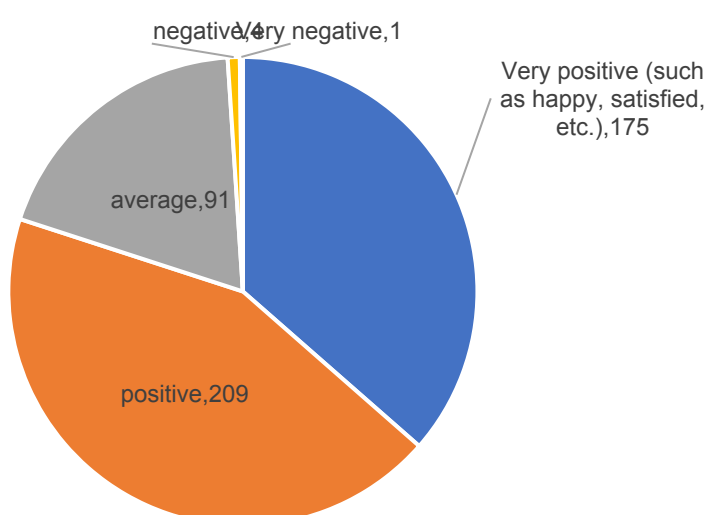
Table 11. Self evaluation of Social Responsibility



From the data on moral qualities, values, collective consciousness, and social responsibility mentioned above, we can see that most people's self-evaluation of their ideological literacy is in the range of average to very good, but there is still a small group of people who have a relatively negative evaluation of their ideological literacy.

