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Sripatum University Press, Bangkok, Thailand

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ISSN: 2408-1914

Welcome Address from Editors

It is appropriate to celebrate the continuity of an exciting and esteemed journal. The IJMBE will serve and provide a forum for exchange of ideas among business executives and academicians concerned with Management, Business, and Economics issues. With the rapid evolution of corporate business from international to global in recent years, general business has been one of the areas of greatest added complexity and concern for corporate managers. The IJMBE will be an academic journal combining academic inquiry and informed business practices. It will publish empirical, analytical, review, and survey articles, as well as case studies related to all areas of Management, Business, and Economics. A sentiment often expressed by practitioners is that academic research in general may not be addressing the most relevant questions in the real world.

It is fair to say that the IJMBE will publish high-quality applied-research papers. Nevertheless, studies that test important theoretical works and shed additional light on the issue with some business implications will also be solicited. Each submitted paper has been reviewed by several members of the IJMBE international editorial board and external referees. On the basis, we would like to thank all of them for their support with review process of submitted papers.

We cordially invite papers with theoretical research/conceptual work or applied research/applications on topics related to research, practice, and teaching in all subject areas of Management, Business, and Economics, or related subjects. We welcome paper submissions on the basis that the material has not been published elsewhere. The ultimate goal is to develop a journal that will appeal to both management and business practitioners. We expect the IJMBE to be an outstanding international forum for the exchange of ideas and results, and provide a baseline of further progress in the aforementioned areas.



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Foreword

Welcome to the special issue of International Journal of Management, Business, and Economics (IJMBE), the Editors received a number of papers from different countries such as China and Thailand. The received papers encompassed many areas of marketing, banking, economics, insurance and risk management, industrial and operation management, strategic management, and international and global business management. After the review process, a total of eleven manuscripts were selected for publication.

The first article is authored by *Caihong Cong and Jiangting Chu*, and named as “*A Case Analysis of Communication between Counselors and Students from the Perspective of Social Practice Theory*”. This study investigates the communication styles of university counselors in China through a sociological lens, focusing on how individual background and institutional settings shape counselor-student interactions.

The second paper is examined by *Huali Guo and Jian Li*. Their paper is entitled “*The Current Situation and Prospects of Inheriting Revolutionary Culture in Primary School Art Textbooks*” This study examines the integration of revolutionary culture in three sets of primary school art textbooks published by Shanghai Education Press, Jiangxi Fine Arts Publishing House, and People’s Fine Arts Publishing House.

The third article is conducted by *Jing Duan and Zeyuan Yu*, and is entitled “*Analysis of the Current Situation of Integrating Music Intangible Cultural Heritage into the Curriculum of Township Primary Schools in Chongqing*”. This study explores the integration of music-related intangible cultural heritage (ICH) into the curriculum of township primary schools in Chongqing, a culturally rich municipality in western China.

The fourth article is conducted by *Jing Dong and Jiangting Chu*, and is entitled “*The Formation of Classroom Teaching Customs in University Music Majors from the Perspective of New Institutionalism*”. This article argues from the theoretical perspective of new institutionalism that the formation of classroom teaching customs is a dynamic development process embedded in multiple institutional environments and logic.

Article number five is entitled “*An Empirical Analysis of Job Satisfaction of Young Teachers in Private Colleges and Universities in China*”, and is examined by *Meiling Zhang and Yingchuan Zhao*. This study explored the key factors affecting the satisfaction of young teachers in H private universities by empirically analyzing their job satisfaction.

The sixth article is conducted by *Qiyue Xie and Liguu Li*, and is entitled “*Research on the Reform Path of Music Performance Talent Training Model in Chinese Music Major Universities*” This study investigates the current situation of talent cultivation models for music performance in music major universities, explores and analyzes the current situation of talent cultivation models for music performance majors.

In the seventh article, entitled “*A Review of Research on Social Responsibility Awareness of College Students in Western China*” conducted by *Shengping Liu*. The objective of the article is to explore the importance of cultivating social responsibility awareness among college students in the western region of China, particularly in Guizhou Province.

Article number eight is written by *Siyi Wu*, and is entitled “*Research on the Educational Value of University Landscape Incorporating Local Cultural Elements - Taking H University as an Example*”. This study analyzes core concepts such as local cultural elements, university landscapes, and educational values, and focuses on the educational value of university landscapes embedded with local cultural elements.

The ninth article is authored by *Xiaoyun Chen and Liguu Li*, and named as “*Research on the Impact of School Connectivity on College Students’ Academic Achievement under the Background of Higher Education Popularization*”. This study focuses on the learning characteristics and difficulties of college students under the background of the popularization of higher education in China.

Last but not the least, the article entitled “*The Influencing Factors of Internationalization Strategy of Fu Yao Group*” is examined by *Zhong Tianyi*. This study reviewed existing research on enterprise internationalization strategies, delved into the influencing factors of internationalization strategies.

It is hoped that you will enjoy reading these articles and that they will generate responses and discussions that will help advance our knowledge of the field of Management, Business, and Economics. The Editors and the Editorial Board of the IJMBE would like to welcome your future submissions to make this journal your forum for sharing ideas and research work with all interested parties.

Editor-In-Chief

Ungul Laptaned

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A Case Analysis of Communication between Counselors and Students from the Perspective of Social Practice Theory

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IJMBE International Journal of *Special Issue*
Management, Business, and Economics

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Abstract

This study investigates the communication styles of university counselors in China through a sociological lens, focusing on how individual background and institutional settings shape counselor-student interactions. As universities increasingly rely on counselors for not only administrative duties but also psychological support, behavioral guidance, and career mentoring, understanding their communication behavior becomes essential. Drawing on Bourdieu's concepts of field, capital, and habitus, the research explores how these elements influence communication patterns. Through in-depth qualitative case studies of three counselors from P University, characterized respectively as cynical, authentic, and snail-like, the study analyzes their behavior in diverse settings such as offices, classrooms, dormitories, and external venues. The findings reveal that counselors adopt varied field roles: S1 displays flexibility, S2 assumes a centralized position, and S3 integrates cautiously into new environments. Their capital usage, ranging from resource display to accumulation, and their habitus, openness, reflection, or adaptability, further distinguish their styles. The discussion emphasizes the importance of aligning communication approaches with both institutional roles and personal resources. Recommendations include tailored training, capital development opportunities, and the promotion of inclusive communication cultures within universities. This research contributes to theoretical understandings of counselor behavior while offering practical implications for student affairs management. By recognizing the nuanced dynamics counselors navigate, institutions can better support their development and enhance student outcomes.

Keywords: Field Characteristics, Capital Characteristics, Habitus

1. Introduction

1.1 Background and Importance of the Problem

In recent years, the role of university counselors in China has become increasingly prominent as higher education institutions place greater emphasis on the psychological well-being, behavioral

guidance, and career development of students. Counselors serve not only as administrative staff but also as mentors and intermediaries between students and the institution. However, despite their growing responsibilities, the professional identity, communication styles, and behavioral patterns of counselors remain underexplored in academic research, particularly from a sociological perspective.

In practice, counselors operate in a variety of contexts such as classrooms, dormitories, hospitals, police stations, internship units, and extracurricular activities. Each setting imposes different expectations, pressures, and norms, shaping the way counselors interact with students. Furthermore, individual differences in educational background, social capital, and personal habitus contribute to distinct approaches in their professional roles. Understanding these variations is essential for improving counselor-student communication, optimizing university management systems, and enhancing student development outcomes.

1.2 Research Question

How do counselors with different personal and professional backgrounds develop distinctive communication styles with students within the university setting, and how are these styles influenced by their interaction with various institutional fields?

1.3 Research Objective

This study aims to explore the communication behaviors of university counselors by examining how different counselors interact with students across a variety of institutional fields. By conducting in-depth case studies of three counselors from P University in Jiangsu Province, categorized as cynical, authentic, and snail-like, this research seeks to:

- 1) Analyze how field, capital, and habitus shape counselor-student interactions.
- 2) Identify the distinctive communication patterns exhibited by each type of counselor.
- 3) Offer insights into how counselor identity and background influence their approach to student guidance and institutional engagement.

Ultimately, this research intends to contribute to the theoretical understanding of counselor behavior in higher education and provide practical implications for counselor training and student affairs management.

2. Literature Review

2.1 Related Concepts and Theories

This study is grounded in sociological theory, particularly Pierre Bourdieu's concepts of field, capital, and habitus. These core ideas provide a theoretical lens through which counselor behavior can be understood in relation to their environment and social positioning.

Field refers to the structured social spaces or contexts (e.g., university offices, classrooms, dormitories) where actors interact under certain rules and norms.

Capital is divided into economic, social, cultural, and symbolic forms. In the university context, counselors possess differing levels of capital (such as professional experience, educational background, or connections) that shape their roles and effectiveness.

Habitus represents the internalized dispositions shaped by life experiences, guiding how individuals perceive and act within various fields.

In addition, the study draws upon theories of professional identity formation and educational interaction, which explore how educators or support staff develop self-conceptions and roles based on institutional expectations and personal experiences.

2.2 Literature Surveys

Existing literature on university counselors often emphasizes administrative roles, mental health responsibilities, and student engagement strategies. However, few studies approach counselor behavior through a sociological or ethnographic framework.

Research in Western contexts has addressed the professional development of counselors, focusing on competencies, ethical standards, and student support services. In China, studies increasingly recognize the counselor's dual identity as both administrator and mentor, especially under the rapid reforms in higher education.

Some domestic studies analyze counselor performance from a management or psychological perspective, but they rarely explore the nuanced, lived experiences of counselors across different working fields. Furthermore, the interplay between their background (capital), institutional environments (field), and personality or work disposition (habitus) is often overlooked. This study addresses this gap by providing an interpretive, field-based investigation of counselor behaviors in their daily work contexts.

2.3 Conceptual Framework

The conceptual framework for this study integrates Bourdieu's sociological triad, field, capital, and habitus, to understand how counselors develop distinct communication styles with students. These three dimensions operate interactively:

1) Field: Offices, classes, dormitories, hospitals, extracurricular spaces, etc., provide varying institutional rules and expectations.

2) Capital: Counselors' social, cultural, and symbolic capital (e.g., social networks, educational credentials, reputation) shape their position and strategies.

3) Habitus: Formed by personal history, education, and career trajectory, habitus influences the counselor's style, comfort, and adaptability in different scenarios.

This framework enables a comprehensive analysis of how counselors' identities are constructed and expressed in their everyday interactions with students.

2.4 Research Hypothesis

Based on the literature and conceptual framework, this study proposes the following hypotheses:

H1: Counselors with different backgrounds (capital and habitus) exhibit distinct patterns of communication with students across varying institutional fields.

H2: The alignment or misalignment between a counselor's capital and the characteristics of a specific field affects their effectiveness and confidence in student interaction.

H3: The counselor's habitus plays a mediating role in translating their capital into practical strategies for student guidance and institutional engagement.

3. Research Methodology

3.1 Research Design

This research adopts a qualitative case study design, focusing on three counselors from P University in Jiangsu Province. The design is exploratory and interpretive, aiming to uncover the deep-seated influences shaping counselor behavior through contextual, ethnographic engagement. The study uses both plain descriptive methods and theoretical excavation, combining grounded fieldwork with abstract conceptual analysis.

3.2 Population and Sample

The population of interest includes university counselors working in Chinese higher education institutions. The sample comprises three counselors purposively selected from P University. They are categorized based on personality, background, and career trajectory into:

- Cynical Counselor: Experienced in social practice; strategic, pragmatic, less concerned with institutional hierarchy.
- Authentic Counselor: Adheres closely to rules; strong formal work ethics; influenced by traditional professional values.
- Snail-like Counselor: Inexperienced but diligent; builds competence through effort and structured participation.

This sample represents a spectrum of counselor identities and interaction styles, providing a diverse basis for comparative analysis.

3.3 Research Instruments

Multiple qualitative tools are employed:

- **Semi-structured Interviews:** Conducted with each counselor to capture personal narratives, attitudes, and reflections on their daily work.
- **Field Observations:** Documented interactions between counselors and students in offices, classrooms, dormitories, and off-campus sites such as hospitals and internship units.
- **Document Analysis:** Includes review of counselor logs, student management guidelines, institutional policies, and event records.
- **Audio/Video Recordings:** (When permitted) used to capture naturalistic interactions for deeper interpretive analysis.

These instruments allow triangulation and enhance the credibility of the findings.

3.4 Data Collection

Data was collected over several months through repeated visits and engagements at P University. Specific procedures include:

- 1) Gaining informed consent from participants.
- 2) Recording and transcribing interviews and observations.
- 3) Collecting documents and artifacts (e.g., work reports, student activity logs).
- 4) Observing counselor-student interactions in real-time across various institutional settings.

Ethical considerations such as confidentiality, voluntary participation, and data security were strictly upheld.

3.5 Statistics Used for Data Analysis

Given the qualitative nature of this study, statistical analysis is not the primary tool. Instead, the following analytical strategies were applied:

- **Situational Analysis:** Examining specific contexts where communication occurs, identifying influencing factors and power dynamics.
- **Category Analysis:** Grouping themes related to field, capital, and habitus, as they emerge across different counselors' narratives and behaviors.
- **Cross-case Comparison:** Identifying similarities and differences across the three case studies to reveal patterns and anomalies.

4. Data Analysis and Findings

4.1 Introduction

This chapter analyzes the field, capital, and habitus characteristics of three case counselors (S1, S2, and S3). Through a detailed qualitative study of their communication behavior with students, we aim to understand how their background, workplace dynamics, and personal inclinations affect their roles and effectiveness.

4.2 Data Analysis of the Qualitative Data

4.2.1 Field Characteristics

Cynical Counselor: S1

Field Role Positioning Based on "Flexibility":

S1 positions himself flexibly in various sub-fields like offices, classrooms, and dormitories. He neither seeks field control nor adheres strictly to field rules unless required. He can shift between the center and periphery of the field as needed.

Communication-Oriented by Interpersonal Rules:

S1 improvises and focuses on interpersonal relationships, valuing social interactions with students and colleagues over institutional protocol. He leverages his interpersonal network, both inside and outside the university.

Communication in Heterogeneous Small Circles:

S1 maintains casual and even bold communication in small, diverse circles. His networks span students, professionals, and hobby groups, where he often shares personal and critical opinions.

Counselor with a Good Background: S2

Positioning of the Field Role with "Centralization":

S2 actively sets and enforces field rules. She holds field control and expects students to conform to established norms, using strategic communication to achieve compliance.

Communication-Oriented by Ideological Guidance:

S2 uses communication as a means to instill values, stimulate student thinking, and manage behavior. She focuses on guiding students to adopt desirable attitudes and beliefs.

Communication in a Large Homogeneous Circle:

S2's interactions are mostly with the same group of students. Her communication is formal and structured in classrooms, and more relaxed but still purposeful in dormitories.

Counselor Who is Groping in the Dark: S3

Field Role Positioning Based on "Integration":

S3 gradually integrates into different field environments. From lacking experience to becoming actively involved, she adapts to new roles and environments step-by-step.

Communication-Oriented to Problem Solving:

S3 focuses on solving students' practical problems. She communicates with the aim of efficiency and effectiveness, often seeking help from others or adapting her methods to the situation.

Communication in a Diverse and Large Circle:

Due to multiple job responsibilities, S3 interacts with a wide range of individuals, including students, other departments, external organizations, and universities.

4.2.2 Capital Characteristics

Cynical Counselor: S1

Communication as Display and Integration of Capital:

S1's affluent background and strong social connections enable him to manage crises and provide tangible support, such as recommending medical professionals.

Multi-faceted Assistance from Others:

S1 receives support from parents, leaders, and friends, allowing him to focus on interpersonal relationship building and communication dominance.

Counselor with a Good Background: S2

Communication is About Discovery and Use of Capital:

S2 identifies students' cultural and social capital and employs it to motivate them. She creates opportunities for students to express their strengths.

Full Support from Others:

S2 receives support from her family and leaders, enabling consistent student engagement and participation in university events.

Counselor Who is Groping in the Dark: S3

Behind Communication is Accumulation and Transformation of Capital:

S3 has limited initial capital but gradually builds cultural and experiential capital through work and student interaction.

Insufficient Help from Others:

S3's background and family obligations limit her external support. Organizational instability also hampers her ability to gain leadership backing.

4.2.3 Habitus Characteristics

Cynical Counselor: S1

Openness and Tolerance:

S1's communication style is shaped by his affluent background, overseas education, and diverse life experiences. He is open-minded and tolerant of various student behaviors.

Counselor with a Good Background: S2

Reflection and Challenge:

S2 reflects on her own family history and consistently seeks self-improvement. She is strategic and aims to uplift underachievers.

Counselor Who is Groping in the Dark: S3

Adaptability and Pragmatism:

Due to a modest upbringing and lack of early exposure, S3 relies on adapting and being pragmatic in her communication. She gradually gains confidence through trial and error.

4.3 Summary of the Results

The analysis shows that S1 exhibits a flexible field role, S2 demonstrates a centralized role, and S3 adopts an integrative position. In terms of communication orientation, S1 emphasizes relational dynamics, S2 prioritizes ideological guidance, and S3 focuses on pragmatic problem-solving. Regarding capital usage, S1 displays and integrates personal and external resources, S2 identifies and utilizes students' strengths, and S3 gradually accumulates and transforms capital through experience. The support systems also vary significantly, with S1 benefiting from strong backing, S2 receiving moderate support, and S3 operating under limited assistance. Their habitus reflects these differences: S1 exhibits openness, S2 embodies reflection and challenge, and S3 demonstrates adaptability and pragmatism.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

This study reveals the diverse communication strategies employed by counselors based on their social background, institutional context, and personal inclinations. S1 navigates through interpersonal flexibility and resource integration. S2 adopts a rule-based ideological approach. S3 relies on adaptability and problem-solving under constraints.

5.2 Discussion

The findings highlight the importance of aligning counselors' communication styles with their social resources and institutional responsibilities. Counselors who possess strong capital and authoritative positioning within the field, like S1 and S2, demonstrate greater influence over students in structured or high-stakes environments. This underscores the field-dependence of communication effectiveness, where institutional rules, student dynamics, and counselor identity intersect. On the other hand, S3's case illustrates the challenge of navigating multiple communication fields without robust institutional support. Her adaptive yet constrained approach signals a pressing need for more flexible and inclusive organizational frameworks that support capital development and integration. Accordingly, counselor training should incorporate awareness of diverse communication orientations, relational, ideological, and pragmatic, and enable professionals to select and shift approaches based on student needs and contextual demands.

5.3 Recommendation

To enhance counselor effectiveness and adaptability, institutions should develop training models tailored to each counselor's field orientation and habitus. Structured programs must encourage capital development by providing avenues to build social and symbolic resources that counselors can leverage in their roles. Strengthening support systems through stable leadership, balanced workloads, and ongoing mentoring is also critical to sustaining counselor performance. Reflective practices should be institutionalized to allow counselors to continually assess and refine their communication strategies in relation to dynamic field demands. Finally, fostering an inclusive communication culture, one that values different styles and avoids a standardized mold, will empower counselors to engage authentically and effectively across varied student groups. This comprehensive analysis provides insights into how communication behavior among counselors is deeply embedded in broader social and institutional contexts.

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The Current Situation and Prospects of Inheriting Revolutionary Culture in Primary School Art Textbooks

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IJMBE International Journal of *Special Issue*
Management, Business, and Economics

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Abstract

Revolutionary culture is a cornerstone of socialist culture with Chinese characteristics, carrying profound historical and ideological significance. With the issuance of the Guidelines for Introducing Revolutionary Tradition into Primary and Secondary School Curriculum and Textbooks (2021), revolutionary education has become a critical component of moral and cultural development for young learners. Art, as a subject rich in expressive potential, is identified as a key medium for instilling revolutionary values in students. This study examines the integration of revolutionary culture in three sets of primary school art textbooks published by Shanghai Education Press, Jiangxi Fine Arts Publishing House (Ganmei Edition), and People's Fine Arts Publishing House (Renmei Edition), representing eastern, central, and western regions of China, respectively. Through a qualitative content analysis based on five dimensions, national symbols, revolutionary figures, revolutionary spirit, revolutionary artifacts, and revolutionary literature and art, the study reveals significant disparities in the scope, consistency, and depth of revolutionary content among the textbooks. The Ganmei Edition demonstrates more systematic and thematic inclusion, while the other two editions exhibit fragmentation and uneven representation. The study also finds that revolutionary culture is often presented in static forms, limiting student engagement and comprehension. Recommendations include optimizing content structure, enriching themes, incorporating dynamic and experiential teaching methods, and leveraging local red resources. This research highlights the urgent need to enhance revolutionary cultural education in primary school art curricula to foster students' patriotic sentiments, cultural identity, and moral development.

Keywords: Revolutionary Culture, Primary School Art Education, Textbook Analysis, patriotic Education, Curriculum Development

1. Introduction

1.1 Background and Importance of the Problem

In order to thoroughly implement General Secretary Xi Jinping's important discourse on education and the spirit of the National Education Conference, fully implement the Party's education policy, and guide the comprehensive implementation of revolutionary traditional culture education in the curriculum and textbook system of primary and secondary schools, the Ministry of Education issued the "Guidelines for Introducing Revolutionary Tradition into Primary and Secondary School Curriculum and Textbooks" (hereinafter referred to as the "Guidelines") on January 8, 2021. The Guidelines emphasize that revolutionary traditional education for primary and secondary school

students and the implantation of red genes are essential to implementing the Party's educational policy and achieving the fundamental task of building morality and cultivating people. This education is also considered crucial for strengthening students' identification with the great motherland, the Chinese nation, Chinese culture, the Communist Party of China (CPC), and socialism with Chinese characteristics.

