

A Study on Sustainable Development of One Stop Student Community from a Rooted Perspective—Taking Zhengde Academy of a Certain University as an Example

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Abstract: Rootedness refers to the strong social rootedness of economic relationships, which originates from the rich social capital of clusters, including networks, norms, beliefs, rules, and cultural systems. Rootedness emphasizes the connection and dependence between economic activities and deep-seated factors such as social structure and cultural systems, reflecting how economic behavior takes root and develops in specific social environments. A one-stop student community is an educational platform that integrates cognition, organization, society, system, geography, and other aspects, which is similar to the rooted multiple dimensions and classification. This article takes the construction of Zhengde Academy in a certain university as an example to explore the sustainable development path and strategy of one-stop student communities from a rooted perspective, in order to provide reference and inspiration for the construction of one-stop student communities.

Keywords: Rooted, one-stop student community, sustainable development

1. Introduction

The rootedness theory originates from economic sociology, which refers to the deep embedding of economic behavior into social relationships, including the connections between economy, society, culture, politics, and other aspects. In the university environment, rootedness can be understood as the close connection and interdependence between schools, students, teachers, and various resources and services. The relationship between rootedness and one-stop student communities includes social rootedness, cultural rootedness, economic rootedness, institutional rootedness, and geographical rootedness. The grounded theory provides an important perspective and theoretical support for understanding the internal logic and development laws of a one-stop student community. At the same time, the construction and development of one-stop student communities have further enriched the connotation and extension of rooted theories.

2. Overview of the theory of rootedness

Rootedness refers to the influence of the interrelationships between actors and the network structure of these relationships on economic activities and outcomes. It was first proposed by Polanyi in the mid-20th century. He believed that "human economy is rooted in economic or non economic systems, and non economic systems may be as important as the machine power that reduces labor intensity. Rootedness is not only geographical proximity, but also the close connection between economic behavior and social, cultural, political, and other aspects. This connection is a historical attribute accumulated in industrial clusters over the long term, and is the localization of resources, culture, knowledge, institutions, geographical location, and other factors. It is a key factor supporting the geographical concentration of cluster production systems."^[1]

Rootedness can be understood as a developmental inertia rooted in local characteristics, including resources, culture, knowledge, systems, geographical location, etc. The local rootedness gradually stabilizes over time and has unique characteristics, which coincides with the connotation of one-stop student community construction. The theory of rootedness emphasizes the close connection and mutual

influence between an organization or system and its environment. In the sustainable development of one-stop student communities, rootedness is reflected in the deep integration and interaction between the community and the overall environment of universities, student needs, educational resources, and other aspects.

3. Analysis of the current situation of one-stop student communities

With the advancement of talent cultivation reform in universities, traditional student dormitories are gradually unable to meet the diverse and personalized needs of college students. The one-stop student community construction has emerged, aiming to provide students with more comprehensive and convenient services, and promote their comprehensive development. As an important measure of innovation in university management, the one-stop student community aims to provide students with a more convenient and efficient learning and living environment by integrating resources and optimizing services. Its sustainable development is of great significance for improving the management level of universities and promoting the comprehensive development of students.^[2]

As an important carrier for strengthening ideological guidance, a one-stop student community helps to form a good academic atmosphere, maintain school safety and stability, and build a solid ideological defense line. It is an important platform for implementing the fundamental task of cultivating morality and talents, which integrates multiple functions such as student life, learning, communication, organization, and practice. It helps to enhance the social ability of college students, cultivate good habits, and shape a sound personality. One stop student communities are gradually becoming popular in universities across the country, forming distinctive construction models. For example, some universities closely integrate party building work with student community management by establishing community party committees, building party branches, party member workstations, and other forms. The facilities within the community are constantly improving, including learning and activity spaces, fitness and wellness facilities, and teacher-student communication platforms, providing students with a more convenient and comfortable living environment.^[3]

Currently, one-stop student communities may face some problems in the development process, such as uneven resource allocation, uneven service quality, and low student participation. Some universities do not attach enough importance to the construction of one-stop student communities, and there is a phenomenon of emphasizing management over services, emphasizing form over content, and corresponding supporting resources have not been fully implemented. The collaborative ability of multiple entities is insufficient, and the management subject of student communities is relatively single. The linkage effect of various functional departments is not obvious, and an effective collaborative mechanism has not been formed. The service content is single, and currently the student community service mainly meets basic accommodation needs, lacking personalized and diversified services, making it difficult to meet the growing needs of students. Insufficient application of information technology, low level of information technology application in student community management, lack of information management methods, resulting in low management efficiency. This series of issues to some extent constrain the sustainable development of the community.

