

# **Influencing Factors Of Promotion Cultural Self-Consciousness Of University Students In Shanxi Province, China**

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## **Abstract**

independent thinking on cultural phenomena, reflection on cultural problems, improvement and inheritance of culture. Cultural self-consciousness is the internal need for college students to improve their cultural literacy.

This article studies the influencing factors of the promotion of Cultural Self-consciousness of college students in Shanxi Province, China. It is aimed to analyse the relationship between educational input, theoretical innovation, practical innovation and Cultural Self-consciousness. The mediating effect of theoretical innovation and practical innovation is examined. After testing the hypothesis, it is concluded that all the hypotheses are valid. Finally, the author makes some suggestions. First of all, we should pay attention to the field of college education and create a good cultural atmosphere. Second, college students should take advantage of winter and summer vacations to participate in social practice activities. Third, college students should improve their cultural critical thinking. Culture is a precious spiritual wealth and material wealth that a nation and a country depend on for survival. Cultural self-consciousness is a kind of conscious awareness that people living in a certain culture consciously value, learn, reflect on, innovate and inherit their culture. It is manifested in ability. Fourth, parents should take part in positive culture-related activities and communicate with college students.

**Keywords :** Cultural Self-consciousness, College Students, Influencing Factor

## **Introduction**

With the rapid development of economic globalization, political multi-polarization and information networking, the position and role of culture in political, economic and social development are increasingly prominent. Universities have historically been the hub of human culture preservation, transmission and innovation. Therefore, university shoulder the mission of Cultural Self-consciousness. They must “reflect on, compare and prospect cultures in a rational and scientific approach, and appropriately respect their own cultures and those of others.” Fully comprehend the distinct benefits and development prospects of Chinese culture, and bolster our cultural faith and cultural pursuit. (Shan Yun, 2010)

In the 1990s, Xiaotong Fei developed the notion of Cultural Self-consciousness. It implies that “people living in a particular culture have self-awareness of the culture’s origin, formation process, traits and development direction. It signifies no cultural return. It does not imply revival, westernization or exclusion. On the basis of self-knowledge of their own culture, to understand other cultures and their relationship with their own culture.” (Xiaotong Fei, 1997:22)

As disseminators and creators of Chinese culture, the study of Cultural Self-consciousness aids college students in developing rational cognition and a sense of belonging to Chinese culture, as well as a thorough understanding of the historical origin and evolution of culture itself. And can actively learn from foreign excellent cultural achievements, a deep understanding of the shortcomings of independent learning, establish a strong sense of responsibility and mission, actively promote independent learning and cultural innovation and cultural construction, promote equal cultural exchanges, global prosperity and development.

At present, there are few studies on the Cultural Self-consciousness of college students in the academic circles, especially the research on the combination of theory and demonstration is still in the exploratory stage. The scope of the research mainly focuses on four aspects: concept interpretation, meaning demonstration, problem analysis and solution. There is still opportunity for growth in the breath and depth of the research, and the factors affecting the Cultural Self-consciousness of college students need to be further studied. Based on this, I decided to use the title of “Influencing Factors of College Students’ Cultural Self-consciousness Improvement” to carry out research through the quantitative method, and seek ways to improve college students’ Cultural Self-consciousness.

### **Research objectives**

This study provides ideas and references for the enhancement of Cultural Self-consciousness of college students. The application of the research results in practice is conducive to the formation of correct cultural awareness and values of college students, so as to avoid the confusion and loss of college students in today’s complex cultural environment. The research objectives are as follows:

1. To study the relationship between educational input, theoretical innovation and practical innovation.
2. To analyze the relationship between theoretical innovation, practical innovation and Cultural Self-consciousness.
3. To examine the mediation effect of theoretical innovation on educational input and particle innovation.
4. To examine the mediation effect of particle innovation on theoretical innovation and Cultural Self-consciousness.