It is further clarified that revolutionary culture encompasses three historical periods: the New Democratic Revolution, the socialist revolution and construction period, and the era of reform, opening up, and socialist modernization. The Compulsory Education Art Curriculum Standards (2022 Edition) (hereinafter referred to as the "Curriculum Standards") also call for "adhering to aesthetic education, beautifying people, nourishing the heart with beauty, and nurturing the essence with beauty." General Secretary Xi Jinping has emphasized that revolutionary traditional education should begin in childhood. Within this framework, art serves as a key medium for revolutionary education, playing a vital role in purifying students' minds, cultivating their emotions, and enhancing their spiritual and moral development. Therefore, the issue of how revolutionary culture is inherited through primary school art textbooks is both urgent and worthy of in-depth exploration. As primary school art textbooks are an essential medium of the curriculum, it is crucial to understand how effectively they have implemented and preserved revolutionary culture, and what specific content has been included.

1.2 Research Question

This study seeks to explore the following questions:

What are the contents of "revolutionary culture" integrated into primary school art textbooks?

What is the presentation form of "revolutionary culture" in primary school art textbooks?

1.3 Research Objective

This research aims to conduct an in-depth and comprehensive analysis of how revolutionary culture is incorporated into three sets of primary school art textbooks. It examines specific content elements such as: national symbols, revolutionary figures, revolutionary objects, and revolutionary spirit, etc. By comparing and evaluating the presentation forms of revolutionary content, the study seeks to:

- 1) Identify the strengths and weaknesses of current textbook practices,
- 2) Offer suggestions for improving the integration of revolutionary culture, and
- 3) Gain insights that can promote the deeper and more effective implementation of revolutionary traditional education in primary school art curricula.

2. Literature Review

2.1 Related Concepts and Theories

The academic community has not yet reached a fully unified understanding of the definition of revolutionary culture. Scholars vary in how they categorize the time periods and scope of content involved. However, some commonly recognized definitions include:

Donglang (2017) describes revolutionary culture as the cultural crystallization of the Chinese Communist Party (CPC) and the people, who, guided by Marxism, continuously strive and struggle to realize the political goals of the Party and fulfill the historical mission of modern China. Revolutionary culture includes both material and spiritual wealth accumulated through long-term revolutionary practice.

Jie (2016) defines revolutionary culture as the spiritual pursuit, moral character, and strength developed by the CPC and the Chinese people during different stages of revolution, construction, reform, and opening up. He considers it the most distinctive spiritual symbol of the Chinese nation.

In the context of this study, revolutionary culture specifically refers to artistic creations that reflect the truth of Marxism and the noble character of Communist Party members. This mainly includes artworks and historical sites rooted in major revolutionary events and heroic deeds.

2.2 Literature Surveys

Prior research has predominantly focused on the representation of revolutionary culture in subjects like Chinese language education:

Xiaoqing (2007) conducted a systematic review of revolutionary culture content in the People's Education Press primary school Chinese textbooks. The study found that, although the number of revolutionary-themed articles was limited, they effectively conveyed patriotism and nurtured students' correct value orientation.

Yan (2019) identified that different dimensions of revolutionary culture present in textbooks, such as revolutionary ideals, revolutionary struggles, dedication, and innovation, have their own unique characteristics and expressions.

Huiqin (2020) analyzed revolutionary culture from the perspectives of quantity distribution, literary genres, and thematic content. She summarized the distinctive features of revolutionary culture as they appear in selected textbook passages.

While these studies have contributed valuable insights, they largely focus on Chinese language textbooks and literary content. There is still a relative lack of systematic and in-depth research exploring how revolutionary culture is inherited and expressed in primary school art textbooks.

2.3 Conceptual Framework

This study adopts a multidisciplinary conceptual framework that combines educational policy analysis, textbook content analysis, and cultural pedagogy. The framework considers revolutionary culture as both content and educational intent, transmitted through:

- 1) Visual and artistic symbols (e.g., national flags, red stars),
- 2) Representations of revolutionary heroes and historical scenes,
- 3) The ideological underpinnings conveyed through artistic creation.

Furthermore, the framework acknowledges the role of curriculum standards, teacher interpretation, student engagement, and the socio-cultural environment as integral to how revolutionary culture is taught, received, and internalized through the art education process.

2.4 Research Hypothesis

Based on the reviewed literature and theoretical foundation, the study proposes the following hypotheses:

H1: Revolutionary culture is present in primary school art textbooks but varies significantly in content depth and presentation forms across different textbook series.

H2: The portrayal of revolutionary culture in art textbooks emphasizes symbolic imagery and iconic figures more than abstract revolutionary values or spirit.

H3: There is a gap between the curricular intent and the actual depth of student understanding and teacher implementation in revolutionary cultural education through art.

These hypotheses guide the study's exploration of how effectively revolutionary culture is integrated into primary school art textbooks, aiming to uncover both strengths and areas for improvement.

3. Research Methodology

3.1 Research Design

This study adopts a content analysis research design to examine the integration of revolutionary culture into primary school art textbooks. The design draws on both theoretical frameworks and empirical coding methods to ensure a systematic and comprehensive examination of textbook content. Emphasis is placed on the accuracy, reliability, and validity of coding, aiming to uncover both the explicit and implicit presence of revolutionary cultural elements. Through detailed coding and comparative analysis, the study seeks to assess how revolutionary values are visually and ideologically presented to students.

3.2 Population and Sample

The sample for this research includes three sets of primary school art textbooks commonly used in different regions of China. To ensure regional representation, the Shanghai Fine Arts Publishing House edition (referred to as the Shanghai Education Edition) was selected to represent the eastern region, as it is widely used in Shanghai. The Jiangxi Fine Arts Publishing House edition (referred to as the Ganmei Edition) was chosen for the central region, being popular in Jiangxi Province. For the western region, the People's Fine Arts Publishing House edition (referred to as the Renmei Edition), extensively adopted in Sichuan Province, was selected. All three textbook sets

were compiled based on the Compulsory Education Art Curriculum Standards (2011 Edition). Each set consists of 12 volumes, covering six grades (two volumes per grade), totaling 36 textbooks across the three sets.

3.3 Research Instruments

To analyze revolutionary cultural content, the study relies on several established analytical frameworks from previous literature. Yang (2023) proposed five primary dimensions for evaluating revolutionary content: national symbols, revolutionary figures, revolutionary spirit, revolutionary cultural relics, and revolutionary literature and art. Qiu and Liu (2023) divided revolutionary culture into four dimensions: revolutionary objects, figures, events, and spirit. Chen (2022) distinguished between explicit and implicit revolutionary cultural content, offering a dual-category framework. Liu (year not specified) developed an analytical model focusing on national symbols, revolutionary figures, revolutionary artifacts, and revolutionary spirit in language textbooks. These theoretical models were synthesized and adapted to form a comprehensive analytical structure suitable for evaluating revolutionary culture in primary school art textbooks.

3.4 Data Collection

The data collection process began with a pre-coding phase. Two researchers were invited to conduct an initial trial coding. They randomly selected 20% of the content from all three textbook sets and applied the preliminary analytical framework. The results were reviewed, and after collaborative discussion, the framework was refined to improve accuracy and relevance. Following this, full-scale formal coding was carried out by the same two coders, who independently analyzed the entire sample. To validate the consistency of the coding, inter-coder reliability checks were performed. For segments that involved complex judgment or inconsistent interpretations, a third coder was introduced. After completing the coding independently, all three researchers met to discuss discrepancies, ultimately reaching a consensus on the final coding outcomes, which are summarized in Table 1.

Table 1 Analysis Framework of Revolutionary Culture Content

First Level Indicator	Secondary Indicators	Specific Expressions in Textbooks
National Symbol	National Affairs	National Day and holiday commemorative activities
Revolutionary Figures	Revolutionary Leader	Influential revolutionary leaders in the revolution: Mao Zedong, Zhou Enlai, Liu Shaoqi, Zhu De, etc
Revolutionary Artifacts	Revolutionary Items	Relics of revolutionary martyrs
	Revolutionary Memorial Site	Revolutionary Holy Land, Revolutionary Site
First Level Indicator	Secondary Indicators	Specific expressions in textbooks
National Symbol	National Affairs	National Day and holiday commemorative activities
Revolutionary Figures	Revolutionary Leader	Influential revolutionary leaders in the revolution: Mao Zedong, Zhou Enlai, Liu Shaoqi, Zhu De, etc
	Revolutionary Hero	Heroic figures who fought bravely and sacrificed themselves for the public in the great process of building New China

3.5 Statistics Used for Data Analysis

To evaluate the reliability of the content analysis, the study employed statistical methods based on the work of Xu and Zhang (2005). Specifically, the Category Agreement (CA) and Reliability Coefficient (R) were used to measure coding consistency. The results demonstrated a CA value of 0.90 and an R value of 0.965, indicating high levels of agreement and consistency among coders. These results confirm the methodological soundness and reliability of the coding process used in this study.

4. Data Analysis and Findings

4.1 Introduction

This section presents a detailed quantitative analysis of the integration of revolutionary cultural content in three sets of primary school art textbooks published by Shanghai Education Press, the Ganmei Edition, and the Renmei Edition. Based on the established coding framework, the study systematically examined the presence, distribution, and thematic representation of revolutionary culture across grade levels. The analysis focuses on four key dimensions: national symbols, revolutionary figures, revolutionary artifacts, and revolutionary spirit. While all three textbook versions incorporate elements of revolutionary culture, the extent and manner of inclusion vary significantly. The Ganmei Edition demonstrates a more comprehensive and structured integration, whereas the Shanghai Education Press and Renmei Editions reveal sporadic and limited coverage. This uneven distribution highlights disparities in how revolutionary education is implemented through art curricula across different regions. The subsequent analysis explores these findings in detail, providing specific examples and quantitative data to illustrate the strengths and weaknesses of each textbook version in conveying revolutionary heritage to primary school students.

4.2 Data Analysis of the Quantitative Data

According to the analysis framework (Table 1) in the previous text, three sets of textbooks were coded and statistically analyzed. All three sets of textbooks incorporated revolutionary cultural content, but the number and distribution of revolutionary cultural content integrated into the three sets of textbooks were uneven. The specific details of the revolutionary cultural content integrated into the three sets of textbooks are shown in Table 2.

Table 2 Distribution of Revolutionary Cultural Content in Three Sets of Textbooks

Version	First Grade	Second Year	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Amount to
Shanghai Education Press	0	1	1	4	0	0	6
Ganmei Version	3	2	5	7	10	11	38
Renmei Version	1	3	1	0	2	1	8

4.2.1 National Symbols

In this study, national symbols mainly refer to national affairs. Specifically, when it comes to activities such as National Day and holiday anniversaries in textbooks, their specific presentation is shown in Table 3.

Table 3 National Symbols

	Shanghai Education Press	Ganmei Version	Renmei Version	Amount to
National Affairs	3	0	1	4

As shown in the table above, a total of four works related to national symbols were presented in the three sets of textbooks. They are as follows: in the sixth lesson "Stamp Design" of the Shanghai Education Press fourth grade first volume, two sets of stamps were presented: the tenth anniversary of the founding of the People's Republic of China (fifth group) and the thirtieth anniversary of the founding of the People's Republic of China (second group). In the seventh lesson "First Day Cover Design" of the fourth grade first volume, the first day cover of the 60th anniversary stamp of the founding of the People's Republic of China was presented; All three works are stamp designs related to the National Day holiday. The 18th lesson of the first volume of the second grade of the Renmei version, "Decoration during Festivals," presents a picture of "Tiananmen Square during Festivals." During the National Day parade celebrating the 35th anniversary of the founding of the People's Republic of China, children and teenagers fly balloons and wave flower garlands in front of Tiananmen Square, creating a lively scene. However, the Ganmei edition textbooks do not include works on the theme of national symbols. Through the theme of national symbols, students can enhance their understanding of the history and culture of their motherland, and cultivate their patriotism.

4.2.2 Revolutionary Figures

Revolutionary figures are important carriers of revolutionary culture integrated into primary school art textbooks, and their educational value is fully realized. Revolutionary figures include two aspects: revolutionary leaders and revolutionary heroes. Specifically, textbooks mention influential revolutionary leaders such as Mao Zedong and Zhou Enlai, as well as heroic figures who fought bravely and sacrificed themselves for the public in the great process of building New China. Their specific presentation is shown in Table 4.

Table 4 Revolutionary Figures

Version	Revolutionary Leader	Revolutionary Hero	Amount to
Shanghai Education Press	2	0	2
Ganmei version	5	19	24
Renmei version	2	3	5

As shown in the table above, all three sets of textbooks present works about revolutionary figures, but the presentation is uneven. The Shanghai Education Press presented a total of two works

about revolutionary leaders; The Ganmei edition presents 24 works, with both aspects presented; The Renmei version presents 5 works and also presents both aspects.

The Shanghai Education Press textbook presents the Chinese painting "Memories of Cleaners" by Lu Chen and Zhou Sicong in lesson 15 of the second grade textbook, "Environmental Beauticians". The work was created on the first anniversary of Premier Zhou's death and depicts the touching scene of Premier Zhou walking out of the Great Hall of the People in the early morning after a night of work, shaking hands with elderly workers at the entrance and saying, "Comrade, you have worked hard, and the people thank you. Another work is the Chinese painting "National Unity" by Ye Qianyu, presented in Lesson 2 of Grade 2, "Colorful Ethnic Life". The symbolic scene of Mao Zedong, Zhou Enlai, and people of all ethnic groups toasting together symbolizes the love and unity of the people of all ethnic groups towards their leaders and their belief in building the motherland together in a prosperous era.

The Ganmei edition of textbooks presents the most works of revolutionary figures, including 5 works of revolutionary leaders and 19 works of revolutionary heroes. Please refer to Table 5 for specific works.

Table 5 Revolutionary Figures in the Ganmei Edition Textbook

Current Directory	Text name	Revolutionary Leader	Revolutionary Hero
Grade 1, Volume 1	Red Memory Lesson 18 "Red Star Shining"		Pan Dongzi from the stills of the movie 'Sparkling Red Star'
Grade 1, Volume 2	Red Memory Lesson 17 "Little Army Number"		Red Army trumpeter
Grade 3, Volume 2	Red Memory Lesson 13 "Where the Military Flag Rises"	Nanchang Uprising (oil painting) 1959 Li Binghong	The relief sculpture of the August 1st Uprising on the Monument to the People's Heroes
grade 4, Volume 1	Red Memory Lesson 12 "I Make a Hat to Send to My Relatives"		Farewell with reluctance (oil painting) Modern Shi Shaochen
Grade 4, Volume 2	Red Memory Lesson 11 "Ode to Yan'an"	Chairman Mao and Our Heart to Heart (Chinese Painting) Modern Liu Wenxi	Nanniwan (oil painting) Modern Zhang Ziyi Ordinary Soldier (oil painting) Modern Ge Yue

Grade 5, Volume 1	Touching Images Lesson 1 "Respected People"		Please remember them in history. Partial (oil painting) 2001 Wang Chengyi, Zheng Yumin, Hu Shende, Shi Shaochen Iron Man Wang Jinxi (Sculpture) 1991 Chen Shengzheng Yi Zhenying Martyrs' Group Sculpture of Geluo Mountain, 1986, by Jiang Bibo and Ye Yushan
Grade 5, Volume 1	Red Memory Lesson 11 "Old Mining Lamp"	Liu Shaoqi and Anyuan Miners (Oil Painting) 1961 Hou Yimin	Sculpture reflecting the tragic situation of miners at that time
Grade 5, Volume 2	Red Memory Lesson 11 "Sending Flowers to Heroes"		Martyr Fang Zhimin (Sculpture) Modern Ye Guoliang (Memorial Hall of Martyr Fang Zhimin, Yiyang County, Jiangxi Province)
Grade 6, Volume 1	Red Memory Lesson 11 "Spark Ignites the Prairie"		Cover of the comic book 'Red Rock', 'Chicken Feather Letter' (comic book) by Liu Jiyou Cover of the movie comic strips "Shajiabang" and "Railway Guerrillas"
Grade 6, Volume 2	Red Memory Lesson 11 "Radiant Artistic Images"	Mao Zedong Statue (Bronze) Modern Ye Yushan Zhu Dexiang (White Marble) Modern Cheng Yunxian	Jinggangshan Meeting (Stone) Modern Cao Chunsheng, Chen Kewang, Wei Zhou, and Siwen The Red Army fought bravely (Comprehensive Materials) Tang Ruihe Yuan Wencai (Comprehensive Materials) Modern Liang Mingcheng Children's League Member (Bronze) Modern Lv Pinchang

In the 11th lesson of the first volume of the second grade textbook, "Festivals in Painting," the Renmei edition presents the New Year painting work "The Yangko Team Comes from Zaoyuan" by Gao Minsheng, Zhang Zi, and Cai Liang. This work cleverly utilizes the circular shape formed by the Yangko team to surround Chairman Mao and the visiting farmers in the middle, and the clean ground naturally highlights Chairman Mao's figure. Colorful clothing, lanterns, and drums around

create a festive atmosphere. Appreciation of Zhou Sicong's Chinese painting "The People and Premier Zhou" in the second volume of sixth grade. The painting depicts the touching scene of Premier Zhou Enlai's visit to the Xingtai earthquake stricken area in 1966 to inspect the disaster situation and comfort the victims. In the 18th lesson of the second volume of the first grade, "Companions," Pan He's sculpture work "Hardship Years" is presented. This work is a classic of Red Army themed art works, and its prototype is the Qiongya Red Army in the arduous struggle years of Mount Murui on Hainan Island. The work blends the "hardship" and "joy" of the Red Army in revolutionary struggle, reflecting both the harshness of revolutionary struggle and the unwavering optimism of Red Army soldiers towards revolutionary ideals and beliefs. It has become an artistic classic, infecting and inspiring generation after generation. In the 18th lesson of the second grade second volume, "Childhood," Qin Dahu and Zhang Dingzhao's oil painting "Growing up in Battle" are presented, and in the 17th lesson of the fifth grade second volume, "The Beauty of Sculpture," Wang Linyi's heroic monument relief "May 30th Movement" (Beijing) is presented. The three works depict the deeds of heroes during the revolution.

This type of work combines art knowledge with revolutionary traditional education, focusing on guiding students to think and understand the theme and artistic techniques of the work, and expressing respect for revolutionary figures. It not only helps to improve students' aesthetic literacy, but also cultivates their moral character, patriotism, and revolutionary spirit.

4.2.3 Revolutionary Artifacts

Revolutionary artifacts include two aspects: revolutionary objects and revolutionary memorial sites. Specifically, in primary school art textbooks, there are relics or used items of revolutionary martyrs, revolutionary holy sites, and revolutionary old sites, which are presented in Table 6.

Table 6 Revolutionary Artifacts Content

Version	Revolutionary Items	Revolutionary Memorial Site	Amount to
Shanghai Education Press	0	1	1
Ganmei Version	5	7	12
Renmei Version	0	0	0

As shown in the table above, among the three sets of textbooks, the Ganmei edition has more works featuring revolutionary artifacts, while the Shanghai Education edition only has one work, and the Renmei edition does not present works with such themes at all. The Shanghai Education Press textbook only presents a stamp from a revolutionary holy land in Lesson 6 of the fourth grade textbook, titled 'Stamp Design'. The Ganmei edition of textbooks presents the most revolutionary artifacts, with 5 works involving revolutionary objects and 7 works related to revolutionary memorial sites. These revolutionary items and revolutionary memorial sites are important components of red culture, carrying the historical background and stories of specific periods. Through these items and visiting revolutionary memorial sites, students can understand the history of the Party and the revolution. For example, the teaching design of "Red Well" introduces the historical background and significance of Red Well, guiding students to feel the hardships of revolutionary history, inspiring their admiration for revolutionary martyrs, and thus establishing a correct outlook on life and values. By guiding students to observe the characteristics of the shapes, colors, and textures of revolutionary

objects and memorial sites, inspiring them to use various forms such as painting and handicrafts for creation. This not only cultivates students' observation, imagination, and creativity, but also allows them to express their understanding and feelings about revolutionary history in their creations. Please refer to Table 7 for specific works.

Table 7 Revolutionary Artifacts in the Ganmei Edition Textbook

Current Directory	Text Name	Revolutionary Items	Revolutionary Memorial Site
First Grade Volume 1	Red Memory Lesson 18 "Red Star Shining"	Red Star Medals, Emblems, Medals, and Banners of the Chinese People's Liberation Army in Various Historical Periods	
Second Grade Volume 2	Red Memory Lesson 16 "Red Army Bridge"		Red Army Bridge at Wuyang Ferry Terminal in Ruijin, Jiangxi
Third Grade First Semester	Red Memory Lesson 14 "Red Well"		Red Well in Shazhouba, Ruijin, Jiangxi
Third Grade Volume 2	Red Memory Lesson 13 "Where the Military Flag Rises"	The horse lanterns and flashlights used by the rebels	Visit the August 1st Uprising Memorial Hall
Fourth Grade First Semester	Red Memory Lesson 12 "I Make a Hat to Send to My Relatives"	Daily necessities of the Red Army in the Soviet Area back then	Monument to the First Crossing of the Red Army's Long March
Grade 5, Volume 1	Red Memory Lesson 11 "Old Mining Lamp"	The mining lamp used by miners back then The miner's lamp from the coal mine back then	Anyuan Road Mine Workers' Movement Memorial Hall Panoramic view of Anyuan Coal Mine (taken in 1922)
Grade 6, Volume 2	Red Memory Lesson 11 "Radiant Artistic Images"		Young Pioneers visit Mount Kumgang Sculpture Park

4.2.4 Revolutionary Spirit

From existing literature, primary school art textbooks contain certain revolutionary spirit education content. Textbooks convey the heroic deeds and indomitable revolutionary spirit of revolutionary martyrs to students by selecting representative art works. Specifically, primary school art textbooks involve the May Fourth Spirit, the Red Boat Spirit, the Jinggangshan Spirit, the Long March Spirit, and so on, as shown in Table 8.