4. The necessity of applying grounded theory to the construction of one-stop student communities

The rootedness theory emphasizes the mutual embedding and influence of various elements in social and economic activities, especially the deep integration in specific geographical, social, cultural and other environments. This theory provides an important perspective for understanding the complexity and diversity of socio-economic activities. The application of grounded theory in the construction of one-stop student communities helps to promote deep integration between communities and the environment. Social Rootedness: A one-stop student community should be embedded in the social environment of universities and even cities, establish close connections with surrounding communities, enterprises, cultural institutions, etc., and jointly provide students with rich social practice and learning resources. The theory of rootedness helps to understand the necessity and importance of this embedding relationship. Cultural Rootedness: Community culture, as an important component of university culture, should reflect the characteristics and values of the school. The grounded theory emphasizes the infiltration and inheritance of cultural elements in the environment, which helps to build a distinctive community culture.

A "one-stop" student community is based on student living areas such as colleges and dormitories.

By reforming the form of student organizations, management models, and service mechanisms, it promotes the entry of party and youth organizations, management departments, and service units into the campus, and deeply integrates the leadership, management, service, and ideological and political forces of schools and secondary colleges into the front line of educational management to serve students. The park is built into an educational and living area that integrates student ideological education, teacher-student exchanges, cultural activities, and life services. Simply put, the "one-stop" student community is a student-centered educational philosophy that integrates, cares for, and serves students to form a comprehensive management model of "one-stop" integration, grid management, refined services, and information support for the student community. At the same time, it creates a forefront for student party building, guided by party building and combined with various educational evaluation indicators and content, to sink the strength and resources of higher education into the student community.

The "one-stop" student community accumulates rich social capital by building close teacher-student and student student communication networks. This social capital is not limited to economic resources, but also includes non-material factors such as trust, norms, and beliefs, providing a solid foundation for the stable development of student communities. As stated in the theory of rootedness, social capital is an important support for cluster economic relationships. It reduces transaction costs and promotes information sharing and cooperative behavior through the interconnected relationships between individuals. During the development process, student communities will gradually form a unique community culture, which includes students' behavioral habits, values, moral concepts, etc., and is the spiritual pillar that community members collectively identify with. The formation and dissemination process of community culture corresponds to the social rootedness in the theory of rootedness, that is, community members gradually form common beliefs, value systems, and moral worldviews in their long-term shared lives, and these cultural factors are deeply embedded in the social relationships of the community.

A "one-stop" student community usually has a relatively complete management system, including student management, dormitory management, safety management, and other aspects. These systems provide strong guarantees for the normal operation of the community. Institutional rootedness emphasizes the importance of institutional factors in cluster economic systems for cluster stability and development. In the "one-stop" student community, a sound management system is a concrete manifestation of institutional rootedness, which ensures the standardization and orderliness of community governance. The construction of student communities adheres to the guidance of Party building, and ensures the correct direction of community development by strengthening the Party's political, ideological, and organizational construction. Party building and ideological guidance not only enhance the political foundation of the community, but also improve students' ideological and political literacy through the promotion and learning of the Party's innovative theories. This is essentially consistent with the institutional rootedness theory, which strengthens the stability and development momentum of the cluster through institutional factors.