### **Literature Review**

The concept of self-consciousness in this thesis is based on the thought of “self-consciousness” in Marxist philosophical theory. In the writings of the founders of Marxism, they used the concept in at least three different senses. First, self-consciousness is the conscious self-awareness that distinguishes human beings from animals; second, self-consciousness is the individual self-consciousness with a clear purpose; third, self-consciousness is freedom, Marx’s highest yearning for human self-consciousness. In recent years, with the rise of “university culture research” in colleges and universities in China, the construction and thinking of university culture has become the Cultural Self-consciousness of colleges and universities. In terms of forums: Guangming Daily and Sichuan University jointly held the University Cultural Consciousness and Cultural Confidence Forum. Xie Heping, President of Sichuan University, made a keynote speech at the forum on how universities should become leaders in cultural awareness and cultural self-confidence, and analyzed how universities promote cultural awareness and cultural confidence. The leading role in cultural self-

confidence, the problems and challenges faced, and the measures of Sichuan University's high cultural awareness and cultural self-confidence are explained from the reality of Sichuan University, and the five consciousnesses of cultural education, cultural innovation, cultural service, cultural exchange and cultural orientation are established, to contribute to the development and prosperity of culture. (Xie Heping, 2011)

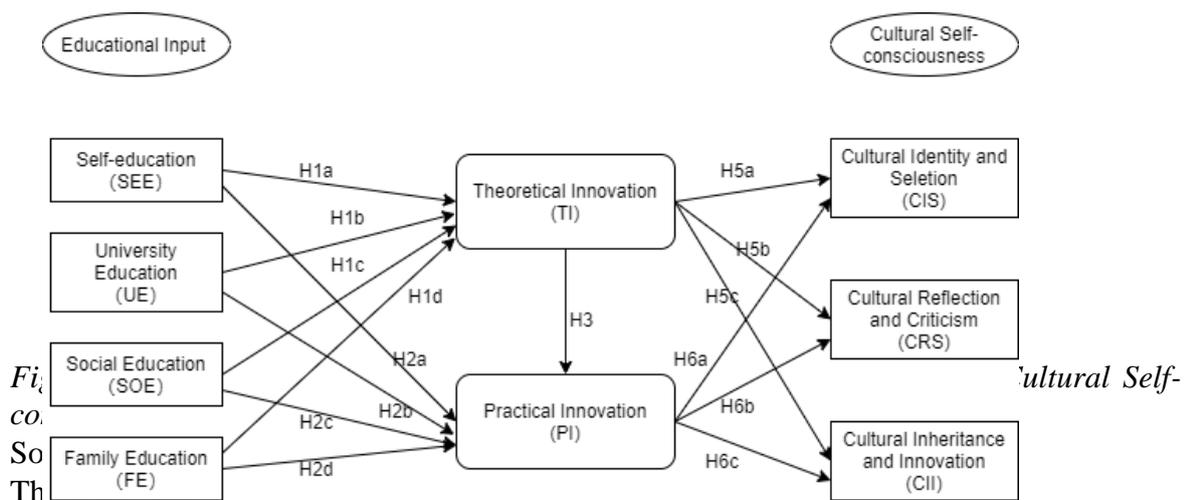
In terms of papers: Journal papers on the cultivation and enhancement of university cultural consciousness, (Wang Wenfeng, 2013) "On the Cultivation of University Cultural Consciousness and Cultural Confidence" from the perspective of strengthening the construction of the socialist core value system, ideological and political work between teachers and students, excellent traditional culture inheritance and in terms of system improvement and other aspects, we should start with cultivating a high degree of university cultural awareness and cultural self-confidence. Zheng Yongting's paper that "On the Construction of University Culture and Cultural Consciousness" recognizes the role and value of developing culture, and uses the socialist core value system to guide and continuously cultivate the cultural consciousness of teachers and students. (Zheng Yongting, 2012) Li Xiongying's paper that "On the Cultivation of College Students' Cultural Consciousness" (Li Xiongying, 2012), he proposed the content and ways of cultivating college students' cultural consciousness from the aspects of understanding national culture and developing culture. Strengthen cultural self-confidence, improve the ability to identify, combine cultural inheritance with innovation, and make college students a new force in the modern inheritance and future development of socialist culture. There are also papers such as "On How to Realize the Cultural Consciousness of College Students" by Chen Shuiyong, "Cultural Consciousness and Its Cultivation of College Students" by Pan Yuju, and "The Practical Significance of Strengthening the Cultural Consciousness of College Students" by Liu Bichun. Most of the papers on cultural self-consciousness of universities focus on the study of cultural self-consciousness of college students, because the essence of universities is to seek truth and educate people, and the key to cultural self-consciousness of universities is human self-consciousness. The fundamental task of higher education is to educate people, and the cultural consciousness of universities mainly lies in awakening and cultivating the cultural consciousness of college students. These papers have laid a solid foundation for the study of the cultural consciousness of college students.