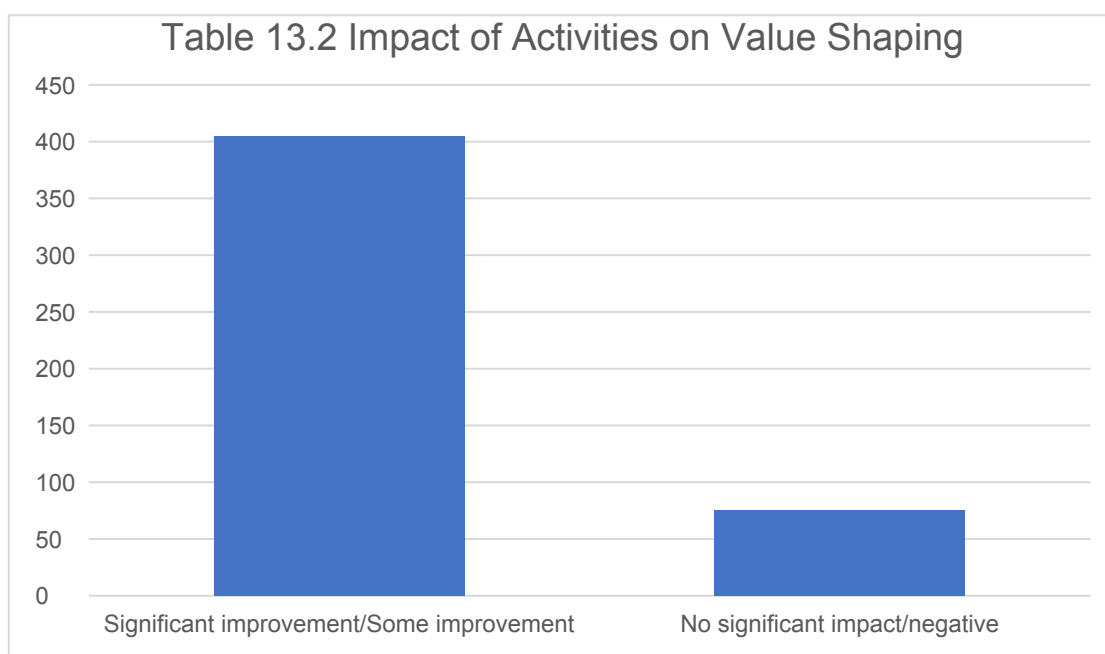
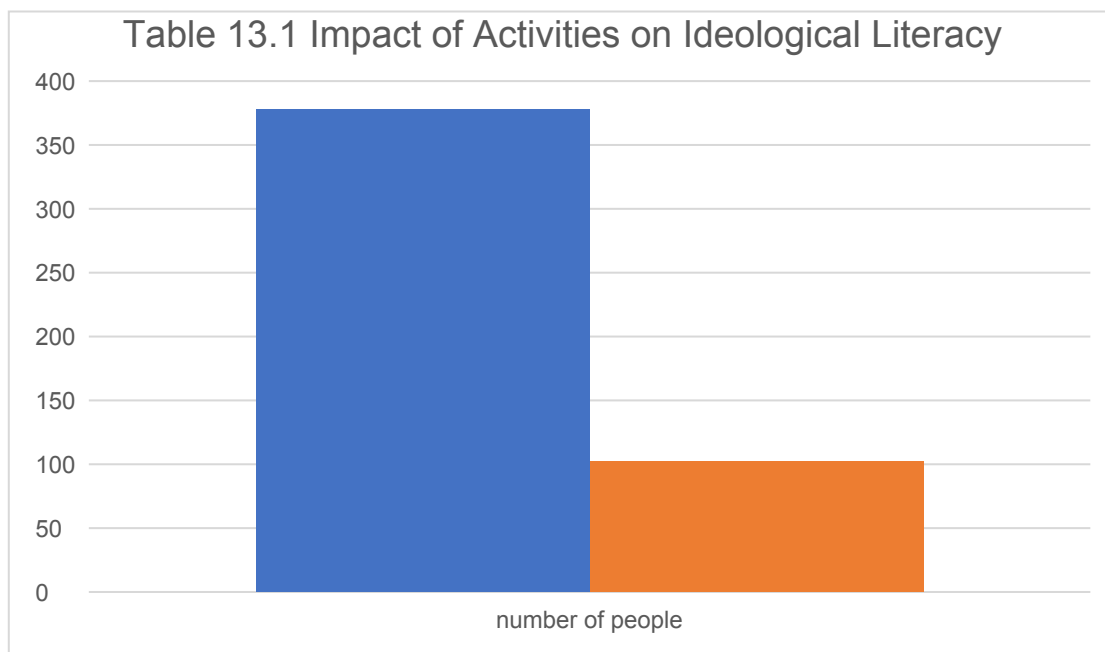
175 students, accounting for 36.46% of the total survey, believed that their emotional experiences during dormitory culture were very positive, such as happiness and satisfaction; 209 students, accounting for 43.54% of the total survey, believed that their emotional experiences were positive; 91 people, accounting for 18.96% of the total survey, believed that their emotional experience was average; Only 4 people, accounting for 0.83% of the total survey, believed that their emotional experience was negative; Only one person, accounting for 0.21% of the total survey, believed that their emotional experience was very negative. In emotional experiences, "very positive+positive" accounts for 80%, consistent with the trend of high satisfaction, indicating that the actual experience of the activity matches students' expectations well.