The application of grounded theory in the construction of one-stop student communities helps to optimize resource allocation and utilization. Economic rootedness: The construction and development of a one-stop student community require economic investment and support. The rootedness theory helps to analyze the economic activities and resource allocation within the community, optimize resource utilization efficiency, and reduce operating costs. Collaboration mechanism: Through the application of grounded theory, a closer collaboration mechanism can be established to promote cooperation and communication among various departments and subjects within the community, and jointly provide better services for students. Geographical rootedness includes geographical location and resources: one-stop student communities are usually located within or around universities, with unique geographical location and resource advantages. The superiority of this geographical location enables communities to fully utilize the teaching, research, and social resources of universities, providing strong support for the comprehensive development of students. Community environment and atmosphere: The environmental layout and cultural atmosphere within the community are also important manifestations of geographical rootedness. Universities create a positive, harmonious, and friendly community atmosphere by carefully designing and decorating the community environment, providing a good environmental guarantee for the growth and development of students.

The application of grounded theory in the construction of one-stop student communities helps to enhance the stability and sustainability of the community. Institutional rootedness: Institutional construction is the key to ensuring the stable operation of one-stop student communities. The rooted theory emphasizes the adaptability and innovation of institutions in the environment, which helps to

build a system that meets the actual needs of universities and students. Long term effects: Through the application of grounded theory, the long-term and sustainable construction of one-stop student communities can be ensured, providing strong support for talent cultivation and social services in universities. In summary, the application of grounded theory in the construction of one-stop student communities is of great necessity. It not only helps to promote deep integration between communities and the environment, optimize resource allocation and utilization, enhance community stability and sustainability, but also provides strong support for talent cultivation and social services in universities.^[4]

5. A One Stop Sustainable Development Strategy for Student Communities from a Rooted Perspective

In practice, some universities have successfully applied the theory of rootedness to the construction of one-stop student communities. For example, the one-stop student community construction of Zhengde Academy in a certain agricultural university has achieved sustainable development momentum by integrating the theory of rootedness. By strengthening cooperation with surrounding communities and enterprises, the community collaborates with the government, other schools, and enterprises to carry out activities such as the "Three Down to the Countryside" social practice and volunteer services for agriculture, rural areas, and farmers, effectively integrating industry, academia, and research. On the one hand, by excavating and inheriting the characteristic cultural elements of agricultural schools, a distinctive agricultural community culture is constructed. On the other hand, by optimizing resource allocation, establishing collaborative mechanisms, and improving the efficiency and quality of community services, this series of measures has played a sustainable development promoting role in the construction of one-stop student communities.

One stop student communities need to strengthen systematic planning. On the basis of in-depth research on students' needs and characteristics, combined with the school's talent cultivation goals and development status, the one-stop student community should be driven by strategic thinking to develop from a life field to a multi-dimensional cultural and educational field. Through questionnaire surveys, symposiums, and other methods, the one-stop student community should regularly collect students' opinions and suggestions on the one-stop student community, and adjust service content and methods in a timely manner. A one-stop student community should provide personalized services, tailored to the needs of students of different grades and majors, including personalized learning, life, internship and training, as well as employment guidance, to enhance students' sense of belonging and satisfaction.

One stop student communities need to create innovative mechanisms. A one-stop student community should establish a resource sharing mechanism to promote resource sharing and cooperation among various departments within the university, such as the opening and sharing of resources such as libraries, laboratories, sports facilities, etc. At the same time, the one-stop student community should introduce external resources, actively seek cooperation with external enterprises, institutions, etc., introduce high-quality educational resources and service projects, and enrich the service content and forms of the one-stop student community.

The one-stop student community should strengthen the linkage and collaboration among various departments, promote the integration and sharing of educational resources. One stop student communities should strengthen community co construction, co governance, and sharing, form a joint force for education, clarify the responsibilities and rights of multiple subjects, and stimulate the vitality of multiple subjects through incentive systems. The one-stop student community should deepen its integration with the university environment and integrate into the development strategy of the university. The construction and development of one-stop student communities should be incorporated into the overall development strategy of universities, ensuring their coordination with the educational goals, management concepts, and other aspects of the university. The one-stop student community needs to optimize resource allocation, allocate resources reasonably according to the actual situation of the university and the needs of students, and ensure that the one-stop student community is fully guaranteed in terms of hardware facilities, faculty strength, service content, etc.