After the author's literature research, it is found that there are few studies on the Cultural Self-consciousness of college students in the past research, mainly focusing on the Cultural Self-consciousness of college students and how to improve the Cultural Self-consciousness of college students. However, there are few systematic researches, especially with quantitative research methods. This article uses quantitative research methods to analyze the influencing factors that affect college students' Cultural Self-consciousness. Zhang Xiaohong believes that "the cultivation of scientific and technological innovation talents is affected by many factors, among which the positive impact of education on the cultivation of scientific and technological innovation talents has been generally recognized. At present, the connection between the various factors of education investment and the process and key path of the cultivation of scientific and technological innovation talents Therefore, it is of great significance to carry out studies on the key path of scientific and technological innovation talent training to improve the quality and efficiency of talent training." (Xiaohong Zhang etc., 2021) In Yang Chenchen's paper "The Theoretical basis, generative Logic and practical Path of college students' cultural innovation in the New era", she believes that from the perspectives of philosophical ontology, epistemology and methodology, it can be found that the ontological

existence of college students' cultural innovation is the innovation of personality, original knowledge is the innovation of thinking, and value purpose is the innovation of practice. (Yang Chenchen, 2021) Based on the above literature research, the following conceptual framework and hypotheses are drawn.

### Conceptual Framework

This article aims to study the influencing factors of college students' Cultural Self-consciousness. The author consulted a large number of books and academic journal articles, and found the relationship among educational input, theoretical and practical innovation, and cultural self-awareness. Educational input includes four measurement dimensions: family education, university education, social education and self-education. Cultural self-awareness includes three contents: cultural identity and selection, cultural reflection and criticism, and cultural inheritance and innovation. Therefore, the author proposes a conceptual framework mainly based on Zhang Xiaohong's key path for cultivating scientific (Zhang Xiaohong, 2021) and technological innovation talents and the theoretical foundation, generation logic and practical path of college students' cultural innovation in the new era (Yang Chenchen, 2021). The details as follows:



- H1: Educational input has a positive impact on theoretical innovation.
- H2: Educational input has a positive impact on practical innovation.
- H3: Theoretical innovation has a positive impact on practical innovation.
- H4: Theoretical innovation plays a mediating role between educational input and practical innovation.
- H5: Theoretical innovation has a positive impact on Cultural Self-consciousness.
- H6: Practical innovation has a positive impact on Cultural Self-consciousness.
- H7: Practical innovation plays a mediating role between theoretical innovation and Cultural Self-consciousness

### Research Methodology

This article mainly uses quantitative analysis methods. Including reliability and validity analysis, confirmatory factor analysis, exploratory factor analysis and structural equation modeling, etc. In the quantitative analysis, the relationship between educational investment and

theoretical innovation, practical innovation and cultural awareness is analyzed, and the results of the quantitative analysis are shown in the figure.

## Research Result

### 6.1 Descriptive Statistics

Descriptive analysis is a simple description of the sample to understand the composition and characteristics of the study sample. This study describes the statistics of each problem using frequency and percentage.

Frequency analysis is one of the most commonly used methods in descriptive statistics. A total of 647 questionnaires were distributed through the questionnaire star, of which 624 were valid, with an effective rate of 96.4%. The sample distribution in this study is mainly described by gender, age, grade, professional background and other indicators. The distribution of demographic characteristics of college students in the valid questionnaire is shown in Table 1.1.