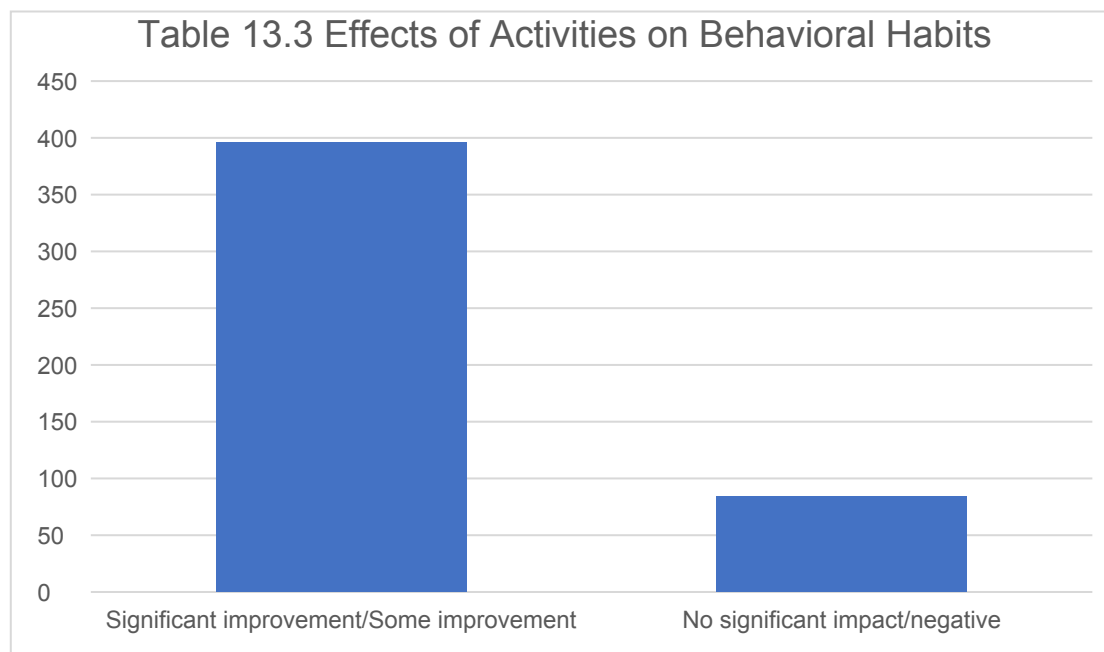
Table 12. Emotional Experience



In terms of the correlation between ideological literacy and activities, 78.75% believe that activities are "helpful" for ideological literacy, 84.38% believe that they are "helpful" in shaping values, and 82.5% believe that they are "helpful" in improving behavioral habits. The three proportions are close and all are positive,

indicating that there may be a positive correlation between activities and the improvement of ideological literacy.





V. Results and Discussion

The analysis results of the questionnaire are as follows:

—1. This survey covered 480 students. Based on demographic characteristics (SPSS frequency statistics), freshmen (37.5%), sophomores (37.08%), and juniors (23.54%) accounted for a total of 98.12%, while seniors (1.88%) had a low proportion, which is in line with the design goal of "focusing on the core group of students in school" - seniors have a low participation in dormitory activities due to internships, graduation, and other affairs. The low sample proportion is a reasonable phenomenon and does not affect the representativeness of the core conclusions; Although humanities are the main majors (95.42%), the inclusion of science and engineering majors (4.38%) and other majors (0.21%) still meets the basic requirement of "covering different disciplinary backgrounds". The overall sample structure is highly consistent with the type positioning of "students who actively participate in dormitory activities on campus" in this survey.

2. The reliability and validity test results show that the scale reliability is above 0.9, which is at a high level of reliability. This means that the questionnaire data can reliably reflect the participation in dormitory activities and the current status of students' ideological literacy. This conclusion provides a key prerequisite for subsequent SPSS statistical analysis, ensuring the authenticity and reliability of quantitative conclusions.

From the perspective of self-evaluation of ideological literacy (SPSS ordinal variable statistics), students' evaluations of moral quality ("very good+good" accounting for 92.3%), values (91.04%), collective consciousness (88.13%), and social responsibility (90.62%) are all in the range of good to very good, with an overall self-evaluation bias towards excellence, reflecting the recognition of college students' own ideological quality; However, in contrast, although students' emotional experience of dormitory activities is mainly positive ("very positive+positive" accounts for 80%), there are still 20% of students in the general to negative range, and negative and very negative account for 1.04%, forming a slight gap with the self-evaluation of high ideological literacy.

—4. Further cross analysis using SPSS revealed that among students with "negative" emotional experiences, 83.3% (4 out of 5) belonged to the group of "rarely/never participating" in dormitory activities, and their activity satisfaction ("very satisfied+satisfied" accounted for 15.38%) was much lower than that of the "frequently participating" group (89.57%). This result not only confirms the qualitative viewpoint of "students' activity experience tends to be negative", but also clarifies that "insufficient participation frequency" is the key factor leading to negative experiences - it not only indicates that there is still room for improvement in the coverage and attractiveness of current dormitory activities, but also highlights the urgency of "optimizing dormitory culture construction" from the data level, further proving the necessity of this survey for "discovering problems and guiding practice".