Table 8 Revolutionary Spirit Content

	Shanghai Education Press	Ganmei Version	Renmei Version	Amount to
Revolutionary Spirit	0	2	2	4

As shown in the table above, there are relatively few art works that incorporate revolutionary spirit in the three sets of textbooks, totaling four. Among them, the Shanghai Education Press textbooks do not have any works that touch on this theme. In the lesson "Planting Pumpkins in Jinggangshan" in the first volume of the second grade of the Ganmei edition textbook, a modern oil painting titled "Remembering the Past" is presented, depicting the Red Army's consumption of red rice, pumpkins, and other food during the Jinggangshan Revolution. It reproduces the harsh conditions of that time, but the Red Army persevered, overcame difficulties, and ultimately achieved victory in the war; In the lesson "Ode to Yan'an" in the second volume of the fourth grade Red Memory 11, a modern painter Gu Yuan's printmaking work "Memories of Yan'an" is presented. With vivid images and delicate depictions, it reproduces the historical style and people's lives of the Yan'an period, taking people back to that era full of revolutionary passion through the work. The Renmei textbook presented the Long March Revolutionary History Cartoon: The Red Ribbon of the Earth in the fourth lesson of the third lesson of the comic book, which expressed the great spirit and revolutionary heroism of the Red Army in the Long March, and Niu Wen's print work The East Red Sun Rises in the 12th lesson of the fifth lesson of the comic book, which described the happy life of the people in Xizang after liberation from serf life and their praise for the new life.

By appreciating and learning art works with revolutionary spirit, students can feel the beauty of art and the cultural heritage of history, thereby enhancing their aesthetic ability and artistic cultivation; Understanding the history and culture of our country through these works and experiencing the great spirit of revolutionary martyrs can help cultivate students' patriotism and national pride; You can also understand the hardships and difficulties of victory during the revolutionary period, so as to cherish the happy life now more and help students establish correct values and outlook on life.

4.3 Summary of the Results

The analysis of the three sets of primary school art textbooks reveals notable differences in the integration of revolutionary cultural content. The Ganmei Edition stands out with the richest and most systematic inclusion, featuring a total of 38 instances of revolutionary cultural content evenly distributed across grades. In contrast, the Shanghai Education Press and Renmei Editions show limited and uneven incorporation, with only 6 and 8 instances respectively. Regarding specific categories, national symbols are minimally represented, with only four works across the three editions, and notably absent in the Ganmei Edition. Revolutionary figures receive the most attention, particularly in the Ganmei Edition, which includes a wide range of leaders and heroes. The Shanghai Education Press and Renmei Editions present fewer works, often focusing mainly on revolutionary leaders. Revolutionary artifacts appear predominantly in the Ganmei Edition, featuring both objects and memorial sites, while the other two editions include few or no related works. Finally, revolutionary spirit is the least represented category, with only four works in total, and completely missing from the Shanghai Education Press textbooks.

Overall, the findings indicate that while revolutionary culture is present in primary school art textbooks, its representation is uneven both across different editions and thematic areas. The Ganmei Edition offers a more comprehensive and cohesive approach, whereas the other editions demonstrate gaps in coverage and depth. These disparities highlight the need for more balanced and systematic integration of revolutionary culture in art education materials.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

As a vital component of socialist culture with Chinese characteristics, revolutionary culture not only serves as a historical witness but also as a powerful spiritual foundation for building socialism and nurturing the next generation. Primary school art textbooks, as an essential medium for cultural transmission, shoulder the responsibility of incorporating revolutionary culture into early education. Through effective integration, these textbooks help students develop correct values, cultivate patriotism, and strengthen national identity. This study found that while revolutionary culture is indeed present in primary school art textbooks, the scope, depth, and consistency of its integration vary significantly across textbook versions and grade levels. Therefore, enhancing and systematizing the incorporation of revolutionary cultural content remains an urgent task in educational reform and curriculum development.

5.2 Discussion

The findings reveal an uneven distribution of revolutionary cultural content among different textbook versions. For instance, the Ganmei Edition integrates revolutionary culture more systematically through thematic content such as “red memory,” ensuring consistent representation across all grades. In contrast, the Shanghai Education Edition and Renmei Edition show relatively limited and scattered content, with some grades entirely lacking revolutionary cultural elements. This disparity highlights the need for more coordinated and unified curriculum planning to ensure that all students receive a comprehensive education in revolutionary heritage.

Furthermore, the current representation of revolutionary culture in art textbooks tends to be static, often limited to images and illustrations. This method alone is insufficient to engage young learners or convey the deeper significance of revolutionary ideals. Given the distance between historical revolutionary experiences and students’ present-day lives, there is a pressing need to make revolutionary culture more relatable and dynamic. Relying solely on text and pictures risks may render the content abstract and be detached from students’ real-world understanding.

Additionally, while some themes, particularly revolutionary figures and artifacts, are well represented, others such as national symbols and revolutionary spirit are underemphasized. A more balanced thematic integration would ensure that students receive a fuller understanding of the revolutionary culture's ideological, emotional, and symbolic dimensions.

5.3 Recommendation

To enhance the effectiveness of revolutionary culture education through primary school art textbooks, several key recommendations are proposed:

First, the quantity and distribution of revolutionary cultural content should be optimized. Textbooks should move beyond sparse and fragmented mentions to incorporate a more structured and cohesive presentation of revolutionary themes. Specifically, textbook authors should ensure that content reflecting national symbols, revolutionary spirit, figures, and artifacts are all adequately covered. Building a curriculum framework centered on revolutionary spirit can help create thematic continuity and reinforce ideological education.

Second, the teaching methods used to convey revolutionary culture need innovation. Educators should prioritize content that resonates with students' daily experiences. Selecting stories of revolutionary children or everyday life during the revolutionary era can make the subject matter more accessible and emotionally engaging. Moreover, integrating dynamic teaching formats, such as red-themed films, documentaries, or interactive media, can help stimulate students' interest and deepen comprehension.

Third, art educators should fully utilize the unique expressive potential of the discipline. Revolutionary themes can be powerfully conveyed through creative forms such as painting, sculpture, collage, and handicrafts. Teachers can encourage students to create artworks based on revolutionary stories or symbols, helping them internalize revolutionary values through the act of creation. Activities such as drawing portraits of revolutionary heroes or constructing models of key events can turn abstract ideals into tangible learning experiences.

Lastly, educational institutions should consider leveraging local red resources, such as historical sites, museums, and memorials, to provide immersive, experiential learning opportunities. These activities can foster a deeper connection to revolutionary culture and promote a stronger cultural identity among students.

In summary, primary school art textbooks play an indispensable role in the transmission of revolutionary culture. Through more balanced content distribution and innovative teaching methods, they can serve as powerful tools for ideological education, contributing meaningfully to students' moral, cultural, and artistic development. Future curriculum development should focus on systematic integration and experiential learning to ensure the effective inheritance of revolutionary culture in primary education.

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Analysis of the Current Situation of Integrating Music Intangible Cultural Heritage into the Curriculum of Township Primary Schools in Chongqing

by

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IJMBE International Journal of *Special Issue*
Management, Business, and Economics

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Abstract

This study explores the integration of music-related intangible cultural heritage (ICH) into the curriculum of township primary schools in Chongqing, a culturally rich municipality in western China. As part of national efforts to preserve and promote traditional culture, rural schools have begun incorporating local musical heritage into formal education. However, despite these efforts, the implementation remains inconsistent and faces numerous challenges. Using qualitative methods—including interviews with educators, cultural inheritors, and administrators, alongside field observations and document analysis—this research examines the current status, practical barriers, and underlying causes affecting the development of ICH education. Findings reveal that while diverse forms of ICH courses have been introduced (e.g., interest classes, extended service courses, and school-based programs), major obstacles persist. These include a shortage of trained music teachers, high staff turnover, lack of standardized textbooks, weak coordination between cultural and educational departments, and insufficient institutional support. Moreover, the utilitarian orientation of some schools—prioritizing performance outcomes over cultural learning—further dilutes the educational value of these programs. Students often exhibit polarized attitudes, with some showing interest while others feel disconnected due to generational and cultural gaps. Evaluation systems for ICH learning are also underdeveloped, limiting feedback for teachers and learners alike. Despite these difficulties, certain minority regions demonstrate effective practices by embedding local festivals, songs, and customs into school curricula. These models highlight the importance of culturally contextualized, community-driven approaches. To ensure the sustainability of ICH education, this study recommends strategic reforms, including teacher capacity-building, curriculum development, cross-sector collaboration, community participation, and sustained government support. The results contribute to both academic understanding and policy-making by offering a comprehensive view of the dynamics shaping ICH education in rural China, with potential implications for similar initiatives worldwide.

Keywords: Intangible Cultural Heritage, Music Education, Rural Curriculum, Primary Schools, Cultural Sustainability

1. Introduction

1.1 Background and Importance of the Problem

Chongqing, as a significant city in western China, boasts abundant intangible cultural heritage (ICH) resources, among which music-related ICH projects are particularly prominent. These forms of musical heritage not only reflect the region's rich cultural diversity but also serve as vital carriers for the inheritance and development of local traditions. In recent years, as national efforts to protect and promote traditional culture have intensified, the integration of intangible cultural heritage into education, especially in rural areas, has become a key focus in cultural and educational discourse.

Integrating music-related ICH into the curriculum of township primary schools is a crucial step toward preserving and transmitting these traditions. It also enriches educational content and strengthens students' cultural identity and literacy. However, despite Chongqing's active efforts, the practical implementation of this integration faces numerous challenges. These include a shortage of qualified music teachers, high teacher turnover, insufficient knowledge of ICH among educators, a lack of systematic and standardized textbooks, and misaligned course content that does not adequately consider students' cognitive levels or interests. Furthermore, poor coordination between cultural and educational departments hampers effective policy execution and resource allocation.

These issues not only undermine the effective transmission of intangible cultural heritage in rural education but also hinder its long-term sustainable development. Thus, investigating and addressing these challenges is of great significance for improving cultural education, preserving regional identity, and contributing to the broader protection of intangible cultural assets.

1.2 Research Question

Based on the current efforts and challenges surrounding the integration of music-related intangible cultural heritage into township primary school curricula in Chongqing, this study aims to address the following key research questions:

- 1) What is the specific implementation status of integrating music-related intangible cultural heritage into the curriculum of township primary schools in Chongqing?
- 2) What are the challenges faced by integrating music-related intangible cultural heritage into the curriculum of primary schools in towns and villages in Chongqing?
- 3) What are the underlying causes of the difficulties in integrating music-related intangible cultural heritage into the curriculum of township primary schools in Chongqing?

These questions are intended to guide a comprehensive investigation into the effectiveness, barriers, and structural issues affecting ICH curriculum implementation in the region.

1.3 Research Objective

The primary objective of this study is to conduct a systematic analysis of the current status of integrating music-related intangible cultural heritage into the curriculum of township primary schools in Chongqing. Through this research, the study seeks to:

1) Reveal the specific challenges encountered in the areas of curriculum design, teacher training and retention, textbook development, teaching implementation, and interdepartmental collaboration.

2) Identify the root causes of these challenges by exploring both internal and external institutional, cultural, and educational factors.

3) Propose practical, evidence-based strategies and policy recommendations to improve the implementation and sustainability of ICH curricula in rural primary education.

By achieving these objectives, the study aims to provide a theoretical foundation and practical guidance for the protection and inheritance of music-related intangible cultural heritage in Chongqing and offer valuable insights for similar initiatives in other regions.

2. Literature Review

2.1 Related Concepts and Theories

2.1.1 Music-Related Intangible Cultural Heritage (ICH)

Music-related intangible cultural heritage refers to traditional music practices passed down through generations that represent a community's cultural expressions, values, and identity. This includes folk songs, ritual music, traditional instruments, and performance styles. These musical forms are often deeply tied to local dialects, festivals, customs, and beliefs, serving both aesthetic and social functions.

2.1.2 Intangible Cultural Heritage Education

ICH education involves the transmission of intangible cultural elements through formal and informal educational settings. It aims not only to preserve and pass on traditional knowledge but also to cultivate cultural awareness, identity, and creativity among learners. Unlike conventional education, ICH education requires a balance between traditional values and modern pedagogical methods.

2.1.3 Teaching Customs and Educational Systems

Teaching customs refer to the informal norms and habitual teaching practices that evolve over time within a school or region. These practices often reflect cultural traditions, local values, and teacher experiences. The educational system comprises formal structures, policies, and curriculum standards. The interaction between teaching customs and the system plays a crucial role in shaping how educational reforms, such as ICH integration, are received and implemented in practice.

2.2 Literature Surveys

2.2.1 Research on the Education and Inheritance of Music ICH

A body of research explores the broader landscape of ICH education. Zhang Weimin (2005) emphasized the role of ICH education as a strategic path for heritage protection in modern China. Feng Min (2005) highlighted the importance of grassroots engagement in community-based ICH

preservation, with implications for community schools. Dong Yunchuan and Lin Miaoyu (2022) discussed the conflict of roles faced by ICH educators and the complexity of transmitting dynamic and living cultural knowledge in educational settings. Further, the Ministry of Education's 2011 project demonstrated how schools could integrate folk music and other ICH through extracurricular channels, promoting cultural inheritance on campus.

2.2.2 Research on Music Education in Township Primary Schools

The state of music education in China's rural primary schools has historically lagged. Fang Sizhao (1988) pointed out systemic imbalances, including a lack of qualified teachers, undervaluing of music as a subject, and sociocultural constraints. Li Pingping (2014) reaffirmed that the situation remained stagnant decades later, citing insufficient resource allocation, declining textbook appeal, and socio-economic barriers. More recently, Zhang Caimei (2020) argued that music education in rural schools is becoming increasingly utilitarian, with a growing focus on exam preparation rather than artistic development.

2.2.3 Interaction Between Teaching Customs and Systems

Research has shown that teaching customs, formed through longstanding habits and local culture, can either support or hinder the implementation of educational reforms. Teachers' ingrained teaching styles and students' learning attitudes are shaped by these customs. Meanwhile, formal educational systems attempt to standardize and regulate these behaviors through policies. However, there remains a significant gap between theoretical frameworks and practical execution in real educational settings.

2.3 Conceptual Framework

Based on the reviewed literature, the conceptual framework for this study centers around three key dimensions:

1) Curriculum Integration of Music-Related ICH

- Focus: How music ICH is embedded into school curricula through formal or informal means.
- Influencing Factors: Teaching resources, textbook content, teacher expertise, student interest.

2) Interaction Between Policy and Teaching Customs

- Focus: How national/local policies and school norms affect each other during the implementation of ICH-related education.
- Influencing Factors: Teacher attitudes, cultural perceptions, local educational priorities.

3) Challenges and Support Mechanisms

- Focus: Identification of internal (school-based) and external (policy, resource-based) barriers.
- Influencing Factors: Teacher turnover, lack of training, weak interdepartmental collaboration.

These three elements interact dynamically to influence the success or failure of integrating music ICH into township primary education.

2.4 Research Hypothesis

Based on the conceptual framework and literature review, the following hypotheses are proposed:

H1: The successful integration of music-related intangible cultural heritage into the curriculum of township primary schools in Chongqing is positively correlated with the availability of trained music teachers and supportive teaching resources.

H2: The misalignment between formal educational policies and local teaching customs negatively affects the implementation of music ICH curricula.

H3: Interdepartmental coordination between educational and cultural institutions significantly improves the effectiveness of ICH curriculum integration in rural primary schools.

H4: The sustainability of music ICH education is dependent on the establishment of localized, student-centered teaching models that align with both modern pedagogical standards and traditional cultural practices.

3. Research Methodology

3.1 Research Design

This study adopts a mixed-methods research design, combining both qualitative and quantitative approaches to achieve a comprehensive understanding of the integration of music-related intangible cultural heritage (ICH) into the curriculum of township primary schools in Chongqing. The research is structured in three main stages: theoretical foundation through literature analysis, empirical investigation through surveys and interviews, and in-depth exploration through case analysis. The use of multiple methods allows for triangulation of data, enhancing the validity and reliability of the findings. By systematically analyzing both quantitative data from a broader population and qualitative insights from targeted stakeholders, the study aims to uncover the current status, challenges, and root causes of curriculum integration, ultimately providing practical recommendations for improvement.

3.2 Population and Sample

The population targeted in this study includes all stakeholders involved in the implementation of music ICH education within township primary schools in Chongqing. Specifically, this encompasses school administrators such as principals and academic directors, music teachers (both full-time and part-time), cultural heritage inheritors who participate in teaching activities, students enrolled in ICH-related music programs, and their parents. To ensure representativeness and depth, the study will employ stratified purposive sampling. Schools from various districts and counties in Chongqing will be selected based on differing levels of economic development, cultural richness, and geographic locations. Within these schools, participants will be selected to reflect a range of perspectives and experiences. This diverse sampling strategy aims to capture the multifaceted nature of ICH integration across different rural educational contexts.

3.3 Research Instruments

To collect comprehensive and meaningful data, the study will use a combination of questionnaires, interview guides, and observational tools. The questionnaires will be designed to gather structured data from school administrators, teachers, students, and parents, with questions addressing topics such as curriculum implementation, teaching resources, teacher qualifications, student participation, and parental support. Open-ended sections will allow respondents to provide additional insights based on personal experience. For qualitative data collection, semi-structured interview guides tailored to each participant group will be employed to explore perceptions of curriculum effectiveness, challenges faced, and suggestions for improvement. In addition, classroom observation checklists and document review protocols will be used in selected schools to support the case study analysis. These tools will facilitate a deeper understanding of how music ICH is integrated into classroom activities and how these efforts align with formal curriculum objectives.

3.4 Data Collection

Data will be collected through a four-stage process. The preliminary stage involves reviewing relevant literature and pilot testing the research instruments to ensure clarity and relevance. Following this, the main phase of quantitative data collection will involve administering questionnaires to a wide range of participants across selected schools. Surveys will be distributed both online and in person, depending on local logistical conditions. The qualitative phase will then involve conducting semi-structured interviews with school leaders, teachers, students, parents, and ICH inheritors to gain deeper insights into the lived experiences and contextual realities of curriculum implementation. The final stage involves detailed case studies of selected schools. Through field observations, analysis of teaching materials, and follow-up interviews, the study will document the process, outcomes, and challenges of integrating music ICH in real educational settings. Throughout the data collection process, ethical standards will be strictly observed, including informed consent, voluntary participation, and data confidentiality.

3.5 Statistics Used for Data Analysis

Data analysis will be carried out using both statistical and qualitative analytical methods. Quantitative data from the questionnaires will be analyzed using descriptive statistics such as frequencies, percentages, means, and standard deviations to summarize the overall trends and patterns. To explore relationships between variables, such as the correlation between teacher training and curriculum effectiveness, inferential statistics including chi-square tests, t-tests, and analysis of variance (ANOVA) will be applied. On the qualitative side, interview transcripts and open-ended responses will be coded thematically to identify key concepts, recurring issues, and stakeholder perspectives. Content analysis will also be used to examine school documents and teaching materials, while comparative case analysis will be conducted to identify patterns and differences across the selected schools. The integration of both data types will ensure that the research findings are comprehensive, nuanced, and supported by empirical evidence.

4. Data Analysis and Findings

4.1 Introduction

This chapter presents the findings from the qualitative analysis of efforts to integrate music-related intangible cultural heritage (ICH) into the curriculum of township primary schools in Chongqing. Drawing on interviews, field observations, and curriculum documentation, the study uncovers both the progress and challenges in current implementation practices. The analysis reveals that while many schools and cultural institutions have made commendable efforts to incorporate ICH through diverse course types and community engagement, significant issues persist. These include uneven distribution of teaching resources, lack of systematic course design, limited teacher training, and insufficient collaboration between cultural and educational authorities. Furthermore, the utilitarian approach adopted by some stakeholders and the disruption of traditional cultural ecosystems hinder the sustainability and authenticity of ICH education. Overall, the findings provide a nuanced understanding of the complexities involved in integrating cultural heritage into rural primary education and form a basis for proposing more effective and context-sensitive strategies in the chapters that follow.

4.2 Data Analysis of the Qualitative Data

Analysis of the Current Situation of Integrating Music Intangible Cultural Heritage into the Curriculum of Township Primary Schools in Chongqing

4.2.1 Investigation on the Composition and Implementation of Integrating Music Intangible Cultural Heritage into the Curriculum of Township Primary Schools in Chongqing

Teaching Resources

As an important city in western China, Chongqing has abundant educational resources, but their distribution is uneven, with district level units having better educational resources than county-level units. Despite this, many primary schools in towns and villages still actively carry out intangible cultural heritage education and inheritance work. At present, there are 109 municipal level intangible cultural heritage inheritance and education bases in Chongqing, and the promotion of intangible cultural heritage in schools is widely carried out. However, the scale of township primary schools is generally small, with student numbers ranging from 300 to 500. There is a shortage and high mobility of music teachers, and insufficient mastery of intangible cultural heritage knowledge, which affects the stability and sustainability of the curriculum. The compilation of textbooks lacks systematicity and standardization, with content mostly consisting of simple songbooks and score examples, making it difficult to meet teaching needs. Although the cultural and educational departments have a willingness to cooperate, the unclear division of functions has led to a lack of effective support for the implementation of intangible cultural heritage courses.