*Table 1.1 Frequency Analysis*

Subject	Item	Frequency	Percentage
Gender	Male	316	50.6
	Female	308	49.4
Grade	Freshman	161	25.8
	Sophomore	169	27.1
	Junior	173	27.7
	Senior	94	15.1
	Fifth year of college or repeat grade	27	4.3
Academic background	Arts	302	48.4
	Science and engineering	272	43.6
	Else	50	8
age	Age 21 and under	318	50.9
	Ages 22 to 24	257	41.2
	Age 25 and above	49	7.9
Total		624	100

Descriptive analysis of continuous variables. Take the mean of Q1 to Q4 as self-education score, take the mean of Q5, Q6, and Q7 as university education score. The mean of Q8 to Q10 is social education score. Take the mean of Q11 to Q14 as family education. Take the mean of Q15 to Q18 as theoretical innovation. The mean value of Q19 to Q22 is practical innovation. The mean value of Q23 to Q25 is cultural identity and selection. The mean value of Q26 to Q28 is cultural reflection and criticism. The mean value of Q29 to Q31 is cultural inheritance and innovation, and SPSS was used to describe and analyze continuous variables.

*Table 1.2 Descriptive analysis of continuous variables*

Item	Number	Minimum	Maximum	Mean	Standard Deviation	Median
SEE	624	1.25	5	3.357	0.855	3.25
UE	624	1	5	3.642	0.854	3.667

SOE	624	1	5	3.283	0.878	3.333
FE	624	1	5	3.461	0.835	3.5
TI	624	1	5	3.399	0.811	3.5
PI	624	1	5	3.171	0.753	3.2
CIS	624	1	5	3.527	0.92	3.667
CRS	624	1	5	3.536	0.878	3.667
CII	624	1	5	3.754	0.887	4

### 6.2 Correlation analysis

Correlation analysis is a quantitative analysis method to analyze the relationship between objective things. Many things and phenomena are always related to each other and can be reflected by certain quantitative relations. Table 1.3 shows the results of correlation analysis of variables in this article.

Table 1.3 Correlation analysis

	TI	PI	CIS	CRS	CII
SEE	0.241**	0.232**	0.083*	0.06	0.116**
UE	0.262**	0.181**	0.025	0.061	0.197**
SOE	0.243**	0.255**	0.100*	0.073	0.093*
FE	0.186**	0.175**	0.032	0.088*	0.064

Note: \* $p < 0.05$  \*\* $p < 0.01$

### 6.3 Path Analysis and Hypothesis Testing

AMOS24 was used to establish the preliminary structural equation model of influencing factors of college students' Cultural Self-consciousness. As shown in the figure below, the preliminary structural equation model included 6 latent variables and 31 observed variables. In order to ensure the scientificness of the model, 36 residual terms were introduced, numbered E1-E36, and the correlation coefficient between the residual terms and the observed variables was 1. The structural equation model is Figure 1.2.

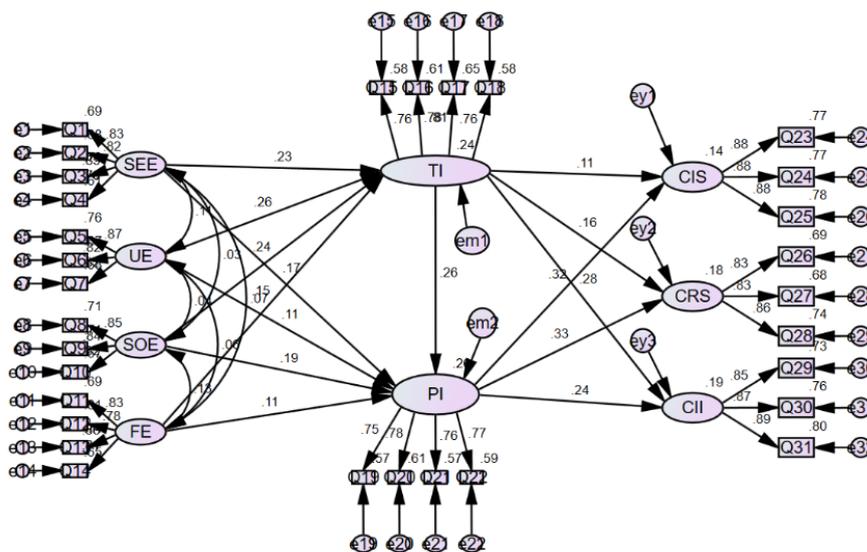


Figure 1.2 Structural Equation Model Diagram

Table 1.4 Model Fit Table

Model fitting index	X <sup>2</sup> /df	RMSEA	CFI	AGFI	GFI
Good fit	(0, 3)	<0.05	>0.95	>0.9	>0.95
General fit	(3, 5)	<0.08	>0.9	>0.8	>0.8
Model of the research	1.101	0.013	0.996	0.946	0.955