—5. The correlation analysis results showed that the Spearman correlation coefficient between students' "activity emotional experience positivity" (1=very negative~5=very positive) and the "total score of self-evaluation of ideological literacy" (average score of each dimension) was $r=0.42$, $p<0.001$, indicating a moderate strength significant positive correlation - which is completely consistent with the qualitative viewpoint that "the better the activity experience, the higher the self-evaluation of ideological literacy". At the dimension

level, the correlation between activity experience positivity and self-evaluation of "collective consciousness" is the highest ($r=0.45$, $p<0.001$), followed by "social responsibility" ($r=0.41$, $p<0.001$), indicating that positive activity experience can directly enhance students' understanding of "collective integration" and "responsibility", thereby improving their self-evaluation of ideological literacy.

From the perspective of overall impact, data shows a positive correlation between participation in dormitory cultural activities and students' ideological literacy (hypothesis 1 has been verified), which is consistent with the core viewpoint of social identity theory, which holds that individuals gain a sense of belonging and identity through group participation, and improve their behavior and character in the group environment. As a group that students closely interact with, the dormitory provides an interactive environment for cultural activities. By participating in frequent activities, students can deepen their understanding of collective consciousness, social responsibility, and other aspects through practice (assuming hypothesis 2 holds), and thus perform better in various dimensions of ideological literacy.

VI. Cause analysis

According to the questionnaire analysis results, there is a significant correlation between the frequency of dormitory activity participation and emotional experience, as well as self-evaluation of ideological literacy. The causes can be analyzed from the following two aspects:

On the one hand, students with lower participation in dormitory activities are more likely to experience negative emotions, which is closely related to the insufficient coverage and attractiveness of dormitory culture construction. A survey shows that 83.3% of students with negative emotional experiences belong to the group of "rarely/never participating" in dormitory activities, and their satisfaction is much lower than that of regular participants. This indicates that the current dormitory cultural activities do not fully cover the needs and interests of different students in terms of form design, content adaptation, or organizational methods, resulting in a low willingness of some students to participate^[1] Li Aimei and others pointed out that if dormitory culture lacks broad participation and emotional cohesion, it is easy for some students to feel marginalized and alienated^[2] In addition, Xu Fajun also emphasized that a harmonious dormitory culture should be inclusive and interactive, which can promote identification and belonging among members^[3] Therefore, insufficient participation is not only a result of behavioral choices, but also reflects some shortcomings in the design of dormitory cultural activities.

On the other hand, the positive emotional experience of dormitory activities is moderately positively correlated with self-evaluation of ideological literacy ($r=0.42$, $p<0.001$), especially in the dimensions of collective consciousness ($r=0.45$) and social responsibility ($r=0.41$). This result is consistent with the basic viewpoint of social identity theory, which states that individuals strengthen their self-awareness and internalize their values through group interactions^[4] Frequent participation in dormitory activities provides students with a place for collective cooperation and public responsibility, thereby promoting the continuous development of their moral qualities, values, and other ideological literacy. Jiang Libo believes that dormitory culture, as a hidden environment, deeply influences students' psychological development and character formation through emotional experiences and behavioral practices^[5] Shen Tuzhen et al. further pointed out that a good dormitory culture environment can promote mental health and literacy improvement through emotional resonance and behavioral imitation^[6] Therefore, positive activity experiences not only strengthen students' identification with the collective, but also promote their conscious improvement of ideological literacy.

In summary, the frequency and quality of participation in dormitory cultural activities directly affect students' emotional experience and ideological development. Optimizing dormitory cultural construction requires both expanding coverage and attractiveness, as well as deepening activity content and value guidance.