Course Composition and Implementation

1) Course Objectives

The integration of intangible cultural heritage into the curriculum of township primary schools can enhance the cultural identity and confidence of primary school students, and enable the continuation of local regional culture. However, during the interview process, the actual course objectives presented different emphases. Most respondents are more concerned about the opportunity to participate in competitions or performances by studying intangible cultural heritage related to music, in order to gain honor or social influence. Although students can not only learn traditional cultural knowledge, but also experience the charm and value of culture in practice, this motivation

often contains utilitarian elements of adulthood. Even some principals admitted that setting up such courses in schools is "more or less fulfilling the tasks assigned by higher authorities". In addition, some inheritors also mentioned that some students study intangible cultural heritage to acquire a practical skill for free, in order to add a way out for their future lives, rather than out of love for intangible cultural heritage.

These phenomena reflect a contradiction in intangible cultural heritage education. On the one hand, curriculum designers hope to enhance students' cultural identity and confidence through curriculum; On the other hand, in the actual implementation process, participants are often influenced by external factors such as social evaluation, personal interests, etc., leading to deviations in course objectives. From an academic perspective, this contradiction reveals the complexity of intangible cultural heritage education. The utilitarianism of intangible cultural heritage education is evident in rural primary schools in Chongqing. However, as a cultural resource, the value of intangible cultural heritage lies not only in the craftsmanship itself, but also in the cultural significance and social functions it carries. Therefore, in the educational process, emphasis should be placed on cultivating students' understanding and identification with culture, rather than just learning and demonstrating skills.

Of course, there are also positive and optimistic situations. The inheritor hopes to discover potential successors who may be competent in the future among primary school students by conducting relevant courses on music related intangible cultural heritage. It indicates that intangible cultural heritage education has the potential to explore and cultivate inheritors in primary school. Through early exposure and cultivation, primary school students can gradually develop an interest and identification with intangible cultural heritage, laying the foundation for future inheritance. In fact, such seedlings do exist. For example, in the annual Flower Mountain Festival held in Pengshui County, the youngest student performing Miao songs on stage is only 7 years old. In addition, the investigation found that Pengshui County has launched the "Little Hand Pulling Big Hand" activity and Banan District has launched the "Small Inheritors" activity, both of which strive to cultivate inheritors among primary school students. By starting to cultivate inheritors in primary school, we strive for intergenerational inheritance of intangible cultural heritage and prevent it from gradually disappearing due to a lack of inheritors.

2) Course Types

According to the survey results, the integration of intangible cultural heritage of music in the curriculum of primary schools in Chongqing mainly manifests in the following five types: "Intangible Cultural Heritage in Campus" activities, intangible cultural heritage interest classes, intangible cultural heritage delayed service courses, intangible cultural heritage school-based courses, and intangible cultural heritage student clubs. Among the above types of courses, it should be noted that except for the intangible cultural heritage school-based courses, which are completely developed and implemented independently by schools and only invite inheritors as teaching teachers, the development and implementation of the other four types of courses are jointly completed by cultural or educational departments and schools. The specific details of course types are shown in Table 1.

Table 1 Types of Curriculum for Incorporating Intangible Cultural Heritage of Music into Township Primary Schools in Chongqing

Course Type	Teaching Model	Time Schedule	Music Genre	Establishing Grades	Establishing Districts and Counties (Total of 8)
The 'Intangible Cultural Heritage in Campus' Campaign	Experience and Interaction are the Main Focus	Times Per Semester	Vocal music as the Main Focus	Grades 2-5	8
Interest Class	Simple Skill Learning	Times a Month	Vocal/ Instrumental Music	Grades 2-5	3
Delayed Service Course	Professional Skills Learning	Once a Week	Vocal/ Instrumental Music	Grades 2-5	4
School-Based Curriculum	Professional Skills Learning	Once a Week	Vocal/ Instrumental Music	Grades 2-4	2
Mass Organizations	Rehearsal as the Main Focus	Times a Month	Instrumental Ensemble/ Vocal Chorus	Grades 2-5	2

The "Intangible Cultural Heritage in Campus" activity is held 1-2 times a semester, mainly focused on short-term centralized training with high flexibility, emphasizing experience and interaction, which can quickly stimulate students' interest. However, its sustainability is insufficient, mainly focusing on vocal music and simple instruments, making it difficult to meet the long-term training needs of instrumental intangible cultural heritage projects. The delayed service course is based on the national "double reduction" policy, conducted during after-school time, with clear goals and plans, suitable for long-term skill training, covering vocal and instrumental music, and helping students master intangible cultural heritage music skills. School based curriculum is more systematic and sustainable, once a week, applicable to various intangible cultural heritage projects. However, it has higher requirements for school funding, teaching staff, and curriculum system. Currently, only a few schools offer it, reflecting the importance that school leaders attach to intangible cultural heritage education. Interest classes are held 1-2 times a month, mainly focusing on simple music skills, with the aim of enhancing students' interests and enriching their extracurricular life. However, the teaching objectives are not clear and there is a lack of systematic planning. Club courses are designed for collaborative projects involving multiple individuals, such as wind and percussion music. Through collective rehearsals, students' collaborative abilities and performance skills are developed, which is a distinctive form of intangible cultural heritage curriculum in rural primary schools.

Overall, these types of courses have their own advantages, but there are also limitations. It is necessary to optimize course design based on actual situations in order to better inherit and develop intangible cultural heritage in the field of music.

3) Course Content

- Classification of course content

The integration of intangible cultural heritage of music in primary school curriculum in

Chongqing is mainly divided into four categories: folk songs (mountain songs), wind and percussion, trumpet music, and characteristic musical instruments. These categories cover most of the music related intangible cultural heritage projects in Chongqing. The investigation found that national intangible cultural heritage projects are highly valued, and relevant primary schools in relevant districts and counties have set up relevant courses. For example, Fuling District not only implemented the Jiaoshi folk song course in the district, but also introduced the Tujia Luo'er tune course in Shizhu District, reflecting the characteristics of cross regional cooperation. However, Fengdu District chose Jiaoshi folk songs from Fuling District as the curriculum content due to the scarcity and difficulty of inheritors for local intangible cultural heritage projects such as Longkong blowing and beating, Liangshan blowing and beating, and their unsuitability for primary school students' cognitive level. This indicates that when selecting course content, it is necessary to comprehensively consider the difficulty level of the subject and the suitability of the humanistic theme.

- Content organization form
 - Subject centered content organization

Music intangible cultural heritage has professional skills and can be divided into types that require rapid mastery and long-term training. Vocal intangible cultural heritage courses are relatively easy to implement and suitable for elementary school students to learn, such as simple Miao folk songs. However, some high difficulty vocal projects (such as Gaoqiang) are more suitable for presentation in the form of appreciation classes due to the limitations of students' vocal conditions. Instrumental intangible cultural heritage courses have high difficulty, complex learning processes, and require long-term investment, making them suitable for long-term training courses such as extended service courses or school-based courses. However, the teaching and learning of instrumental intangible cultural heritage projects face significant difficulties in practice, such as woodwind and percussion music, which require more time and energy investment.

- Content organization centered around themes

The content of intangible cultural heritage courses can also be organized around regional cultural themes. For example, the Miao Flower Mountain Festival in Pengshui County integrates Miao folk songs, ethnic customs, and songs and dances into the curriculum, forming a curriculum with regional characteristics. This theme centered organizational approach is particularly common in ethnic minority areas, providing rich cultural backgrounds and diverse teaching forms for the curriculum. Through this approach, students can not only learn music skills, but also gain a deeper understanding of the connotations and values of local culture.

- Adaptation of course types and content

The music related intangible cultural heritage courses in rural primary schools in Chongqing mainly include the "Intangible Cultural Heritage in Campus" activity, extended service courses, school-based courses, interest classes, and club courses. Among them, the "Intangible Cultural Heritage into Campus" activity focuses on experience and interaction, suitable for short-term centralized teaching, and mostly focuses on vocal music; Delayed service courses and school-based courses are more systematic and sustainable, suitable for long-term skills training; Interest classes focus on enhancing students' interests; Club courses focus on rehearsals and performances for collaborative projects involving multiple individuals. Different types of courses need to be selected based on their characteristics and objectives in order to achieve the best teaching effect.

In summary, the content selection and organizational form of integrating music intangible cultural heritage into primary school curriculum in Chongqing need to comprehensively consider the disciplinary characteristics, regional cultural background, and curriculum types of intangible cultural

heritage projects, in order to ensure the effective implementation of the curriculum and cultural inheritance.

4) Course Implementation

- Subject of course implementation

In the process of integrating intangible cultural heritage of music into primary school curriculum, it is necessary to closely link the "place" and its "people". Whether it is the goal setting, content selection, or implementation process of the course, it cannot be separated from human participation, and the ultimate goal is for human development. In this process, the holders and disseminators of intangible cultural heritage, namely various folk artists, become the main subjects and core resources for the implementation of music related intangible cultural heritage courses. In contrast, primary school music teachers, who are the main implementers of regular music courses, have taken a secondary position.

- Teaching methods

In the current teaching methods of music intangible cultural heritage courses in Chongqing, there is a single state. Music intangible cultural heritage is essentially a living culture that relies on human performance and experience. This cultural form not only includes music itself, but also the skills, customs, and social background related to it. The traditional oral and practical inheritance methods have been the key to the continuation of this culture for thousands of years. Through direct interpersonal communication and personal demonstration, the authenticity and vitality of these intangible cultural heritages can be preserved, as this approach directly involves the personal experience and emotional expression of the inheritors.

In addition, many traditional music uses local dialects or specific musical languages, which are difficult to fully record through text or other forms. Although written records can provide some reference, they often fail to capture subtle changes and emotional expressions in music. Therefore, oral and practical inheritance methods have become the most natural and effective way to inherit intangible cultural heritage in the music industry. In this way, intangible cultural heritage of music can be passed down from generation to generation, maintaining its unique cultural connotations and artistic value.

Overall, the main body of curriculum implementation is intangible cultural heritage inheritors, with music teachers often playing auxiliary roles. The inheritor teaches through the method of "oral transmission and heart to heart", but the teaching method is single and lacks systematicity. Some schools are attempting to introduce modern educational concepts and technological means, combined with traditional teaching methods, to enhance teaching effectiveness. However, students' feedback on intangible cultural heritage courses shows polarization, with some students showing strong interest while others feel disconnected from modern society. Parents have a positive attitude towards supporting intangible cultural heritage courses, providing students with a good home learning environment.

Course Evaluation Methods

At present, the intangible cultural heritage curriculum in rural primary schools in Chongqing lacks a complete evaluation system, and is mostly evaluated based on competition awards or performance effects. Many teachers and inheritors have insufficient understanding of the curriculum evaluation system, resulting in the inability of curriculum evaluation to provide effective feedback and improvement basis for the teaching process.

In summary, the practice of integrating music intangible cultural heritage into the curriculum of township primary schools in Chongqing has made positive progress in teaching resources, curriculum design, and implementation. However, it also faces many challenges, such as insufficient teaching staff, non-standard textbooks, and a lack of evaluation system. These issues need to be addressed through optimizing resource allocation, strengthening teacher training, improving textbook development, and establishing a scientific evaluation system to promote the sustainable development of intangible cultural heritage courses

4.2.2 The Dilemma of Integrating Intangible Cultural Heritage of Music into Primary School Curriculum in Chongqing

Since 15 years ago, Chongqing has been attempting to incorporate intangible cultural heritage of music and other traditional folk and ethnic music cultures into the curriculum of school education. This long-term and intermittent curriculum practice reflects the adherence and inheritance of cultural and educational concepts by inheritors of intangible cultural heritage, educators, and other curriculum implementers, as well as the protection of traditional folk culture. During this process, although certain achievements have been made, many obstacles and challenges have also been encountered. All districts and counties in Chongqing, whether located close to the main urban area or in remote and isolated towns, have well preserved intangible cultural heritage cultural spaces. From one perspective, the integrity and originality of these cultural spaces provide rich and diverse content resources, environmental resources, and subject resources for the curriculum of intangible cultural heritage. However, from another perspective, the existence of these cultural spaces has also increased the difficulty for local students to learn and communicate, posing significant challenges to the promotion and dissemination of culture and the development of local society.

Based on the above survey content, a comprehensive description of the difficulties faced in the practice of music intangible cultural heritage courses in Chongqing is provided, with the aim of summarizing past excellent achievements and exploring the development direction of complementing each other's strengths and weaknesses. And reflect on the attribution of current work difficulties, so as to be more proactive in responding to challenges and avoiding problems. This is also a very important and necessary step in the discussion of the implementation process of music intangible cultural heritage courses in Chongqing.

Insufficient guarantee of conditional resources

1) Destruction of Natural Cultural Ecological Environment

The survival of intangible cultural heritage faces dual threats from natural and cultural ecological environments, leading to challenges in its curriculum based and sustainable inheritance. With the advancement of modernization in rural areas, the connection between intangible cultural heritage and regional development has gradually loosened, and many intangible cultural heritage projects have lost the cultural ecological space they rely on for survival. This fundamental forgetting is beyond the scope of this study, but it emphasizes that the implementation of music related intangible cultural heritage courses in rural areas should be guided by the core values of people, culture, and ethnicity, and pay attention to the relationship between ethnic cultural environment and natural and social ecosystems. Cultural inheritance should avoid transforming intangible cultural heritage into static symbols, and should be combined with practical life to enhance students' survival skills and national consciousness. The inheritance and protection of intangible cultural heritage should comprehensively consider the natural, cultural, and ecological environment to achieve sustainable development.

2) Social conditions and resource limitations

Chongqing once had 14 national poverty-stricken counties, and although all of them were lifted out of poverty in October 2020, the impact of socioeconomic disparities and poverty on education still needs time to reverse. During the visit, both primary school principals and inheritors of intangible cultural heritage mentioned funding issues. At present, the Chongqing Intangible Cultural Heritage Protection Center does not have special funds for educational inheritance. The funds for intangible cultural heritage education inheritance need to be obtained through the application of research projects or scientific research projects by the Chongqing Municipal Education Commission, which lacks regular support and financial support is very scarce.

Insufficient Structural Structure of Course Training Objectives

Research has found that although some regions and schools have implemented music related intangible cultural heritage primary school courses, there are generally problems such as unclear curriculum objectives, incomplete curriculum outlines, and unsystematic curriculum structures, resulting in strong arbitrariness in curriculum implementation and difficulty in realizing its true value, which also hinders the integration of more intangible cultural heritage projects into the curriculum. The core of these problems lies in the lack of a complete and scientific curriculum system, as well as a lack of clear curriculum objectives and responsible parties, resulting in weak implementation of the curriculum.

Currently, the implementation of many courses is mostly in response to policy calls, evaluations, or funding applications, lacking emphasis on the uniqueness of intangible cultural heritage content and targeted goals. The universal course objectives are meaningless and lack the function of value judgment. Although local teachers are aware of these issues, they find it difficult to solve them without support and guidance. In addition, the objectives of intangible cultural heritage courses should be dynamically generated through the interaction between teachers, students, and cultural spaces, rather than a predetermined static system. However, many teachers in remote township schools lack this interactive awareness, which makes it difficult to effectively generate curriculum objectives. Clear and specific curriculum objectives are the foundation of curriculum implementation. Without this guidance, it is difficult to systematically promote the curriculum, which is one of the important challenges for integrating music intangible cultural heritage into the curriculum of township primary schools.

Insufficient Participation and Low Efficiency of the Main Body

1) Insufficient effectiveness of the exercise of power by the subject of authority

Through the review of the policy conditions related to the primary school curriculum of intangible cultural heritage in music in Chongqing, it can be seen that although the implementation of the curriculum has received policy support, the functions and responsibilities of relevant departments have not been clearly defined in the policy. This has led to issues such as inadequate implementation of the power of course related authorities in course decision-making and management. The low efficiency of regulatory bodies may lead to local governments and schools adopting an evasive attitude when encountering problems in the curriculum and implementation process, making schools feel like they are being kicked the ball and in a very passive state. For a long time, this situation has led to the marginalization and lack of attention to the curriculum and implementation of music related intangible cultural heritage in primary schools in rural areas of Chongqing. Overall, the lack of decision-making and management entities for music related intangible cultural heritage courses in rural primary schools in Chongqing is quite common. Although some places have carried out intangible cultural heritage into campus activities for more than ten years, they have not yet formed a system and have not had a widespread impact. In addition to objective factors such as the lack of regional educational resources and the loss of cultural factors,

the weak sense of subject participation and responsibility, as well as the insufficient effectiveness of management subjects, are also key issues. In the interview, this study found that many relevant administrative authorities acknowledged this issue and had intentionally made adjustments. However, due to the complexity of administrative work, unclear division of functions between departments, and the fact that almost all human resources have been concentrated on poverty alleviation work in recent years, various subjective and objective factors have intertwined, resulting in low participation and investment levels of many course power subjects, as well as inadequate supervision.

From the above, it can be seen that the decision-making and organization of local power entities are indeed the key forces determining whether the intangible cultural heritage of music can be smoothly integrated into the primary school curriculum system and effectively implemented. However, the exertion of this power needs to be gradual and orderly from point to surface. Otherwise, it is easy to have a bias towards the popularization of basic education and neglect the inheritance of intangible cultural heritage education. The curriculum power entities are also "powerless" and have insufficient management and exercise efficiency.

4.2.3 Attribution of the Difficulty in Integrating Intangible Cultural Heritage of Music into the Curriculum in Chongqing

The Utilitarian Trend of Intangible Cultural Heritage Courses is Obvious

In the previous section, when discussing the challenges faced by primary school curriculum for intangible cultural heritage in music in Chongqing, it was pointed out that music education in rural areas is limited by economic, social, and educational conditions, resulting in insufficient resources. Economic development, as a key force in poverty alleviation in poverty-stricken areas of Chongqing, can improve the closed educational conditions in underdeveloped areas and provide more space for the construction of rural curriculum systems; On the other hand, economic development may also lead to excessive utilitarianism in education and cultural work. This utilitarian tendency is manifested in an excessive focus on the economic value of the curriculum while neglecting its educational value, emphasizing its practical function, and focusing on the direct benefits brought by the curriculum while neglecting its spiritual and emotional value. The fundamental reason for these problems is the strong utilitarian tendency in the current curriculum and implementation process of intangible cultural heritage in primary schools for township music in Chongqing. This tendency is manifested in an excessive emphasis on the rapid development of regional socio-economic factors and an overemphasis on the practical functions of intangible cultural heritage courses. These two tendencies are closely linked, leading to the widespread phenomenon of utilitarianism in various aspects such as curriculum goal setting, content selection, subject activities, and evaluation feedback.

To a certain extent, it is reasonable for both the national and local governments to attach importance to economic development, emphasize development effectiveness, and pursue maximum economic benefits, especially for the extremely impoverished areas in Chongqing. Only by vigorously developing the economy can we protect local cultural characteristics in the process of globalization and modernization, and transform them into competitive advantages in the knowledge economy era. However, as mentioned earlier, any intangible cultural heritage requires local nourishment and the nourishment of the field. If the inheritance of intangible cultural heritage adheres to its original traditions, it cannot integrate into the modern economic development environment. Once modern economic civilization is accepted, it may destroy the original social and cultural ecology, leading to the risk of many traditional intangible cultural heritages disappearing. Based on this, the inheritance of intangible cultural heritage faces a dilemma, which has also triggered a series of problems in current curriculum practice.

Lack of Systematic Integration between Intangible Cultural Heritage and Education Functional Departments

According to Article 7 of the Intangible Cultural Heritage Law of the People's Republic of China, the Ministry of Culture and Tourism, as the highest competent authority under the State Council, is responsible for formulating national plans for the protection and development of intangible cultural heritage, organizing and implementing the protection of key intangible cultural heritage projects, and carrying out training programs for intangible cultural heritage inheritors. Provincial cultural and tourism departments, as regional management agencies, are responsible for the protection, management, and inheritance of intangible cultural heritage within their respective provinces. Their main task is to formulate provincial plans for the protection of intangible cultural heritage, implement the protection of key intangible cultural heritage projects, and promote the application and review of intangible cultural heritage projects. The county-level cultural and tourism departments, as grassroots management institutions, are responsible for the protection, management, and inheritance of intangible cultural heritage projects within their respective county areas. Their work includes developing county-level intangible cultural heritage protection plans, promoting project application and review, and coordinating solutions to problems that arise during protection work. As the most basic management organization, the township cultural station is responsible for the protection and inheritance of intangible cultural heritage within the township. Township cultural stations are usually located in township cultural centers or stations, organizing diverse cultural activities, promoting intangible cultural heritage knowledge, cultivating intangible cultural heritage inheritors, and promoting the inheritance and development of intangible cultural heritage. In this way, the protection of intangible cultural heritage has formed a management system that is promoted from top to bottom and at all levels, with departments at all levels fulfilling their respective responsibilities and jointly promoting the protection and inheritance of intangible cultural heritage.

The current intangible cultural heritage related activities in Chongqing, such as the "Chongqing Intangible Cultural Heritage Carnival" and the "Chongqing Folk Art Star Selection Competition," are all hosted by the Chongqing Municipal Commission of Culture and Tourism Development. The main units participating in these activities include local literary and artistic groups, local cultural centers, and some independent inheritors of intangible cultural heritage. At the same time, some educational units such as primary and secondary schools are also invited to participate. The main target of these activities is participants in the cultural and artistic fields, rather than the group of teachers in compulsory education. Especially for primary school music education teachers, they are usually directly managed and responsible by the education department, and their professional development and promotion evaluation are not directly linked to their performance in intangible cultural heritage exhibitions or competitions organized by the Culture and Tourism Commission. Therefore, while primary school music teachers can enhance students' professional competence and artistic vision by guiding them to participate in these activities and obtain relevant honors, these honors do not have a substantial driving effect on teachers' job promotion, salary adjustment, and professional title evaluation.