Table 1.5 Model path coefficient

Hypothesis	Independent Variable	Dependent Variable	Estimate	Std Estimate	S.E.	Z	P	Results
H1a	SE	TI	0.233	0.226	0.044	5.27	***	Accepted
H1b	UE	TI	0.232	0.259	0.039	5.888	***	Accepted
H1c	SE	TI	0.243	0.24	0.044	5.499	***	Accepted
H1d	FE	TI	0.136	0.147	0.039	3.477	***	Accepted
H2a	SE	PI	0.181	0.169	0.047	3.855	***	Accepted
H2b	UE	PI	0.106	0.114	0.041	2.561	**	Accepted
H2c	SE	PI	0.203	0.193	0.047	4.337	***	Accepted
H2d	FE	PI	0.104	0.108	0.041	2.54	**	Accepted
H3	TI	PI	0.272	0.262	0.053	5.112	***	Accepted
H5a	TI	CIS	0.129	0.11	0.057	2.268	**	Accepted
H5b	TI	CRS	0.181	0.16	0.056	3.242	**	Accepted
H5c	TI	CII	0.317	0.279	0.055	5.723	***	Accepted
H6a	PI	CIS	0.26	0.238	0.053	4.905	***	Accepted
H6b	PI	CRS	0.363	0.333	0.055	6.563	***	Accepted
H6c	PI	CII	0.358	0.318	0.057	6.324	***	Accepted

Note: \*\*\*p<0.001, \*\*P<0.05, \*p<0.1.

#### 6.4 Mediating effect test

According to the hypothesis proposed by the author, it is necessary to test the mediating role of theoretical innovation and practical innovation in influencing factors of cultural consciousness enhancement of college students in turn. See Table 1.6-1.19 for details respectively.

Table 1.6 The mediating test results were detected by stepwise regression

Dependent variable	Independent variable	R	R-sq	F	β	T
PI	SEE	0.3901	0.1522	55.7274***	0.1562	4.1816***
	TI				0.3305	8.3982***
PI	UE	0.3738	0.1397	50.4393***	0.1089	2.8751**
	TI				0.3402	8.5348***
PI	SOE	0.398	0.1584	58.4378***	0.1708	4.7129***
	TI				0.3254	8.2949***

PI	FE	0.3798	0.1442	52.3307***	0.1290	3.4006***
	TI				0.3455	8.8487***
CIS	TI	0.3397	0.1154	40.5092***	0.1347	2.939***
	PI				0.3056	6.8905***
CRS	TI	0.3819	0.1458	53.0153***	0.1829	4.2536
	PI				0.3009	7.2317
CII	TI	0.3946	0.1557	57.2562***	0.2785	6.4511***
	PI				0.2365	5.6608***

Note: \*\*\* $p < 0.001$ , \*\* $P < 0.05$ , \* $p < 0.1$ .

From the analysis results in Table 1.6, it can be seen that the mediation effect of TI and PI in the model is tested by Bootstrap technology, and the results show that the indirect effect is effective, so TI and PI play a significant mediating role in the model.

## 7. Discussion

**7.1 Relationship between educational input, theoretical innovation and practical innovation.** In this article, the author thinks that self-education is also the key to improve the Cultural Self-consciousness of college students. In the verification of structural equation model data, individual education has a significant impact on college students' theoretical innovation. Self-education also has a clear significance for practical innovation. The level of parents' own cultural literacy as well as words and deeds play an imperceptible role in guiding children's Cultural Self-consciousness. From the growth of children to college students, the influence of family on the cultivation of college students' Cultural Self-consciousness still exists, but the guiding methods have changed. In view of the problems existing in the cultivation of college students' Cultural Self-consciousness, one of the most important reasons is that the family guidance is not enough, because the family lacks a good cultural atmosphere, the parents' cultural concept is weak, it is difficult to give the comprehensive cultivation of college students' Cultural Self-consciousness. So family education is so important.