Based on the research findings, schools can take the following measures to optimize dormitory culture construction:

VII. Countermeasures

Schools should design a series of activities that can promote deep interaction among dormitory members, such as dormitory reading sharing clubs, collective challenge projects (such as participating in small-scale competitions based on dormitories), and strengthen students' sense of belonging through designing dormitory collective costumes and other means^[5] These shared experiences can enhance emotional connections among classmates, allowing them to naturally be positively influenced by the collective atmosphere while improving their sense of belonging. Li Lulu pointed out that the core of dormitory culture construction lies in cultivating members' sense of collective identity and belonging^[4] Xu Fajun also emphasized that a harmonious dormitory culture relies on positive and effective interaction and emotional investment among members^[3].

The construction of dormitory culture needs to consciously integrate correct and mainstream values, but should avoid rigid teaching. Activities can be designed around themes such as "patriotism" and "collective

sense of honor", such as the collection of "dormitory micro stories" and the arrangement and performance of "role model deeds scenario dramas"^[2] This type of activity allows students to experience and understand the connotations of mainstream values through practice, promoting their internalization in their hearts and externalization in their actions. Fan Kai believes that a successful dormitory culture can subtly guide students to form positive values and moral norms^[1] Jiang Libo further pointed out that integrating mental health education with dormitory culture construction can more effectively guide students to form a sound personality and positive values^[5].

In response to the issue of insufficient participation, schools should establish diverse incentive mechanisms (such as giving appropriate honors and small material rewards to actively participating dormitories, etc.), and conduct precise research on students' interests to design more "targeted" activity projects^[1] The research by Li Aimei et al. shows that a good interpersonal environment in dormitories is an important prerequisite for students to actively participate in dormitory activities^[2] The research by Shen Tuzhen et al. also confirms that a harmonious dormitory atmosphere has a significant positive impact on students' mental health and positive behavior participation^[6].

8. Conclusion and Prospect

8.1 Main conclusions

From a psychological perspective, this study used a questionnaire survey method to investigate the impact of dormitory cultural activities organized by the student union on students' ideological literacy. The research results show that the higher the frequency of students' participation in dormitory cultural activities, the more positive their emotional experience, and the better their evaluation of their own ideological literacy. There is a clear positive correlation between these three factors. Especially in enhancing collective consciousness and social responsibility, the role of dormitory cultural activities is particularly prominent.

The data also indicates that actively participating in these activities can help students enhance their sense of belonging and identity, better understand and accept correct values, which also demonstrates the applicability of social identity theory in dormitory life scenarios. However, research has also found some issues: some students have low enthusiasm for participating in activities and have relatively negative emotional experiences during the activities. This reflects that there is still room for improvement in the attractiveness and coverage of current dormitory cultural activities.

Based on the above findings, we suggest optimizing dormitory culture construction from three aspects: firstly, innovating activity forms to make activities more interesting and closer to students' needs; The second is to integrate values education into activities, allowing students to naturally receive ideological guidance through participation; The third is to improve the incentive mechanism and encourage more students to actively participate.

8.2 Research Limitations

Although this study has made certain discoveries, there are still the following shortcomings:

1. The representativeness of the sample is insufficient: the study only came from one university (Panzhihua University) and mainly covered undergraduate students from freshman to senior year, which may not be comprehensive and may be difficult to generalize to different types of universities (such as agricultural universities and vocational colleges). In addition, the proportion of girls in the sample (77.29%) is significantly higher than that of boys, which may to some extent affect the results of gender difference analysis
2. The measurement of ideological literacy relies on students' self-evaluation, which may lead to inaccurate data; Moreover, the questionnaire did not cover external factors such as "family environment" and "school environment" that may affect ideological literacy, which may result in some factors being overlooked
3. This questionnaire survey only includes three aspects of psychological feelings towards activities: emotional identification, value shaping, and behavior habit formation, without discussing other aspects, which may not present the most comprehensive conclusion

8.3 Future research prospects

Future research can further expand the scope of sample collection, covering different levels and types of universities as well as a more comprehensive student population, in order to improve the usability of conclusions; Optimize the measurement method of variables, increase external influencing factors, etc. to reduce bias, thereby providing theoretical support for universities to carry out higher quality dormitory cultural activities

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