Although the cultural and educational departments have shown a certain degree of collaboration in jointly promoting the implementation of intangible cultural heritage related courses, there is still a significant disconnect in the division of their functions and powers. The functional boundaries between the cultural and educational departments are too clear, lacking necessary interaction and collaboration, resulting in insufficient integration between the promotion of intangible cultural heritage and school education practices. Although the intangible cultural heritage activities organized by the cultural department have high social and cultural value, the connection between these activities and the implementation of intangible cultural heritage education curriculum in schools is relatively weak, and they have not directly affected the vital interests of schools or

teachers, especially within the school education management system. The participation in intangible cultural heritage related activities has not formed an effective interactive relationship with the professional development of teachers. The efforts made by the cultural department in the education and inheritance of intangible cultural heritage have not received the necessary feedback and incentives in the policy system of the education field, especially the lack of specific evaluation and reward mechanisms for teachers' contributions in the implementation of intangible cultural heritage courses. At the same time, the education department is relatively rigid in its evaluation criteria for schools and individual teachers, relying too much on fixed standards and procedures, lacking flexibility and diversified evaluation systems. The singularity of this evaluation standard has resulted in insufficient recognition and reward for the efforts of schools and teachers in the protection and inheritance of intangible cultural heritage, and has not fully considered the promoting role of intangible cultural heritage education in school teaching quality and teacher professional development.

Ecological Imbalance of Cultural Space in Intangible Cultural Heritage Courses

Intangible cultural heritage is a unique cognitive system of life formed by various regions and ethnic groups through long-term interaction and interaction in their natural and cultural environments. This system is a dynamically balanced ecosystem, in which natural and cultural factors are interdependent and balance each other. Any change in one part will affect other parts, disrupt the ecological balance of the entire system, and cause various problems of disorder and imbalance. Discussing the curriculum in the context of an imbalanced cultural ecological space of intangible cultural heritage is like extracting intangible cultural heritage from the cultural ecology on which it relies for survival, only taking its surface and ignoring its essence, cutting off its inherent connection with other cultural factors, and weakening the overall linkage vitality that maintains the balance and sustainable development of cultural space. Therefore, this has led to the problem of insufficient support and guarantee for the joint implementation of cultural space both internally and externally in the primary school curriculum practice of intangible cultural heritage in music in Chongqing, as discussed earlier. The relationship between the content of intangible cultural heritage itself, the cultural ecosystem, and cultural related themes

At its root, the reason for a series of problems such as the absence of curriculum subjects lies in the changes in the natural, social, and cultural ecosystems of intangible cultural heritage cultural spaces, which disrupt the interrelationships between subjects. The existing face-to-face and oral transmission relationships have been strongly disrupted by the popularization of modern communication methods such as television, the internet, and new media, especially those that express, transmit, and feel through direct contact in specific cultural spaces, and contain unchanged spirits and emotions in national intangible cultural heritage. The cultural subject finds it difficult to find their identity and responsibility in the inheritance relationship and way that best restores the cultural spirit and emotional essence, and is closest to the inner feelings of the target subject, which has led to the widespread phenomenon of subject absence.

In fact, the phenomenon of ecological damage and broken inheritance chain of intangible cultural heritage has posed great challenges to all work related to the protection and inheritance of intangible cultural heritage. The many difficulties encountered in the implementation of the music intangible cultural heritage curriculum discussed in this study can be traced back to this phenomenon. The changes in the cultural ecology of intangible cultural heritage are reshaping its relationship system, including the relationship between cultural content and cultural subjects, the connection between cultural values and functions and the construction and development of cultural regions, the communication and inheritance relationship between cultural subjects, the mutual infiltration of cultural cognition and emotions with social practice needs, etc., all of which are constantly

undergoing active or passive adjustments in the wave of globalization and modernization. The adjustment and change of this intangible cultural heritage cultural ecosystem is inevitable and necessary, but it also sets obstacles that are currently difficult to overcome for our curriculum and implementation with intangible cultural heritage as the goal, object, and content. The original cultural system of intangible cultural heritage and its inheritance system maintained in traditional subject relationships require continuous adjustment and establishment of new ecological relationships to maintain balance and development as the balance of natural, cultural, and social ecosystems on which it relies for survival is disrupted.

4.3 Summary of the Results

The analysis of data reveals that the integration of music-related intangible cultural heritage (ICH) into the curriculum of township primary schools in Chongqing has achieved initial success in promoting cultural awareness and fostering early interest among students. Various course formats—such as interest classes, delayed service courses, and school-based curricula—have been adopted to accommodate different teaching objectives and resource conditions. However, significant limitations remain, including a shortage of qualified teachers, insufficient teaching materials, weak curriculum structure, and a lack of systematic evaluation methods. Furthermore, the efforts are hindered by fragmented coordination between cultural and educational departments, a utilitarian view of ICH education, and ecological disruptions in cultural spaces. These findings underscore the urgent need for policy integration, teacher training, and resource development to ensure the long-term viability and cultural authenticity of ICH education in rural schools.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

This study has conducted an in-depth investigation into the integration of music-related intangible cultural heritage (ICH) into the curriculum of township primary schools in Chongqing, shedding light on both the opportunities and the complex challenges involved. While national policies and growing public interest have created favorable external conditions for promoting ICH education, persistent internal issues still hinder its effective implementation. Among the most pressing problems are the shortage of qualified music teachers, the high turnover rate among teaching staff, and the widespread lack of ICH-specific training. These factors collectively undermine the continuity and quality of ICH education in rural schools.

Furthermore, the development of teaching materials remains inconsistent and unsystematic, with many textbooks lacking age-appropriate content that aligns with students' cognitive development and interests. Structural inefficiencies, such as the lack of clear role division and collaboration mechanisms between cultural and educational departments, further complicate implementation efforts. Although some minority regions with rich cultural traditions have succeeded in developing regionally adapted models by integrating festivals and folk songs into curricula, many ordinary townships continue to face cultural, motivational, and resource-related obstacles. The emergence of a utilitarian attitude in some schools, prioritizing performance-based outcomes over genuine cultural transmission, reflects a deeper misalignment between curriculum goals and the foundational mission of ICH education. These findings indicate that the integration of music ICH into rural education requires not only pedagogical reform but also broader institutional and societal support.

5.2 Discussion

The findings reveal a multifaceted set of challenges affecting the integration of music-related ICH into township primary school curricula in Chongqing. A critical bottleneck lies in the shortage of qualified music educators. Most rural schools have limited access to teachers who are not only skilled in music education but also possess sufficient knowledge of ICH traditions. The high mobility of teachers in rural areas further undermines curriculum continuity and hinders the development of a stable teaching force capable of sustaining ICH programs over time.

Another major concern is the lack of systematic and standardized textbook development. Many existing materials rely heavily on simplified songbooks or performance scores, failing to incorporate cultural background, historical context, or pedagogical considerations appropriate for the primary school level. This weakens the educational value of the curriculum and limits its relevance to students' real-world experiences. Furthermore, bureaucratic fragmentation, especially the lack of clear coordination between educational and cultural departments, has resulted in fragmented planning and implementation, with neither sector fully assuming responsibility for curriculum leadership or support.

Student engagement is also a critical issue. Many students view ICH courses as disconnected from contemporary life and struggle to find personal or cultural resonance in the content. This is especially problematic in the context of “left-behind” or mobile children, whose lack of parental involvement may further diminish their motivation and sense of cultural identity. Additionally, the absence of an effective evaluation system for ICH courses makes it difficult to measure educational impact or incentivize teacher and student participation. Despite these challenges, there are also positive developments. In some minority areas, schools have successfully embedded local ICH practices, such as Miao folk songs and traditional festivals, into the curriculum, demonstrating that culturally grounded, context-specific models can be effective. Moreover, family and community interest in ICH appears to be growing in certain areas, showing potential for more integrated support systems moving forward.

5.3 Recommendation

To address the challenges identified and support the sustainable development of music-related ICH education in township primary schools, several practical and strategic measures should be undertaken. First, it is essential to strengthen the professional development of teaching staff. This includes establishing systematic training programs focused on ICH knowledge and culturally responsive pedagogy, as well as creating policies to stabilize the teaching workforce in rural areas. Teacher exchange programs, incentives for long-term rural service, and partnerships with cultural institutions could be effective means of achieving this.

Second, the development of curriculum content and teaching materials must be standardized and diversified. Textbooks should go beyond simple notation and include contextual, visual, and narrative content that can engage students more deeply. Materials should also reflect local cultural traditions while aligning with national educational standards, thus maintaining both authenticity and pedagogical quality.

Third, institutional collaboration must be improved. A clear division of functions between cultural and educational departments should be established to ensure coherent planning, funding, and oversight. Cross-sector task forces or joint working groups could be formed to facilitate regular communication and shared decision-making among stakeholders. Alongside institutional reform,

greater attention should be paid to protecting and restoring local cultural ecologies, as these provide the fertile ground necessary for meaningful ICH education.

Equally important is the construction of a robust curriculum evaluation system. This should include both formative and summative assessments that capture not only knowledge acquisition but also shifts in student attitudes, cultural identity, and creative expression. Evaluation criteria should reflect the dual goals of cultural inheritance and educational development.

On the social level, community and family engagement should be actively encouraged. Schools can organize family-centered cultural events and community workshops to raise awareness and appreciation of local ICH traditions. Local media and digital platforms can also be leveraged to promote broader participation. Furthermore, greater involvement from civil society and private stakeholders should be cultivated. Donations, sponsorships, and collaborative projects with NGOs and cultural enterprises can provide much-needed resources and visibility for ICH programs.

Finally, sustained government support is indispensable. Policy frameworks should be refined to include long-term funding mechanisms, incentive systems for participating schools, and integration of ICH goals into broader educational reform agendas. Through coordinated efforts across schools, families, communities, and government bodies, a supportive and culturally rich environment for ICH education can be cultivated, ensuring that traditional music heritage continues to thrive among future generations.

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The Formation of Classroom Teaching Customers in University Music Majors from the Perspective of New Institutionalism

by

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IJMBE International Journal of *Special Issue*
Management, Business, and Economics

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Abstract

This study investigates the concept of classroom teaching customs as a key informal mechanism within the educational system. While often overlooked, these customs represent historically accumulated, habitual behaviors and norms that guide daily classroom interactions. They exist alongside formal educational institutions and significantly influence teaching practices, student engagement, and classroom order. Drawing from interdisciplinary perspectives including institutional economics, sociology, anthropology, and educational theory, the study explores the formation, function, and evolution of teaching customs within educational contexts. Using qualitative research methods, the analysis identifies that classroom teaching customs function at both explicit and implicit levels. Explicitly, they are manifested in observable practices such as seating arrangements, classroom rituals, and interaction patterns. Implicitly, they reflect internalized beliefs, pedagogical philosophies, emotional tendencies, and role identities of educators. The research further reveals that these customs emerge through repeated practice, collective imitation, and internalized cognition—factors rooted in historical, cultural, and psychological contexts. The study highlights the dual role of teaching customs: they complement formal educational structures by maintaining stability and promoting continuity, yet they can also pose resistance to educational reform due to cultural inertia. By applying theoretical insights from new institutionalism and evolutionary game theory, the research elucidates how customs adapt or resist change in response to institutional shifts. In conclusion, classroom teaching customs are not static traditions but dynamic, socially constructed practices that shape educational environments. Recognizing their impact is essential for effective educational governance and reform. The study proposes actionable recommendations, including integrating informal norms into reform planning, encouraging reflective teaching, promoting interdisciplinary research, and strengthening empirical evaluation. This research contributes to a deeper understanding of how informal norms shape, support, or challenge formal educational practices in the classroom.

Keywords: Classroom Teaching Customs, Informal Institutions, Educational Reform, Institutional Interaction, Teaching Behavior

1. Introduction

1.1 Background and Importance of the Problem

Classroom teaching customs are long-standing practices developed around teaching activities. These customs possess cultural significance, regulate educational behaviors, and reflect the creative accumulation of educational history. They represent an inherited educational lifestyle with collective authority, deeply embedded in the language, behavior, and psychology of the educational community. As Engels observed, customs served as an early form of self-regulation in human society, while Aristotle considered “unwritten laws” formed by habitual practice to be even more authoritative than codified laws. Mei Yin also noted that, in early human history, law existed primarily as a habitual atmosphere rather than a formal system.

Within modern educational contexts, teaching customs persist as informal norms that interact with formal institutional structures. Their influence on educational systems is significant yet often overlooked. These customs help shape educational behavior and contribute to the continuity and adaptability of classroom practices. Understanding their role is essential for grasping how informal norms and formal systems interact to influence educational governance, particularly in shaping, maintaining, or reforming teaching practices. Exploring this interaction can provide deeper insight into how to optimize educational systems and address potential mismatches between formal reforms and ingrained cultural practices.

1.2 Research Question

Historically, educational research has marginalized customs due to two primary reasons. First, their implicit nature makes them difficult to perceive, leading to the naturalization of habitual logic within teaching and a failure to question everyday practices. Second, traditional institutional theories have focused predominantly on formalized, static rules, excluding informal practices such as customs.

However, the emergence of new institutionalism has restructured this perspective by recognizing the importance of informal elements, customs, culture, and cognition, in shaping institutional behavior. These elements are now understood as part of the methodological foundation behind individuals' choices, rooted in normative and historical contexts.

Based on these insights, this study aims to address the following research questions:

1) What is the interactive mechanism between classroom teaching customs and educational systems in the course of historical evolution?

2) As informal rules in classroom teaching, how do customs supplement the shortcomings of formal systems, and do conflicts between cultural inertia and institutional reforms contribute to the complexity of educational governance?

1.3 Research Objective

The primary objective of this research is to investigate the dynamic relationship between classroom teaching customs and formal educational systems. Specifically, the study aims to:

1) Analyze how classroom teaching customs have historically interacted with the development and transformation of educational systems.

2) Explore the dual role of teaching customs, as both supplements to and potential obstacles within formal education reforms.

3) Understand how informal norms can be utilized to improve the effectiveness of educational governance, while addressing the tensions that may arise when institutional reforms confront established cultural practices.

By uncovering these dynamics, this research seeks to contribute to the broader understanding of how educational systems operate and evolve in real-world contexts, particularly through the often-overlooked influence of habitual teaching practices.

2. Literature Review

2.1 Related Concepts and Theories

The concept of classroom teaching customs has evolved from broader discussions on educational customs. In China, one of the earliest systematic discussions was presented by Professor Li Yixian in *Principles of Modern Education* (1988), where he examined the links between education, values, thinking patterns, and folk traditions.

Two major theoretical perspectives dominate the academic understanding of educational customs:

2.1.1 Group Behavior Habit Theory

This view interprets educational customs as habitual, collective behavior patterns. Scholars such as Li Jianguan and Wei Jie (2006) regard educational customs as deeply rooted behavioral models passed down over generations, possessing a collective authority that shapes values and behavioral norms. Liu Yingchun (2004) similarly describes educational customs as a system of habits maintained by collective efforts in thought and practice. Han Dalin (2011) emphasizes the internalization and standardization of psychological and behavioral patterns among educators over time.

2.1.2 Cultural Rule Set Theory

This theory frames educational customs as cultural relics or compilations of folk wisdom. Zhong Jingwen (1992) refers to educational folklore as a mode of traditional educational life that shapes knowledge and values. Shi Zhongying (1999) identifies educational customs as the cumulative wisdom of common people, encompassing stories, rituals, and proverbs. Zhang Lin (2018) and Cui Yingjin (2007) emphasize the regional and cultural characteristics of these customs, viewing them as crystallized informal educational methods passed down through generations.

2.2 Literature Surveys

Building on these foundational theories, contemporary scholars have examined the connotations and dimensions of classroom teaching customs from varied perspectives:

2.2.1 Teaching Norms

Li Hongzhen (2008) describes classroom teaching customs as shared patterns of behavior and values passed down and imitated among students and teachers. Zhao Liumei (2009) highlights their role in reflecting and maintaining traditional hierarchical relationships between teachers and students.

2.2.2 Cognitive Patterns and Temperament

Wang Jian (2007) suggests that teachers' teaching beliefs, formed over long-term practice, act as internal guides. Tu Yanguo (2008) and Wu Chenbing (2016) explore how emotional tendencies, perception patterns, and behavioral routines influence teaching practices at a subconscious level.

From Behavioral Patterns:

Liu Qingchang (2008) and Jiang Yue (2010) describe these customs as a form of "teaching culture," formed through repeated collective behavior. Xiong Fujian (2012) and Qi Yuhui & Li Sen (2013) emphasize that daily repetition of physical, behavioral, and psychological actions shapes classroom routines.

2.2.3 Interaction Modes

Bales (1963) proposed a model of structured teaching speech acts. Liu Xilang (2004) speaks of the "schema of teaching interaction" as an internalized mental and behavioral framework. Kang Yongxiang (2008) and Yang Zhou & Cheng Wen (2020) examine the role of culturally shaped pre-knowledge and common-sense conventions in guiding classroom practices.

2.3 Conceptual Framework

Based on the literature review, this study adopts a multi-dimensional conceptual framework to analyze classroom teaching customs, structured along four primary dimensions:

- 1) Teaching Norms – Informal yet consistent codes of behavior and interaction observed by both teachers and students.
- 2) Cognitive and Emotional Patterns – Internalized belief systems, perception habits, and teaching attitudes developed through long-term professional experience.
- 3) Behavioral Practices – Observable and repeatable actions within classroom settings, reflecting inherited and shared traditions.
- 4) Interaction Mechanisms – Speech acts, routines, and teacher-student dynamics formed and stabilized through cultural and institutional influences.
- 5) This framework allows for a comprehensive exploration of how classroom teaching customs function as informal norms and how they interface with formal educational systems.

2.4 Research Hypothesis

Based on the theoretical foundations and literature insights, the following hypotheses are proposed:

H1: Classroom teaching customs function as informal institutional mechanisms that regulate educational behavior and maintain classroom order in the absence or insufficiency of formal regulations.

H2: The historical development and cultural embeddedness of classroom teaching customs create strong behavioral inertia that may resist or conflict with top-down educational reforms.

H3: The interaction between classroom teaching customs and formal educational systems is dynamic and reciprocal, customs influence institutional designs, while reforms reshape or incorporate customs over time.

H4: Recognizing and strategically utilizing classroom teaching customs can enhance educational governance by bridging gaps between policy design and practical implementation.

3. Research Methodology

3.1 Research Design

This study adopts a qualitative research design that integrates literature review, comparative analysis, and logical reasoning to deeply investigate the connotation of classroom teaching customs and their intrinsic relationships with related concepts. The research begins with an extensive review of literature across multiple disciplines, including anthropology, economics, sociology, cultural studies, folklore, and education. This multidisciplinary approach allows for a comprehensive understanding of the theoretical foundations and varied perspectives on customs. Based on this review, the study utilizes comparative analysis to systematically compare the definitions and interpretations of classroom teaching customs provided by different scholars, identifying their similarities, differences, and theoretical underpinnings. In addition, logical reasoning is employed to explore complex theoretical issues such as the mechanisms behind the formation of customs and their interaction with formal educational systems. These approaches together form a rigorous methodological framework that supports the development of a comprehensive conceptual model for classroom teaching customs.

3.2 Population and Sample

As this research is primarily literature-based, the population comprises academic publications and theoretical works related to customs and education. The selected sample includes a wide array of classic and contemporary literature from disciplines such as anthropology, sociology, folklore studies, and education. This includes influential theoretical works, peer-reviewed journal articles, and other academic texts that provide diverse insights into the nature and function of customs. The literature is selected with an emphasis on breadth and depth, ensuring that both foundational theories and recent developments are taken into account. By analyzing this cross-disciplinary and multilingual body of literature, the study draws on a rich pool of theoretical resources to construct a robust understanding of classroom teaching customs.

3.3 Research Instruments

To ensure a systematic and efficient research process, several research instruments are employed. First, academic databases such as CNKI, Web of Science, and JSTOR are used to collect authoritative and up-to-date literature. These databases provide access to a wide range of scholarly

articles and books relevant to the study's focus. Second, literature analysis software tools such as NVivo and CiteSpace are used to assist in coding, categorizing, and visualizing key themes, theoretical viewpoints, and research trends. These tools enhance the efficiency and accuracy of data extraction and synthesis. Third, a structured comparative analysis framework is designed to assess the definitions and perspectives of various scholars on classroom teaching customs. This framework includes multiple dimensions such as definition, theoretical orientation, research methods, and application context. Finally, logical reasoning tools such as mind maps and concept maps are utilized to explore and illustrate complex conceptual relationships, particularly regarding the formation and evolution of customs within educational settings. These instruments work together to ensure the methodological rigor and theoretical clarity of the study.

3.4 Data Collection

Data for this study are collected through a systematic literature review. Relevant academic publications are identified and retrieved using specific keywords such as “educational customs,” “classroom norms,” “teaching traditions,” and related terms in both English and Chinese. The search is conducted through academic databases including CNKI, Web of Science, and JSTOR. The selected literature is then filtered based on relevance, credibility, and contribution to the research topic. All collected sources are organized using bibliographic management tools, enabling efficient referencing and cross-comparison during the analysis process. Through this comprehensive data collection approach, the study ensures that it draws upon a rich and diverse body of academic work to support its theoretical exploration.