**7.2 Relationship between theoretical innovation, practical innovation and Cultural Self-consciousness.** According to the existing literature, Cultural Self-consciousness is divided into three dimensions, namely, cultural identity and choice, cultural reflection and criticism, and cultural inheritance and innovation. (Hu Gangyun, 2015) In the past studies on cultural consciousness, most of them are studied by literature review, reasoning analysis, comparative analysis and other methods. In this paper, the hypothesis is verified. Although the hypothesis is valid, the author believes that it is necessary to collect materials for further research and discussion on whether theoretical innovation and practical innovation definitely have an impact on college students' cultural consciousness.

**7.3 The mediation effect of theoretical innovation on educational input and practical innovation.** Theoretical innovation includes knowledge exploratory thinking activities, knowledge point analogy, and the ability to establish connections between knowledge, etc. (Liangyu Ren & Jiwei Zhang, 2011); practical innovation includes knowledge application activities for innovative talents, activities that combine knowledge with practice, activities that test knowledge in practice, and innovation activities, etc. (Hui ding, 2010) In the past studies, researchers have studied the influence of educational input on theoretical and practical innovation, and the influence of theoretical innovation on practical innovation. This paper is applied to the topic of cultural consciousness promotion of college students, and

through verification, it is concluded that educational input has a direct impact on the theoretical innovation ability and practical innovation ability of college students. Theoretical innovation ability plays a mediating role between educational input and practical input.

**7.4 The mediation effect of practical innovation on theoretical innovation and Cultural Self-consciousness.** Cultural Self-consciousness is a view of cultural practice, inclusiveness and comprehensive innovation, which is formed from the "self-knowledge" of "cultural life" and "practical reason" in cultural inheritance and cross-cultural dialogue. The essence and theoretical core of cultural consciousness is the "consciousness" of cultural practice. Practice is the sole criterion for testing truth. In the past research, the essence of cultural consciousness is the consciousness of cultural practice. Therefore, the essence of cultural consciousness in any state is the "consciousness" of cultural practice. (Cai Houqi, 2017) In this paper, through structural equation model verification, theoretical innovation and practical innovation have a direct impact on college students' Cultural Self-consciousness, while theoretical innovation has an indirect impact on college students through practical innovation, that is to say, practical innovation plays a mediating role between theoretical innovation and college students' cultural consciousness.

## **8. Conclusion and Recommendation**

**8.1 Conclusion.** It is found that the relationship between educational input, theoretical innovation and practical innovation is investigated from the four dimensions of SEE, UE, SOE and FE. Based on the four hypotheses put forward in this paper, it is concluded that self-education, university education, social education and family education have an impact on theoretical innovation respectively. Self-education, university education, social education and family education have an impact on practical innovation. Theoretical innovation has an impact on cultural identity and selection, cultural reflection and criticism, and cultural inheritance and innovation. Practical innovation has an impact on cultural identity and selection, cultural reflection and criticism, cultural inheritance and innovation, respectively. Theoretical innovation plays a mediating role between educational input and practical innovation. Practical innovation plays a mediating role between theoretical innovation and cultural self-awareness.

**8.2 Recommendation.** First, college students accumulate their own cultural knowledge and enhance their ability of cultural independence. "Only with full Cultural Self-consciousness can we know what kind of culture we need and how to build our culture; Only by fully and objectively Cultural Self-consciousness can we truly have cultural confidence and cultural self-improvement." (Shengping Yang, 2013) Second, colleges and universities should play a main role in cultivating college students' Culture Self-consciousness. We should give full play to the main channel role of consciously cultivating college students' culture, further optimize the cultural atmosphere on campus, give play to the effect of ideological and political education in colleges and universities, and strengthen the quality construction of college teachers. Third, create a good social and cultural atmosphere to promote the cultural consciousness of college students. Further strengthen the education of Chinese excellent traditional culture for college students, strengthen the propaganda of mainstream culture, enhance the ability of cultural reflection, strengthen the network supervision, so as to cultivate college students' sense of national identity, enhance their recognition of mainstream values, and enhance their cultural consciousness. Fourth, attach importance to the influence of family education on college students' Cultural Self-consciousness. For college students, family education plays a leading role before entering college, and they will still be influenced by family education after entering

college. Therefore, family members should take the initiative to set up a good family style and create a harmonious family culture atmosphere.

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