One stop student communities need to strengthen institutional safeguards, improve governance systems, and focus on community governance and innovation. The construction of one-stop student communities should extensively open up accessible spaces for community learning and life, fitness and mental health, and teacher-student communication, increase investment in community financial resources, and continuously improve infrastructure. A one-stop student community should have a clear

community governance system, clarify the responsibilities and rights of all parties, and ensure orderly and efficient community management. One stop student communities should encourage innovative practices. One stop student communities should encourage teachers and students within the community to actively participate in community governance and innovative practices, such as establishing student self-governing organizations and carrying out community service projects, to stimulate students' creativity and vitality.

One stop student communities should strengthen community cultural construction and refine community cultural concepts. A one-stop student community should combine the characteristics of universities and the actual situation of students, forge a distinctive community cultural concept and value foundation, carry out rich and colorful community activities, and organize various lectures, cultural and artistic activities to enrich students' extracurricular and extracurricular life, and increase communication and interaction among students.

6. Conclusion and Outlook

The research on sustainable development of one-stop student communities from a rooted perspective emphasizes the deep integration and interaction between communities and university environments, student needs, educational resources, and other aspects. By deepening the integration with the university environment, strengthening student demand orientation, promoting the integration and sharing of educational resources, strengthening community cultural construction, and emphasizing community governance and innovation, the implementation of strategies can promote the sustainable development of one-stop student communities. In the future, with the continuous innovation and development of university management concepts and technologies, a one-stop student community from a rooted perspective will play a more important role in the comprehensive development of students. At the same time, in the future, student communities will pay more attention to the personalized needs and service experience of students, forming a more complete and efficient management and service system. Student community management will be more intelligent and informationized, providing students with more convenient and efficient services.

The construction of the "one-stop" student community always adheres to the guidance of Party building, and through the political, ideological, and organizational construction of the Party, the Party's leadership and correct political direction are integrated throughout the entire process of community construction. This not only strengthens the political foundation of the community, but also enhances students' ideological and political literacy through party building activities. Community construction emphasizes the collaborative participation of multiple stakeholders, including school and college leaders, professional teachers, student workers, administrative management, logistics service personnel, and social resources. This collaborative mechanism ensures the comprehensiveness and effectiveness of community management and services, meeting the diverse needs of students. Student communities are no longer limited to traditional accommodation functions, but are developing towards multiple dimensions such as culture, education, and daily life. By creating specialized spaces for learning, sports, and communication, communities have become important places for students to engage in self-learning, cultural and sports activities, and interactive communication. With the help of information technology, community construction has achieved organic integration of online and offline. Online platforms provide services such as information inquiry, online processing, and online consultation, while offline platforms offer convenient and efficient services to students through physical spaces such as "one-stop" student affairs service halls. The construction of community environment focuses on cultural education. By creating a positive and uplifting community cultural atmosphere, the great achievements of the new era and excellent traditional Chinese culture are deeply integrated with the construction of community environment, achieving "immersive" ideal and belief education.

In the future, the "one-stop" student community should continue to deepen the guidance of party building, innovate grassroots organizational construction, integrate the party's innovative theoretical propaganda and learning into the daily life of the community, and build a more complete community party building system. With the development of information technology, communities should fully utilize advanced technologies such as big data and artificial intelligence to enhance the intelligence level of management services. By building a smart community platform, accurate recording and evaluation of students' growth process can be achieved, and the quality of education can be improved. Communities should continue to expand their educational functions, build personalized service facilities and three-dimensional community classrooms. By offering diverse courses and activities, we can meet the developmental needs of students at different levels and in different fields. Encourage

diverse stakeholders such as students, teachers, and administrators to participate in community governance together, forming a good situation of co construction, co governance, and sharing. By enhancing students' sense of ownership, we aim to improve the democratization and scientific level of community governance. Psychological health is an important component of students' comprehensive development. Communities should further strengthen mental health education and service work, provide professional psychological support and counseling for students, and help them solve psychological problems during their growth process.

In short, the sustainable development of a "one-stop" student community requires adherence to principles such as party building leadership, diverse collaboration, functional expansion, and digital empowerment, continuously optimizing management mechanisms and service models, and providing students with a more comprehensive, convenient, and efficient learning and living environment.

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