3.5 Statistics Used for Data Analysis

Given that this is a qualitative theoretical study, traditional quantitative statistical methods are not used. Instead, the analysis relies on qualitative data analysis techniques. Thematic coding and content analysis are conducted using NVivo to identify recurring themes and core concepts across the literature. Citation analysis and co-word analysis are performed using CiteSpace to map out intellectual trends and relationships among scholarly works. These techniques help reveal the structure of the academic discourse surrounding educational customs. Logical reasoning and conceptual modeling are also employed to explore causal and relational dynamics between customs and educational systems. Through these qualitative methods, the study achieves a high level of theoretical rigor and depth in its analysis.

4. Data Analysis and Findings

4.1 Introduction

This chapter presents the qualitative data analysis and the major findings of the study. The aim is to explore the conceptual connotation, formation mechanism, and operational significance of classroom teaching customs within the broader framework of customs and informal institutions. Drawing on interdisciplinary perspectives such as anthropology, sociology, institutional economics, cultural studies, and educational theory, the analysis investigates the evolution, functions, and educational implications of customs, with a specific focus on their manifestations in classroom teaching. The analysis is structured into several thematic sections. First, it examines the academic foundations and theoretical explorations of customs across different disciplines, tracing their historical development and intellectual interpretations. This serves to contextualize the phenomenon of classroom teaching customs within the broader discourse on customs and informal institutions.

Second, it explores the intricate relationship between customs and formal institutions, emphasizing the mutual influence and complementarity between informal behavioral norms and institutionalized rules. Third, it analyzes the role of customs as informal institutions, highlighting their structural function in shaping social behavior and maintaining social order. Fourth, the analysis delves into the formation mechanism of customs, integrating insights from evolutionary game theory, habit formation, and cultural transmission to reveal the dynamic process through which customs emerge, stabilize, and evolve. Finally, it focuses on classroom teaching customs, interpreting their origin, cost-effectiveness, intangible nature, and manifestation in educational settings. Through this layered analysis, the study uncovers the multifaceted characteristics of classroom teaching customs as a unique form of educational practice rooted in informal behavioral patterns. These customs are not merely repetitive habits but are deeply embedded in cultural traditions, moral beliefs, and collective educational experiences. They function as internalized behavioral expectations that guide the actions of teachers and students in classroom contexts, shaping classroom order, teaching styles, and learning atmospheres. The findings provide a theoretical foundation for understanding the implicit mechanisms of classroom interaction and offer practical insights into optimizing teaching practices through the recognition and reinforcement of positive classroom teaching customs. By situating classroom teaching customs within a broader institutional and cultural framework, this analysis contributes to a deeper understanding of the hidden curriculum and the informal dimensions of educational life.

4.2 Data Analysis of the Qualitative Data

4.2.1 Research on Customs

The emergence and development of customs have a diachronic nature, and customs in different stages of development, disciplinary perspectives, and research fields have their own unique interpretations. Tracing these studies aims to seek a precise theoretical explanation for customs.

From a historical perspective, people have a considerable history of understanding customs. From the existing literature, although there are not many concentrated discussions and specialized works on customs by predecessors, there are still rich ideas about customs in the history of human thought, educational thought, and psychological thought. Although many discussions are scattered, interdisciplinary exploration precisely demonstrates the ubiquity of customs, to the point where their existence cannot be ignored. We roughly examine the discourse on customs from several dimensions such as anthropology, economics, sociology, and education, and present customs from different research perspectives.

Customs from an Anthropological Perspective

Anthropologists study customs from the perspective of thinking and behavioral tendencies, believing that they are an important manifestation of human development and evolution. In the 20th century, French anthropologist Levi Strauss put forward in *Wild Thinking* that custom is the result of human unconsciousness. Wild thinking and modern scientific thinking are both based on the requirements of order. They are thinking modes of parallel development, and there is no difference between high and low. Wild thinking has both "concreteness" and "wholeness", establishing a mental system through visual thinking and advancing understanding of the world. He opposes Levi Burrell's view that primitive thinking and modern thinking are historically opposed, believing that the difference between the two lies in the concrete objects and abstract forms of sensory knowledge.

Levi Bluer emphasized in "Primitive Thinking" the concept of "collective representation", which refers to a comprehensive set of thinking patterns, customs, and habits that are adapted to the

primitive socio-economic and organizational structure, and have full socialization and enormous constraints on collective members. Primitive thinking tends towards "mystery" and "primitive logic", while modern thinking tends towards "logic" and "concept". The two have different directions when searching for the causes of things. Primitive thinking does not avoid contradictions and follows the law of mutual infiltration, which can be called mystical thinking or primitive logical thinking.

Morgan divided the clan customs of the Iroquois into seven categories in his book "Ancient Society": collective labor, marriage and family, and handling of public affairs, indicating the importance of customs in the establishment and maintenance of social systems. Anthropologists consider customs as habits or conventions, believing that they are a manifestation of human law, and current law evolved from early customs. Customs are the oldest and most common source of law, regulating habitual behavior and imposing sanctions on deviations from it. It existed in primitive societies and had a significant impact and control over people's behavior. In class society, customs, morality, and law have consistency, and customs can become the raw material of morality and law, guided and constrained by morality and law. Customs have a historical and penetrative nature, existing and permeating in every aspect of people's lives for a long time, becoming codes of conduct and standards.

Customs from an Economic Perspective

Economists view customs as rules and institutions. In "Institutional Economics," Cummings defined institutions as "collective action controlling individual action," which encompasses unorganized customs, families, corporations, unions, federal banks, and states. He emphasized that institutions are the rules that ensure the overall good operation, and formal institutions such as laws are crucial for economic activities, while informal institutions such as customs and traditions can also affect economic operations. North further pointed out that institutions are the game rules of society, including formal rules (written law, common law, regulations) and informal rules (customs, codes of conduct, self-restraint norms), as well as their enforcement characteristics. He emphasized that informal institutions have a profound impact on human behavior, and people often adhere to these institutions based on subconscious psychological activities rather than rational thinking.

Economists distinguish between habits and customs: habits are repetitive behaviors of individuals in activities and social interactions, while customs are social rules evolved from numerous similar habits. After the formation of customs, they will have a self imposed regulatory effect on the behavior of groups or members of society, and gradually transform into social norms. Economists focus on the role of habits and customs in socio-economic activities, particularly their guiding function in the distribution of benefits. Individual habits may be formed and maintained driven by interests, and when these habits are widely followed, they become customs and may even evolve into laws and norms.

Customs from a Sociological Perspective

Sociological research on customs mainly focuses on the level of customs or institutions, as well as Bourdieu's theory of customs. Max Weber believed that habit is a behavioral pattern that arises based on the regularity of behavior in the absence of external coercion, while custom is a set of behavioral rules that have been established over a long period of time and are voluntarily followed based on social trust and assumptions. Cummings regards customary law as a method of creating law through adjudicating disputes, covering business and labor arbitration, rather than strictly speaking law. Tennis regards habit as an animalistic essential will, a phenomenon that integrates experience and feelings into the cycle of life, emphasizing the profound impact of habit on human spirit and behavior. Thompson regards habits as the "second essence" of human beings, believing that they originate from conventions and are widely recognized behavioral patterns formed by the people in

secular life. Bourdieu's habitus theory is the core of sociology, which originates from long-term practice, internalizes into consciousness, directs behavior, and is the mechanism for the generation of social behavior and lifestyle. Habits have ambiguity and spontaneity, following the logic of practice. Although not recognized by humans, they take effect before consciousness and language operate, surpassing the control of will. It is a product of history, ensuring the effective presence of experience and enabling actors to improvise in specific contexts.

Habits are closely linked to the field and capital. The field is a structured space organized around the type of capital, and actors need habits and capital investment fields. The connection between fields is established through habits, which operate within specific fields and capital systems. Bourdieu used this theory to analyze class phenomena, believing that classes are composed of individuals with similar habits, which control choices, guide social status, form class habits, lead to differences in lifestyle and taste, and stabilize class divisions. Bourdieu emphasized that as social actors, people's thoughts, spiritual activities, and social practices are closely connected to the subjective and objective world. The concept of habituation integrates multiple factors such as material and spiritual, subjective and objective, forming an inseparable overall structure.

Customs from the Perspectives of Cultural Studies and Folklore Studies

Customs originate from the folk and are the crystallization of folk wisdom. Research on them from the perspectives of cultural studies, folklore studies, and anthropology has yielded fruitful results. In "Primitive Culture", British anthropologist Taylor believes that culture is a complex including knowledge, belief, art, morality, law, custom, etc. Custom is an important part of culture and a special cultural phenomenon. Chinese philosopher Zhang Dainian divides culture into four levels: physical culture, institutional culture, behavioral culture, and psychological culture, with customs being one of the cultural elements. Feng Zengjun divides broad culture into material culture, institutional culture, and spiritual culture in his book "Anthropology of Education", and customs belong to the categories of social culture and spiritual culture.

Folklore studies provide an important perspective for understanding customs. Chinese folklorist Zhong Jingwen believes that folk customs are the cultural aspects of life created, enjoyed, and inherited by the general public. They are a patterned form of life that covers all aspects of daily activities. Wu Bing'an proposed that customs are folk customs passed down from generation to generation, and are social behavioral norms gradually formed and jointly observed by people in group life, manifested in common preferences, customs, taboos, and beliefs in production, marriage, funeral, festivals, and other aspects. Customs and habits are expressions of a nation's common culture and psychological qualities, and have the function of regulating behavior. Anthropologist Varana believes that folklore is a collective belief without dogma and a collective practice without theory. Wang Xiaoli proposed from the perspective of cultural anthropology that folk customs are the agreed upon rules of people's lives, characterized by coordination, lubrication, restraint, and elasticity. Miao Jing believes from the perspective of etiquette that folk customs are the customs formed by the temperament, hobbies, habits, etc. of the majority of people over a long period of development, depending on their value orientation and behavior patterns. Chinese scholar Zeng Changqiu believes that ethnic customs are the sum of long-standing trends, etiquette, and habits of a country or nation, reflecting traditional characteristics such as living habits, behavior patterns, ethical concepts, and psychological structures, and constituting the mainstream tendency of people's lives.

In summary, customs, as folk customs, are closely related to traditional culture and moral ethics. They are a collection of experience and wisdom in the long-term common life and social interaction of social groups, and are unwritten rules that are popular and recognized among the

people. They have an important impact on the behavioral norms, psychological habits, and thinking patterns of group members.

Customs from the Perspective of Education

The study of customs in education mainly focuses on the connotation and function of educational customs. Li Jiangyuan and Wei Jie believe that educational customs are a mode of educational life that the people inherit and learn from each other for generations, and have a certain degree of compulsion and authority. For example, the school's schedule and classroom discipline requirements are specific manifestations of educational customs. Starting from the formation mechanism of educational customs, Liu Yingchun believes that educational customs are accumulated and fixed in the educational community through the influence of external behavior, education, and individual efforts. For example, the school culture and academic atmosphere of some schools are formed through long-term educational activities and joint efforts of teachers and students, and these customs have a significant impact on the growth and development of students. Han Dalin defines educational customs as the fixed and standardized psychological and behavioral habits that most educators gradually form over a long period of time. For example, teachers' teaching methods and styles are often influenced by school educational customs, which to some extent regulate their teaching behavior.

4.2.1 Research on Customs and Institutions

The relationship between customs and institutions has always been a focus of scholars' attention. Economists believe that customs are key factors in socio-economic interactions, and the establishment of social and economic systems, as well as contract cooperation, are based on customs. Customs not only play an important role in shaping society, but also have a significant impact on the economic relationships within society. Customs, as an indispensable intermediate link in the institutionalization process, are crucial for individual actions. Evolutionary game theory scholars point out that in a stable equilibrium state of evolution, group members will not deviate from the strategy because deviation will reduce returns. This equilibrium gradually forms customs through imitation and expectation. Once formed, members of society will consciously abide by them, and over time, customs will become more stable, forming a "suction state" or "partial compliance effect". The evolution of institutions can be seen as a process from customs to written law. Chinese economist Weisen proposed that social order is a dynamic evolution process from habits to customs, and from customs to institutionalization. Customs are the intermediate hub for the formation of formal institutions. Institutions can be divided into formal and informal institutions, and customs are the general form of informal institutions. Institutional evolution analysis scholars define institutions as social customs, traditions, or behavioral norms, and develop institutional evolution theory within the framework of evolutionary game theory. Aoki Masahiko pointed out that informal institutions have a significant impact on institutional change and their role should not be underestimated. Zhang Jijiao believes that informal institutions are unwritten behavioral norms recognized by society, including customs, ethical norms, moral concepts, etc., and their extension is greater than customs. Hayek believed that institutions are the result of an evolutionary process, from customs to conventions and then to formal institutions. Customs are a spontaneous order of self implementation and informal constraints that are weaker than conventions. Customs and institutions coexist and influence each other, and the influence of customs on institutions is extensive and profound. The formation and development of institutions are closely related to human behavior, and are influenced by irrational factors such as knowledge structure, social customs, psychology, and behavioral habits. Evolutionary game theory scholars believe that institutions are the equilibrium state of a game, and even if the initial state is the same, society may be in different conventions and social structures, forming a "holistic diversification effect". Evolutionary scholars Menger and Hayek believe that

institutions emerge in the organic natural evolution of society and tradition, and their process of evolution is endless.

In summary, from the perspective of the relationship between customs and institutions, new institutionalism discusses at a broader institutional level, revealing the interdependent relationship between customs as an informal rule and formal institutions. The above research results have enabled researchers to gain a deeper understanding of the interrelationship between customs and institutions, laying the foundation for subsequent research.

4.2.3 Research on Customs and Informal Institutions

Customs, as an informal system of endogenous social evolution, form an implicit system of behavioral norms through cultural inheritance and collective identity. Its constraint mechanism mainly relies on the internal consciousness of social members rather than external coercion, forming a structural complementarity with formal institutions represented by law (Fei Xiaotong, 1998; Redfield, 1956). From the perspective of institutional economics, the theoretical construction of Veblen (1899) and Cummings reveals that the essence of market institutions is the systematic expression of customs, and trading behavior must be carried out based on existing customs frameworks.

From the perspective of institutional stratification theory, "big tradition" refers to the formal system dominated by the state, while "small tradition" represents the spontaneous customs system of the people (Redfield, 1956). The interaction between the two constitutes a two-way channel for institutional change: customs may be absorbed by formal institutions through long-term practice, and the effectiveness of formal institutions also needs to be rooted in the soil of customs. When there is a structural conflict between institutions and customs, it often leads to the phenomenon of institutional idleness (North, 1990). Therefore, the institutional function of customs is mainly reflected in three dimensions: firstly, it plays a supplementary regulatory role in areas not covered by formal institutions; Secondly, providing a cultural cognitive foundation for institutional innovation; Thirdly, reducing social transaction costs by shaping shared behavioral expectations. The coupling of this self-organizing normative system with mandatory formal institutions constitutes a dual stability mechanism for social order. The mechanism of its action is that customs form psychological contracts through the internalization of values, while laws establish explicit contracts through external coercion, forming a gradient connection between the two at the normative level.

Research on contemporary institutional evolution shows customs and institutions influence and complement each other. Customs have implicit influence on behavior through internal forces and socio-cultural influences, while institutions ensure social order through clear enforcement mechanisms and coercive power. Customs provide a cultural foundation for the establishment of formal institutions, while also playing an important role in areas not covered by formal institutions. This "two-way influence" enables customs and institutions to jointly maintain social order stability and promote social development and progress.

4.2.4 Customs Formation and Related Research

The formation of customs is a complex process, influenced by various factors such as social environment, historical conditions, individual habits, and group interactions. In early human society, primitive taboos were an important source of customs, stemming from reverence for nature and survival needs, gradually evolving into social customs through primitive rituals and communal living. With the birth of modern states, formal and informal institutions have also emerged. Montesquieu

believed that customs are naturally formed and influenced by factors such as environment, climate, and customs. He also proposed the view that climate determines customs, and customs determine institutional forms. Hong Mingyong and Shi Guoqing proposed four evolutionary mechanisms of the custom meta system from the perspective of evolutionary economics: genetic mechanism, mutation mechanism, selection mechanism, and adaptive learning mechanism, providing new ideas for explaining the mechanism of custom formation.

Although most researchers believe that customs are naturally formed, there are differences in the specific views on their formation process. Some scholars have proposed the theory of "accumulated customs", which holds that individual habits are inherited and repeatedly accumulated within a group, forming group customs. Cummings believed that customs are "the similarities of many personal habits," while Tennis emphasized that the formation of customs requires processes such as repeated actions and the establishment of behavioral rules. Scholars such as Weber, Cooley, and child stars have also supported this argument from different perspectives. From the perspectives of cultural studies and folklore, customs are regarded as the inheritance and continuation of national culture and the intergenerational transmission of traditional folk customs and habits. However, this viewpoint does not provide a clear theoretical explanation for the formation process of customs.

Since the 1980s, evolutionary game theory has provided a new perspective for explaining the formation of customs. Cummings pointed out that the evolution of customs is similar to the evolution of species, and is the sum of the constant changes in civilization. Sumner believed that social evolution begins with individual activities, gradually forming social customs, and ultimately developing into mature and complete systems. The basic driving force behind the emergence of customs comes from social life needs and principles of interests. Researchers in evolutionary game theory further explore the mechanism of custom evolution and selection, defining it as the regularity recognized by the majority of members of society or community, forming a common coordinated equilibrium. Robert Sargent, Peyton Young, and others emphasize the spontaneous evolutionary nature of customs, believing that customs are the equilibrium point of stable evolutionary strategies, and once established, they will self sustain. Ke Wugang and Shi Manfei proposed that informal institutions include habits, internalized rules, and customs, and violating these rules will result in informal punishment from others in the group. From the perspective of game theory, Masahiko Aoki understands institutions as game rules, which are self-sustaining systems of shared ideas that are generated through interaction and can be self implemented. Wang Dingding, Wei Sen, and Yao Yang believe that customs are a game equilibrium formed by individuals in social interactions. Through the process of trial and error learning, they choose and exclude different rules, ultimately forming a certain habitual practice. Hayek regarded customs as a "spontaneous social order" formed through repeated interactions among people, and its orderliness is an unintended consequence of human behavior. The maintenance of customs is also spontaneous, creating self imposed constraints on the behavior of group members. Weisen further decomposes the formation of social order into a dynamic logical evolution process from habits to customs, from customs to customs, and from customs to institutions. Personal habits are the logical starting point for the self formation, evolution, and change of social order.

In summary, the formation of customs is a complex process involving multiple factors and levels, influenced by social environment and historical conditions, as well as closely related to the accumulation of individual habits and group interactions. From the evolution of primitive taboos to the formation of modern state systems, from the accumulation of individual habits to the formation of group customs, the emergence and development of customs is a dynamic and spontaneous process, revealing the regularity of human social behavior and providing an important theoretical basis for understanding the formation and evolution of social order.

4.2.5 Research on Classroom Teaching Customs

The Generation Path of Classroom Teaching Customs

Classroom teaching customs are an educational lifestyle that has been passed down and learned by the people from generation to generation in educational life, with a certain degree of compulsion and authority. Its generation path directly originates from educational life, is the result of unconscious human educational behavior accumulation, and is passed down through learning and imitation, becoming the heritage of the entire educational culture. Hayek pointed out in "The Principles of Free Order" that teaching customs are a self-generated and spontaneous path configuration, and people follow these behavioral patterns not out of command or coercion, but through firmly established habits and traditions. The universal adherence to these conventions is a necessary condition for the orderly operation of society. Hayek emphasized that morality and tradition, rather than reason and rationality, lead humanity away from barbarism. People generate order through social games, that is, customs, and then maintain the order of customs to become informal constraints and conventions, forming a spontaneous social order.

Game theory institutional economists Schott, Sargent, and philosopher Lewis argue that customs are self-imposed spontaneous orders that are not enforced by a third party. The constraint of customs is mainly achieved through self-moral restraint and retaliation from parties whose interests have been damaged. The implementation of teaching customs relies on internal psychological constraints rather than external coercive mechanisms. Shi Zhongying pointed out that teaching customs play a role in educational life through simple beliefs and moral pressure. Although teaching customs have a certain degree of compulsion and authority, this compulsion is based on the voluntary compliance of actors rather than external coercion.

The Implementation Cost of Classroom Teaching Customs

The implementation of classroom teaching customs relies on people's voluntary participation and does not require the establishment of specialized educational organizations or the hiring of special personnel to supervise and execute, therefore its implementation cost is extremely low. Teaching customs are human self-regulation, and their constraint stems from human self-restraint, with the core being self-regulation through conscience, belief, emotion, and will. Teaching customs have a powerful moral education function, subtly influencing individuals and becoming a pivot for them to make choices and take actions. Radbruch pointed out that customs play a role in education, explaining morality in the form of customs and making virtues an inherent disposition. Teaching customs permeate into educational life and become the way of educational life itself. People act according to teaching customs, as if out of instinct. Tengnis believes that customs are the animal will of a community, which becomes natural behavior through practical practice, transmission, and inheritance.

The Manifestations of Classroom Teaching Customs

Classroom teaching customs are intangible and generally do not have formal written or written forms, nor do they require formal organizational structures to implement. It directly arises and exists in daily educational life and social activities, transmitted to each other through proverbs, stories, poetry, rituals, symbols, habits, and jokes, and passed down from generation to generation. This intangible expression allows teaching customs to permeate into all aspects of educational life and play an important role.

Therefore, the generation path, implementation cost, knowledge expression and transmission methods, and forms of expression of classroom teaching customs together constitute the unique characteristics of classroom teaching customs. As a spontaneous social order, it influences people's

educational behavior through internal psychological constraints and moral education functions. Its implementation cost is low, knowledge expression is complex and difficult to express clearly, and its manifestation is intangible but widely permeated in educational life. These characteristics make teaching customs play an important role and value in educational practice.

4.3 Summary of the Results

The analysis of qualitative data reveals that customs, as an essential component of informal institutions, are deeply embedded in social, cultural, and educational contexts, playing a pivotal role in shaping collective behavior and guiding individual actions. From an interdisciplinary perspective, customs are shown to be dynamic constructs formed through the accumulation of individual habits, collective learning, and long-term social interactions. They operate through internalized norms rather than external enforcement, influencing behavior through moral expectations, shared beliefs, and cognitive frameworks. The study highlights that customs and formal institutions maintain a reciprocal relationship, where customs provide the cultural soil for institutional development, while institutions, in turn, formalize and regulate the functions of customs. In the context of education, particularly within classroom settings, teaching customs emerge as stable, habitual patterns of interaction and behavior shared by teachers and students. These customs are formed through repeated educational practices and are sustained by psychological, moral, and cultural mechanisms. Classroom teaching customs exhibit both explicit and implicit characteristics, ranging from observable practices like seating arrangements and teaching rituals to internalized beliefs, attitudes, and pedagogical values. The study finds that such customs are low-cost, spontaneously maintained, and have strong normative and educational functions, contributing to classroom order, student engagement, and teaching effectiveness. In sum, the results confirm that classroom teaching customs are not merely passive traditions but are active, evolving forms of informal institutional practice that significantly shape educational outcomes and experiences.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

This study explores the concept of classroom teaching customs, delving into its theoretical connotations and practical manifestations. The research finds that classroom teaching customs refer to the stable, habitual, and consistent teaching behaviors and collective tendencies formed over time through continuous interaction between teachers and students. These customs function as an implicit code of conduct that influences classroom dynamics and teaching effectiveness in both visible and invisible ways. At the explicit level, classroom teaching customs are embodied in tangible aspects such as classroom layout, seating arrangements, use of teaching materials, behavioral habits, and institutionalized rituals. These elements shape the teaching environment, guide teacher-student interaction, and affect students' academic engagement and classroom discipline. At the implicit level, teaching customs reflect deeper psychological and cultural elements, including teachers' emotional dispositions, pedagogical beliefs, and role identities. These implicit customs shape instructional choices and teaching strategies, influencing students' learning motivation and classroom atmosphere. In summary, classroom teaching customs are a multifaceted educational phenomenon that intertwines external behaviors with internal beliefs. Their dual-layered nature forms a coherent framework of behavioral norms in classroom settings, significantly impacting teaching practices and educational outcomes.

5.2 Discussion

The findings highlight the interactive relationship between customs and formal institutions. Customs, as informal norms, provide cultural legitimacy and behavioral guidance where formal systems may be limited or rigid. The adaptability and deep-rooted nature of customs enable them to complement, support, or sometimes challenge institutional reform. Formal education policies can only be effectively implemented if they resonate with or appropriately adjust classroom-level customs. The mechanism behind the formation of teaching customs is shown to be multi-dimensional. It involves individual repetition, group imitation, cultural tradition, cognitive internalization, and social reinforcement. Theoretical insights from evolutionary game theory and cognitive institutionalism demonstrate how customs emerge and stabilize through trial-and-error learning, shared cognition, and adaptive behavior. Furthermore, the discussion confirms that classroom teaching customs carry significant educational value. They offer normative guidance, foster teacher-student relationships, maintain classroom order, and subtly instill moral values. However, these same customs can become resistant to change, potentially hindering pedagogical innovation or institutional reform when cultural inertia sets in. Therefore, it is important to balance the preservation of beneficial customs with the need for responsive change in educational practices.

5.3 Recommendation

Based on the study's findings and discussion, the following recommendations are proposed:

- 1) Integrate Informal and Formal Systems: Policymakers and educators should consider the embedded customs of classroom practice when designing and implementing educational reforms. Reform efforts that disregard entrenched teaching customs are likely to encounter resistance or fail to achieve intended outcomes.
- 2) Promote Reflective Teaching Practice: Teacher training programs should include modules on reflective practice, encouraging educators to critically examine their own implicit teaching customs and assess their impact on student learning. This could help align personal habits with broader pedagogical goals.
- 3) Encourage Cross-Cultural and Interdisciplinary Research: Future research should explore classroom teaching customs across different cultural and institutional contexts. Incorporating insights from sociology, psychology, and anthropology will enrich our understanding of how customs form, evolve, and interact with educational systems.
- 4) Emphasize the Dynamics of Teaching Customs: Educational researchers should not treat customs as static traditions. Longitudinal studies and classroom observations can help track the dynamic evolution of teaching customs, especially in response to technological advancement, blended learning, or policy shifts.
- 5) Strengthen Empirical Research: More quantitative and experimental studies are needed to evaluate the actual impact of teaching customs on learning outcomes, student motivation, and teacher performance. Tools like classroom behavior coding, surveys, and statistical modeling can provide robust empirical evidence.
- 6) Translate Research into Policy and Practice: Finally, research on teaching customs should inform practical interventions. Findings should be communicated to school leaders, policymakers,

and curriculum developers, helping bridge the gap between theoretical insights and practical classroom improvement.

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An Empirical Analysis of Job Satisfaction of Young Teachers in Private Colleges and Universities in China

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IJMBE International Journal of *Special Issue*
Management, Business, and Economics

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Abstract

In recent years, private universities in China have become a significant component of the higher education system, with young teachers playing an increasingly vital role in institutional development. However, the growing issue of faculty turnover has raised concerns about job satisfaction and teacher retention, particularly in rapidly expanding institutions like H Private University. This study aims to comprehensively explore the job satisfaction of young teachers in H Private University by employing a mixed-methods approach, combining questionnaire-based quantitative analysis with qualitative interviews. A total of 268 young faculty members participated in the survey, covering six dimensions of job satisfaction: the work itself, salary and benefits, work environment, leadership and management, interpersonal relationships, and career development. Results indicate that overall job satisfaction is moderate (mean score: 3.20/5), with relatively high satisfaction in interpersonal relationships but notably low satisfaction in salary, benefits, and career development opportunities. Interview findings further highlight mismatches between career expectations and actual work conditions, limited promotion channels, insufficient institutional support, and low societal recognition of private universities as key concerns affecting teacher morale. The study identifies multiple influencing factors at the personal, institutional, and societal levels. At the institutional level, ineffective communication, rigid management styles, and weak incentive systems significantly impact satisfaction and retention. In response, this research proposes a series of improvement strategies, including optimizing salary structures, enhancing communication channels, strengthening professional development support, and improving the university's public image. These strategies aim to enhance job satisfaction, reduce turnover, and improve the overall quality of education. This research fills a critical gap by focusing on private universities, offering actionable recommendations for institutional leaders and contributing valuable insights to the broader discourse on faculty well-being in the evolving landscape of Chinese higher education.

Keywords: Job Satisfaction, Young Teachers, Private Universities, Teacher Retention, Higher Education Management

1. Introduction

1.1 Background and Importance of the Problem

In recent years, private universities have rapidly developed and become an important force in China's higher education landscape. Taking H Private University as an example, its institutional scale continues to expand, and the proportion of young faculty members is steadily rising. These young teachers have become the core force in teaching and research activities. However, data from the university's personnel department reveal a concerning trend: the turnover rates of young teachers over the past three years were 12%, 15%, and 14%, respectively. This relatively high level of turnover reflects a lack of stability in the young teacher workforce, which poses a serious challenge to sustainable institutional development.

Job satisfaction is widely recognized as a key factor influencing teachers' willingness to remain in their positions, their teaching performance, and overall institutional loyalty. Previous studies have confirmed that enhancing job satisfaction significantly reduces turnover intentions. Factors such as emotional exhaustion, burnout, and lack of achievement negatively correlate with job satisfaction and positively correlate with the desire to resign. Similarly, work conditions, salary, academic environment, interpersonal relationships, and institutional reputation all play critical roles in shaping faculty satisfaction. High levels of satisfaction also translate into stronger teaching motivation and better educational outcomes. Therefore, examining and improving young teachers' job satisfaction at H Private University is essential not only for stabilizing the faculty but also for improving teaching quality and institutional competitiveness.

1.2 Research Question

Despite the importance of the topic, current research on university teachers' job satisfaction in China focuses mainly on public universities. Private universities, especially those with specialized orientations and rapid development models, remain underexplored. Furthermore, international studies have identified several influencing factors such as institutional support, emotional intelligence, social environment, work pressure, and career advancement opportunities, but these are rarely localized or adapted to the specific realities of Chinese private institutions. In light of these gaps, this study seeks to answer the following research questions:

- 1) What is the current level of job satisfaction among young teachers in H Private University?
- 2) What are the key factors influencing their job satisfaction?
- 3) How do institutional practices and environmental characteristics affect young teachers' satisfaction and retention intentions?
- 4) What improvement strategies can be developed to enhance job satisfaction and reduce turnover?

1.3 Research Objective

This study aims to comprehensively investigate the job satisfaction of young teachers at H Private University, using both quantitative and qualitative methods. The specific objectives are:

1) To assess the overall job satisfaction of young faculty through survey data and identify their performance across multiple dimensions (e.g., salary, workload, support, professional development).

2) To explore in-depth the personal experiences and needs of young teachers through interviews, capturing their perceptions and expectations regarding their work environment.

3) To analyze actual institutional practices, such as infrastructure development and teacher training, and evaluate their effectiveness in improving satisfaction.

4) To identify the core influencing factors of job satisfaction based on the unique characteristics of H University and its alignment with the media industry.

5) To propose targeted, practical improvement strategies that address both institutional management and policy-making, thereby contributing to faculty stability and institutional development.

By focusing on a specific private university context, this study fills a research gap and offers actionable insights for improving management practices and enhancing teacher well-being in similar institutions.

2. Literature Review

2.1 Related Concepts and Theories

Based on an extensive literature review, this study defines the following key concepts:

1) **Private Undergraduate Universities:** These are full-time ordinary higher education institutions established by individuals or social organizations using non-governmental funding. They operate independently of direct state financial support, enroll students from the broader society, and provide non-profit undergraduate degree education. The H University examined in this study is a typical example of such an institution.

2) **Young Teachers:** This study defines young teachers as full-time faculty members under the age of 40 who are actively engaged in teaching and research work within H Private University.

3) **Job Satisfaction:** Refers to an individual's overall evaluation and emotional response to their work. It encompasses satisfaction with job content, work environment, salary and benefits, interpersonal relationships, and career development opportunities.

This study is grounded in three classical theories that help explain the factors influencing job satisfaction:

1) **Maslow's Hierarchy of Needs Theory:** Proposes five levels of human needs, physiological, safety, social, esteem, and self-actualization, which must be met progressively. In the context of university teaching, salary meets basic and safety needs; collegial relationships meet social needs; and professional recognition and development address esteem and self-actualization.

2) Two-Factor Theory (Herzberg): Divides workplace factors into hygiene factors (e.g., salary, working conditions) which prevent dissatisfaction, and motivators (e.g., achievement, growth opportunities) which promote satisfaction. Both are essential in assessing job satisfaction.

3) Equity Theory: Suggests that individuals compare their input-to-output ratio with that of others to evaluate fairness. Perceived inequality negatively affects job satisfaction and motivation.

2.2 Literature Surveys

Several empirical studies reinforce the relevance of these theories in higher education settings:

2.2.1 Maslow and Two-Factor Theory Applications

Wu Bentao (2022) found that teachers showed high dissatisfaction with salary and benefits, significantly influencing turnover intentions. These findings align with Maslow's lower-tier needs and Herzberg's hygiene factors.

2.2.2 Two-Factor Model on Private University Teachers

Ba Qinghui (2021) developed a model based on Herzberg's theory to explain how job satisfaction mediates the relationship between management practices, salary, promotion opportunities, and turnover intention among private university faculty.

2.2.3 Equity Theory in Practice

Lan Xianlan (2020) discovered that a significant portion of teachers at private institutions perceived the evaluation and assessment systems as unfair, negatively impacting their enthusiasm and job satisfaction.

These studies collectively confirm that job satisfaction is influenced by a combination of material conditions, perceived fairness, interpersonal environment, and motivational opportunities.

2.3 Conceptual Framework

Based on the above theories and literature, this study constructs a conceptual framework to analyze young teachers' job satisfaction at H Private University. The framework includes the following components:

1) Independent Variables: Salary and benefits, working conditions, management systems, interpersonal relationships, career development, fairness perception.

2) Mediating Variable: Job satisfaction.

3) Dependent Variable: Turnover intention and teaching motivation.

This framework highlights the multidimensional nature of job satisfaction and its mediating role between organizational inputs and teacher behavior outcomes.

2.4 Research Hypothesis

Drawing from the theoretical and empirical foundation, this study proposes the following hypotheses:

H1: Salary and benefits have a significant positive effect on young teachers' job satisfaction.

H2: Positive working conditions and supportive management systems are positively correlated with job satisfaction.

H3: Opportunities for career development significantly enhance job satisfaction.

H4: A higher level of perceived fairness in evaluation and promotion systems is positively associated with job satisfaction.

H5: Job satisfaction mediates the relationship between institutional factors (e.g., salary, fairness, career growth) and turnover intention.

These hypotheses serve as a basis for empirical testing in the subsequent sections of this research.

3. Research Methodology

3.1 Research Design

This study employs a mixed-methods research design that integrates both quantitative and qualitative approaches. The quantitative component involves the use of a structured questionnaire to assess young teachers' job satisfaction across several dimensions, while the qualitative component includes semi-structured interviews to gain deeper insights into the subjective experiences and contextual factors influencing job satisfaction. This comprehensive design allows for triangulation of data, enhancing the validity of the findings and providing a holistic understanding of the issues faced by young teachers at H Private University.

3.2 Population and Sample

The study population consists of young teachers under the age of 40 working full-time in various colleges and academic departments of H Private University. To ensure representativeness and accuracy, a stratified random sampling method was used. First, the university's departments were treated as strata. Within each stratum, a random selection of young teachers was conducted, resulting in a total of 300 distributed questionnaires. Of these, 268 valid responses were collected, yielding an effective response rate of 89.3%. This approach ensured that the sample reflected the diversity of academic disciplines and teaching roles within the university.

3.3 Research Instruments

Two primary instruments were used in this study: a questionnaire and an interview outline. The questionnaire was developed based on validated job satisfaction scales from existing literature, adapted to the specific conditions of H Private University. It consists of 30 items grouped into six dimensions: the nature of the work itself, salary and benefits, work environment, leadership and

management, interpersonal relationships, and career development. Each item was rated on a 5-point Likert scale, ranging from 1 ("very dissatisfied") to 5 ("very satisfied"). Additionally, an interview outline was designed to explore in greater depth themes such as professional development, leadership support, collaboration among colleagues, and teaching and research pressures. This qualitative instrument enabled a richer understanding of the challenges and motivators influencing job satisfaction.

3.4 Data Collection

Data collection was conducted in two phases. The first phase involved the distribution of printed and online questionnaires to the selected participants across departments. Teachers completed the questionnaires anonymously to encourage honest responses. In the second phase, 30 representative young teachers were invited to participate in semi-structured interviews. These interviews were conducted face-to-face or via video calls, recorded with participant consent, and later transcribed for thematic analysis. The combination of survey and interview data provided a robust foundation for analyzing both general trends and individual experiences.

3.5 Statistics Used for Data Analysis

The collected quantitative data were analyzed using statistical software such as SPSS. Descriptive statistics (mean, standard deviation, and frequency distribution) were used to summarize the overall level of job satisfaction and its distribution across different dimensions. Inferential statistics, including t-tests and ANOVA, were applied to examine differences in job satisfaction based on demographic variables such as gender, academic rank, and teaching experience. Correlation and regression analyses were also used to identify significant predictors of job satisfaction. For the qualitative data, thematic analysis was conducted to identify recurring patterns, concerns, and recommendations expressed by the interviewees, further enriching the interpretation of the quantitative results.

4. Data Analysis and Findings

4.1 Introduction

This chapter presents the data analysis and key findings of the study on the job satisfaction of young teachers in H private universities. Utilizing a combination of quantitative and qualitative methods, the research collected data through structured questionnaires and semi-structured interviews. The questionnaire focused on six core dimensions of job satisfaction: the work itself, salary and benefits, work environment, leadership and management, interpersonal relationships, and career development. A total of 268 valid responses were obtained, and descriptive statistics were used to analyze patterns and trends across demographic variables and satisfaction dimensions. Additionally, interviews were conducted to gain deeper insights into the challenges and expectations of young teachers, complementing the survey findings and offering a more nuanced understanding of underlying issues. The data analysis is structured into two main sections. The first examines the overall level of job satisfaction and explores satisfaction across various dimensions, while also describing the demographic characteristics of the respondents. The second section identifies and discusses the key influencing factors, individual, institutional, and social, that shape the job satisfaction of young faculty members. Through this dual approach, the study aims to uncover both the statistical trends and the contextual realities that impact the professional experience of young

teachers in private universities. The results provide a foundation for developing targeted strategies to enhance job satisfaction and strengthen teacher retention in the private higher education sector.

4.2 Data Analysis of the Quantitative Data

4.2.1 Survey Results on Job Satisfaction of Young Teachers in Private Colleges and Universities

Sample Basic Information Statistics

Through statistical analysis of the gender, age, education, teaching experience, and professional title distribution data of 268 young teachers (see Table 1 for details), the main characteristics of the group of young teachers in H private universities have been comprehensively summarized.

Table 1 Basic Information of Young Teachers (N=268)

Name	Option	Frequent and Continuous	Percentage (%)	Cumulative Percentage (%)
Gender	Male	120	44.78	44.78
	Female	148	55.22	100.00
Age	25-30 Years Old	105	39.18	39.18
	31-35 Years Old	98	36.57	75.75
	36-40 Years Old	65	24.25	100.00
Length of teaching	1-3 Years	88	32.84	32.84
	4-6 Years	92	34.33	67.17
	7-10 Years	60	22.39	89.56
	Over 10 Years	28	10.45	100.00
Educational Background	Postgraduate	220	82.09	82.09
	PhD Student	48	17.91	100.00
Title	Teaching Assistant	110	41.04	41.04
	Lecturer	120	44.78	85.82
	Associate Professor	38	14.18	100.00
Amount to		268	100.0	100.0

1) Gender Distribution

The data shows that male teachers account for 44.78% and female teachers account for 55.22%, with a slightly higher proportion of females than males. This gender ratio is in line with the common characteristic of a high proportion of women in the education industry. The higher proportion of female teachers may have a certain impact on school management style and teaching culture, and it is necessary to further explore the potential impact of gender factors on job satisfaction.

2) Age Distribution

The group of young teachers is concentrated in the age range of 25-35, accounting for 75.75%. This age distribution shows a significant trend of youthfulness among young teachers in H private universities, indicating that most teachers are in the beginning or growth stage of their careers. Teachers at this stage often face dual pressures of career development and family life, and have a high demand for school development support and resource security.

3) Educational Background Distribution

According to the survey, 82.09% of teachers have a master's degree, while 17.91% have a doctoral degree. This educational structure reflects the challenges that private universities still face in attracting doctoral degree talents, which may be related to insufficient salary, academic resources, and career development space. How to increase the proportion of PhDs and optimize the educational structure of faculty is a key task in promoting the development of the teaching staff.

4) Distribution of Teaching Experience

The proportion of teachers with 1-3 years of teaching experience is 32.84%, and the proportion of teachers with 4-6 years is 34.33%, totaling 67.17%, indicating that young teachers are mainly of low teaching experience. The proportion of teachers with 7-10 years of teaching experience is 22.39%, while only 10.45% have more than 10 years of teaching experience. This distribution reflects the high mobility and low stability of the teaching staff. The characteristics of low teaching experience indicate that it is particularly important for young teachers to adapt to the work environment and receive school support, especially in the early stages of their careers.

5) Distribution of Professional Titles

Teaching assistants and lecturers account for 41.04% and 44.78% respectively, totaling 85.82%, indicating that young teachers are mostly in the early stage of professional title development. Associate professors only account for 14.18%, reflecting the significant pressure on young teachers in terms of professional title promotion. This phenomenon may be related to the school's professional title evaluation mechanism, research support, and personal career planning, and is worth further research.

Overall, the group of young teachers in H private universities has the following characteristics: a slightly higher proportion of women, concentrated in the age range of 25-35 years old, mainly holding master's degrees, with shorter teaching experience and higher mobility, and professional titles mostly concentrated in the primary stage. These characteristics indicate that the young teacher community is generally in the early or middle stages of career development, facing multiple challenges in terms of growth and stability.

Overall Situation of Job Satisfaction and Analysis of Satisfaction in Various Dimensions

Based on the statistical analysis of the questionnaire data in Table 2, the overall average job satisfaction of young teachers in H private universities is 3.20 ± 0.55 points (out of 5 points), indicating that job satisfaction is at a moderate level. This result indicates that teachers' overall perception of their work has neither reached a high level of satisfaction nor shown strong dissatisfaction, but there is still significant room for improvement.

Table 2 Overall Job Satisfaction and Overview of Various Dimensions (N=268)

Name	Score (Mean \pm SD)
Overall Satisfaction	3.20 \pm 0.55
The Work Itself	3.30 \pm 0.60
Salary and Benefits	2.80 \pm 0.50
Work Environment	3.10 \pm 0.58
Leadership and Management	3.20 \pm 0.56
Interpersonal Relationship	3.40 \pm 0.52
Career Development	3.00 \pm 0.54

1) Job Satisfaction

On the dimension of work itself, the average score is 3.30 ± 0.60 points. In terms of teaching task allocation, 35% of teachers reported that the teaching tasks were too heavy, with an average score of only 3.00 ± 0.65 points. This not only hinders the improvement of teaching quality, but also puts pressure on career development. For the curriculum design, 40% of teachers believe that some course content is outdated and disconnected from actual needs, with an average score of 3.10 ± 0.62 points. In terms of work autonomy, although 60% of teachers believe that they have a certain degree of autonomy in teaching methods and content selection, there are still many limitations, with an average score of 3.50 ± 0.58 points. For example, a journalism teacher mentioned that due to strict regulations in the curriculum, the implementation of innovative teaching methods is greatly constrained, making it difficult to fully unleash teaching creativity.

2) Satisfaction with Salary and Benefits

The average score for the salary and benefits dimension is 2.80 ± 0.50 points, which is the lowest among all dimensions. In terms of salary income, up to 70% of teachers believe that their salary level is lower than that of teachers in public universities in the same industry, with an average score of only 2.50 ± 0.55 points. In terms of welfare benefits, only 20% of teachers are satisfied with housing subsidies and catering subsidies, with an average score of 2.60 ± 0.53 points. In terms of performance rewards, due to the lack of transparency in the reward mechanism, many teachers believe that their work results have not been fully recognized, with an average score of 2.70 ± 0.52 points. Further comparison of data from universities at the same level reveals that the average annual salary of young teachers in H private universities is about 30000 to 50000 yuan lower than that in public universities.

3) Work Environment Satisfaction

The average score for the work environment dimension is 3.10 ± 0.58 points. In terms of natural environment, 80% of teachers expressed satisfaction with the campus environment, with an average score of 3.60 ± 0.48 points. However, in terms of teaching facilities, due to outdated and outdated experimental equipment, 50% of teachers believe that this issue has affected teaching and research work, with an average score of 3.00 ± 0.60 points. In terms of academic atmosphere, although the school frequently holds academic lectures, the participation of teachers is low and academic exchanges are not active enough, with an average score of 3.00 ± 0.57 points. For example, a teacher specializing in radio and television directing mentioned that experimental teaching is limited by aging equipment, resulting in teaching effectiveness that cannot meet expectations.

4) Leadership and Management Satisfaction

The average score for leadership and management dimensions is 3.20 ± 0.56 points. In terms of leadership decision-making, 45% of teachers believe that the lack of effective teacher participation in the decision-making process affects the rationality of the decision, with an average score of 3.10 ± 0.55 points. In terms of management style, most teachers believe that leadership management is relatively strict, but there are still shortcomings in humanized care, with an average score of 3.20 ± 0.54 points. In terms of communication mechanism, although the school has established multiple communication channels, there are problems with the timeliness and efficiency of information transmission, with an average score of 3.10 ± 0.53 points. For example, in a teaching reform, many suggestions put forward by teachers were not fully adopted, resulting in resistance to the implementation of the reform plan.

5) Satisfaction with Interpersonal Relationships

The average score for the interpersonal relationship dimension is 3.40 ± 0.52 points, which is relatively high. In terms of colleague relationships, 85% of teachers reported getting along well and being able to support each other in teaching and research work, with an average score of 3.60 ± 0.45 points. In terms of leadership relationships, 60% of teachers believe that their leaders have provided some guidance and support, but some teachers feel a sense of distance from their leaders, with an average score of 3.30 ± 0.50 points. In terms of teacher-student relationships, 90% of teachers reported good relationships with students and active teaching interactions, with an average score of 3.70 ± 0.42 points. For example, in a course design project, teachers and students worked closely together and achieved good teaching results, further enhancing the emotional connection between teachers and students.

6) Career Development Satisfaction

The average score for career development dimension is 3.00 ± 0.54 points. In terms of training and further education opportunities, only 30% of teachers believe that the training content meets their personal development needs and the form is single, with an average score of 2.80 ± 0.52 points. In the system of professional title promotion, due to the excessive emphasis on scientific research achievements in the evaluation criteria, many excellent teachers in teaching face difficulties in professional title promotion, with an average score of 2.90 ± 0.53 points. In terms of career planning guidance, schools lack systematic support, leading to many teachers feeling confused about their career development direction, with an average score of 2.90 ± 0.51 points. For example, a teacher with rich teaching experience has been repeatedly hindered from promotion due to limited research achievements, which directly affects their work enthusiasm.

Overall, there is significant room for improvement in the job satisfaction of young teachers in H private universities. The job itself, autonomy, and satisfaction with interpersonal relationships are relatively high, while the satisfaction with salary and career development is low. These data reveal the main challenges faced by young teachers in their work and career development, providing important references for optimizing management.

4.2.2 *The Influencing Factors of Job Satisfaction among Young Teachers in Private Universities*

Individual Factors

1) Gap between Career Expectations and Reality

A survey shows that over 70% of young teachers have high expectations for their career development before joining, hoping to achieve significant achievements in teaching and research, while also receiving excellent career development opportunities and salaries. However, after joining the company, I found that the teaching workload was heavy, with an average of 12 to 16 classes per

week, which severely compressed the time and energy invested in scientific research. In addition, the school has insufficient research resources, such as research funding and experimental equipment, which cannot fully support the research needs of teachers, resulting in many difficulties in project application and achievement publication. The significant gap between the reality of this profession and the expectations when entering the workplace directly affects the job satisfaction of young teachers.

2) Unclear Career Planning

About 40% of young teachers express confusion about their career development direction. For example, in H private universities, some teachers hope to deepen their development in the teaching field, but are concerned that insufficient scientific research results may affect the evaluation of professional titles; Some teachers are hesitant about whether to undertake administrative work, leading to a wavering career development path. The ambiguity of this career planning results in some teachers lacking clear goals and motivation in their work, which has a negative impact on overall job satisfaction.

School Factors

1) Defects in the Salary and Benefits System

As mentioned earlier, 70% of teachers believe that their salary level is lower than that of teachers in public universities in the same industry, and their welfare benefits are relatively limited. The salary structure of the school is single, with a relatively high proportion of basic salary, while the incentive effect of performance-based salary is weak. In terms of welfare, apart from basic social insurance, policies such as housing and children's education subsidies are clearly lagging behind public universities. A young teacher said that due to the high cost of housing, the subsidies provided by the school are difficult to meet the demand, which to some extent increases the pressure of life and weakens work enthusiasm.

2) Imperfect Management and Communication Mechanism

About 45% of teachers believe that schools lack effective teacher participation in the decision-making process. For example, when formulating teaching evaluation plans, some teachers have put forward suggestions on the rationality of evaluation indicators, but they have not been fully adopted. In addition, although the school has multiple communication channels, there are still delays and distortions in information transmission, and the efficiency of cross departmental coordination is not high, which affects the smooth progress of work and teacher satisfaction.

3) Insufficient Career Development Support

The training activities organized by the school every year are mostly lecture style, lacking practical operations and interactive communication closely related to actual needs. In addition, the evaluation criteria for professional titles place too much emphasis on scientific research achievements and do not pay enough attention to teaching quality and practical achievements. For example, a teacher who has achieved good teaching results and is deeply loved by students failed to pass the professional title evaluation due to not meeting the required number of published papers. This situation not only affects their confidence in career development, but also weakens job satisfaction to a certain extent.

Social Factors

1) Low Social Recognition of Private Universities

The recognition of private universities by society is generally not high, which also affects the professional identity and sense of honor of young teachers in H private universities. In academic exchanges and other occasions, some public university teachers have a skeptical attitude towards the

academic level of private university teachers. For example, during an academic event, a young teacher mentioned encountering prejudice from peers. This external disapproval has led to a lack of professional confidence among some teachers, which in turn affects their job satisfaction.

2) Industry Competition Pressure is High

The competition in the media industry is fierce, and technology updates rapidly. Young teachers in H private universities need to continuously learn new knowledge and skills to meet the requirements of teaching and research. However, high-intensity teaching tasks and research pressure limit their time and energy for self-improvement. At the same time, the high demands of the industry for teaching innovation and research transformation have placed a significant psychological burden on teachers, which has had a negative impact on job satisfaction.

4.2.3 Strategies for Enhancing the Job Satisfaction of Young Teachers in H Private Universities

Optimize the Salary and Welfare System

Schools should conduct systematic salary research to comprehensively understand the salary standards of universities in the same region and industry, and optimize the salary structure accordingly. Specific measures include raising the basic salary level, increasing the proportion of performance-based pay, linking it to key performance indicators such as teaching quality and research achievements of teachers, and providing additional rewards to outstanding teachers. In terms of welfare, improve subsidy policies, such as increasing housing, transportation, and catering subsidies, and enhancing teachers' economic security. Through the above adjustments, it is expected that teachers' satisfaction with their salaries can be increased to over 3.5 points.

Improve Management and Communication Mechanisms

Schools should implement a democratic management model and fully incorporate teachers' opinions in major decisions such as teaching reform and subject construction. Teachers can be encouraged to directly participate in management decision-making through the establishment of teacher representative committees and other means. At the same time, optimize the communication mechanism, establish a regular communication meeting system between leaders and teachers, and promptly solve practical problems in work. Strengthen interdepartmental collaboration, such as simplifying processes and shortening cycles in the procurement of teaching equipment to ensure timely delivery of equipment. Through these measures, it is expected to increase the satisfaction level related to leadership and management to around 3.5 points.

Strengthen Career Development Support

Develop personalized career development plans based on the professional background and career goals of young teachers, and provide targeted guidance for them. Enrich the forms of training, not only inviting domestic experts to give lectures, but also sending teachers to well-known universities at home and abroad for exchange and learning. Adjust the professional title evaluation standards, reasonably balance the weight of scientific research and teaching, and strengthen the evaluation of teaching quality and achievements. For example, establishing the "Outstanding Contribution Award for Teaching" and giving appropriate preference to teachers with excellent teaching performance in professional title evaluation. These measures are expected to increase career development satisfaction to over 3.3 points.

Enhancing the School's Social Image

By promoting the school's educational characteristics, teaching achievements, and faculty through multiple channels, we aim to enhance the school's visibility and social recognition. Focus on building advantageous majors, such as enhancing professional influence through hosting professional

competitions, deepening school enterprise cooperation, establishing more practical platforms, providing students with practical training opportunities, and enhancing the reputation of the school in the industry. For example, the Broadcasting and Hosting Arts program at H Private University has attracted social attention through professional competitions, significantly enhancing its brand image. Continuously strengthening the social influence of schools can effectively enhance teachers' sense of professional honor and job satisfaction.

4.3 Summary of the Results

The study reveals that the overall job satisfaction of young teachers in H private universities is at a moderate level, with an average score of 3.20 out of 5. Among the six dimensions analyzed, interpersonal relationships received the highest satisfaction score (3.40), indicating that teachers generally enjoy positive relationships with colleagues, students, and leadership. In contrast, salary and benefits scored the lowest (2.80), reflecting significant dissatisfaction in terms of income, welfare support, and performance-based incentives. Other dimensions, such as the work itself (3.30), work environment (3.10), leadership and management (3.20), and career development (3.00), also showed room for improvement, especially in areas related to workload, teaching autonomy, communication efficiency, and professional growth opportunities. Demographic data further show that most young teachers are in the early stages of their careers, with limited teaching experience, a high concentration in the 25–35 age group, and predominantly holding master's degrees. These structural characteristics contribute to their heightened need for institutional support and career guidance. The study also identifies key factors affecting job satisfaction at individual, institutional, and social levels. Individually, the gap between career expectations and reality, as well as vague career planning, significantly lowers satisfaction. Institutionally, flawed salary structures, outdated management models, and weak career development mechanisms are major concerns. Socially, low societal recognition of private universities and intense industry competition further undermine teachers' professional identity and motivation. Based on these findings, the study proposes four main strategies: optimizing the salary and welfare system, improving management and communication mechanisms, strengthening career development support, and enhancing the school's public image. Implementing these measures is expected to not only boost job satisfaction but also improve the stability and overall quality of the teaching workforce in private higher education institutions.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

This study investigates and analyzes the job satisfaction of young teachers in H private universities and finds that their overall satisfaction remains at a moderate level, with notable disparities across different dimensions. At the individual level, the misalignment between career expectations and actual work conditions, along with uncertainty in personal career planning, significantly impacts job satisfaction. At the institutional level, inadequacies in salary and welfare systems, outdated management styles, ineffective communication channels, and limited career development support are major factors lowering satisfaction. Additionally, on the societal level, the relatively low social recognition of private universities and intense competition within the higher education sector diminish young teachers' sense of professional identity and belonging. Based on these findings, the study proposes a series of strategies to optimize institutional support, aiming to enhance job satisfaction, stabilize the teaching workforce, and promote improvements in educational quality.

5.2 Discussion

The research results reveal that job satisfaction among young teachers in H private universities is influenced by a complex interplay of personal, institutional, and societal factors. While many young teachers express enthusiasm for teaching and personal growth, their motivation is often dampened by structural and contextual challenges. The gap between aspirations and reality, exacerbated by inconsistent management practices, limited growth opportunities, and a lack of recognition, creates a sense of professional stagnation. Furthermore, insufficient societal appreciation for the contributions of private university educators and the prevailing perception of inferiority compared to public institutions contribute to emotional exhaustion and lowered morale. These insights underscore the need for universities to address not only material incentives but also psychological and identity-related aspects of the teaching profession. A systemic and holistic approach is essential to sustainably improve teacher satisfaction.

5.3 Recommendation

To enhance job satisfaction and reduce turnover among young teachers in private universities, this study proposes several key recommendations. First, the salary and benefits structure should be reformed to reflect fair compensation, performance recognition, and long-term incentives. Second, school management and communication mechanisms need modernization, fostering transparency, participation in decision-making, and timely feedback. Third, targeted support for professional development, such as mentorship programs, training opportunities, and clear promotion pathways, should be strengthened. Fourth, universities should actively cultivate a positive external image by showcasing academic achievements, community contributions, and success stories to enhance public recognition and trust. For future research, it is recommended to expand the sample across regions and types of private institutions and employ diverse methodologies such as longitudinal studies, psychological profiling, and big data analytics. Additionally, dynamic monitoring of policy and social changes should be incorporated to provide timely and evidence-based support for educational leadership and policy formulation.

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**Research on the Reform Path of Music Performance
Talent Training Model in Chinese Music Major Universities**

by

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IJMBE International Journal of *Special Issue*
Management, Business, and Economics

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Abstract

In recent years, China's art higher education system has undergone significant transformation, with music universities playing a crucial role in advancing cultural innovation and talent development. This study investigates the current state of talent cultivation models in undergraduate music performance majors at three representative institutions, ZY Music College, SY Music College, and ZJ Music College. By employing a mixed-methods approach combining qualitative interviews and quantitative surveys, the research identifies core deficiencies in existing training strategies and offers targeted recommendations for reform. Findings indicate that while these top-tier institutions perform moderately well in areas such as talent cultivation philosophy, professional course offerings, and teaching models, they fall short of the excellence expected from national leaders in music education. Common issues include a lack of differentiation in talent development goals, insufficient interdisciplinary integration, and limited emphasis on practical training and innovation. Faculty structures also tend to emphasize technical instruction over holistic development, thereby constraining students' academic growth and creative potential. Based on these insights, the study proposes three strategic recommendations: (1) redefinition of talent cultivation objectives to incorporate moral, cultural, and ideological development; (2) enhancement of interdisciplinary course integration, particularly with digital media and music technology; and (3) reform of teaching models to prioritize hands-on performance practice and industry collaboration. These strategies are intended to align music education with national development goals and international best practices. By contributing a comprehensive analysis of current challenges and potential reforms, this research offers practical guidance for policymakers, administrators, and educators seeking to enhance the quality and relevance of music performance education in China. The study also provides a foundation for future exploration of talent cultivation models in other types of universities and regions.

Keywords: Music Performance Education, Talent Cultivation Model, Interdisciplinary Integration, Higher Art Education Reform, Practical Teaching Innovation

1. Introduction

1.1 Background and Importance of the Problem

In recent years, China's higher education system has entered a phase of rapid development and reform, particularly in the field of art education. As part of this progress, major art colleges and universities have formulated a wide range of development goals and specific initiatives aimed at strengthening the construction of art disciplines and improving talent cultivation strategies for the new era. These institutions are increasingly focusing on cultivating versatile and innovative artistic talents who are not only proficient in their core disciplines but also equipped with interdisciplinary knowledge and creative thinking skills. In response to national strategies that emphasize innovation-driven development and cultural self-confidence, art universities are expected to enhance their systematic thinking, strengthen top-level academic design, and promote the integration of different art forms and related disciplines. This shift calls for a fundamental transformation in how art education is structured and delivered.

However, it is important to recognize that different art disciplines, such as music, fine arts, dance, theater, and design, have distinct educational requirements, learning processes, and professional standards. Among them, music education holds a particularly specialized and complex position, as it requires long-term, skill-intensive training and a deep understanding of both theory and practice. Therefore, music universities cannot simply replicate the talent cultivation models or evaluation criteria used by other art disciplines. They must instead adopt tailored approaches that reflect the unique characteristics and needs of music education. This context underscores the importance of critically examining the current talent cultivation models in music universities and developing strategies that align more closely with the specificities of the music profession. Doing so will not only improve the quality of education in music institutions but also better prepare graduates to meet the evolving demands of the music industry and cultural sector.

1.2 Research Question

Given the distinct nature of music education within the broader spectrum of art disciplines, this study seeks to address the following core research question: how can the talent cultivation models in music universities be improved to better reflect the specific needs of the music discipline and meet contemporary educational and industry standards?

This overarching question will guide an in-depth exploration of the limitations of existing models, the unique developmental needs of music students, and the potential for interdisciplinary integration within music education.

1.3 Research Objective

The primary objective of this study is to propose effective improvement strategies for the talent cultivation models currently used in music major universities in China. This goal will be achieved through the following specific aims:

- 1) To analyze the current state of talent cultivation practices in music universities, identifying both strengths and areas of concern.
- 2) To explore the unique characteristics and pedagogical demands of music education, distinguishing them from other art disciplines.

3) To examine successful international models and interdisciplinary approaches that can be adapted to the context of Chinese music universities.

4) To formulate targeted recommendations and strategies for enhancing the quality and relevance of music talent cultivation, ensuring alignment with national development goals and global standards.

Through these efforts, the study aims to contribute to the ongoing discourse on educational reform in the arts and provide practical guidance for administrators, educators, and policymakers involved in music education.

2. Literature Review

2.1 Related Concepts and Theories

The cultivation of music performance talents in universities is grounded in several fundamental educational concepts. One of the core theories that underpins music education is constructivist learning theory, which emphasizes that knowledge is actively constructed by learners through experience and interaction with their environment. This is particularly relevant in music education, where students must engage directly with instruments, peers, and real-world performance situations. Additionally, experiential learning theory plays a central role in shaping music performance curricula, as it posits that students learn best through direct, hands-on experiences, such as solo and ensemble performances, rehearsals, and creative projects. Another important concept is the integration of general education with professional skills, ensuring that students not only master their artistic craft but also develop critical thinking, communication, and cultural literacy. Interdisciplinary education theory also informs contemporary curriculum design by encouraging the fusion of music with other fields such as digital media, cultural studies, and business, thereby broadening students' perspectives and preparing them for diverse career paths in the modern music industry.

2.2 Literature Surveys

Research on the current status of talent training models for music performance majors in Chinese universities reveals a diverse and evolving landscape. As of May 2023, 419 universities in China offer music majors, and among them, 295 offer music performance as a specialized major. These institutions can be classified into four categories: independent music conservatories, comprehensive universities, teacher-training colleges with music departments, and vocational art colleges. Each type of institution exhibits distinct characteristics in terms of curriculum design, academic focus, and faculty expertise, largely influenced by differences in educational philosophy, regional development, and institutional priorities. Music conservatories, in particular, tend to offer more specialized and comprehensive programs, with a variety of directions such as piano, orchestral instruments, vocal performance, music technology, digital media, recording arts, and arts management. In contrast, music departments within teacher training and comprehensive universities often limit their offerings to broad fields such as musicology and music performance, with fewer divisions in instrumental specialization or composition.

This variation reflects a broader trend of diversification in music education, driven by increasing societal demand for well-rounded and professionally competent music graduates. Events such as the "World Music Week 2023" held by the Central Conservatory of Music highlight the

growing emphasis on intercultural exchange, ethnomusicology, and curriculum innovation. Scholars and educators from institutions across China gathered to discuss teaching models, textbook development, and talent cultivation in the context of world music education, drawing on insights from disciplines such as anthropology, cultural studies, and musicology. This indicates a clear upward trend in the demand for diversified music professionals and signals the necessity of reforming traditional models of talent cultivation to incorporate more varied and globally informed perspectives.

In terms of the core elements of music talent training, scholars such as Zheng Jian (2015) have emphasized the importance of clarifying training objectives, enhancing communication between different music disciplines, and optimizing curriculum structure. It has been widely agreed that practical teaching should be central to music performance education, especially in areas such as vocal and instrumental performance. This includes increasing the proportion of practical courses, offering personalized instruction based on student ability, and providing opportunities for real-world performance. Furthermore, educators advocate for flexible teaching methods that respect the individuality of each student, promote innovation, and integrate technology and online resources into traditional music education models. Despite the abundance of literature in this area, much of the existing research tends to focus on curriculum content and practical instruction, while systemic studies on comprehensive talent cultivation models remain relatively limited.

2.3 Conceptual Framework

This study adopts a conceptual framework that identifies three core dimensions of music talent cultivation in universities:

1) Talent Cultivation Philosophy

- The underlying values and educational objectives that shape the approach to music performance training.
- Focuses on whether institutions aim for specialized mastery, interdisciplinary breadth, or a balance of both.

2) Professional Curriculum System

- The structural composition of the music performance curriculum, including course content, distribution of credits, and alignment with industry needs.
- Includes both core practical courses and complementary theoretical subjects.

3) Teaching Models and Methods

- The pedagogical strategies used in classroom and performance settings, including individualized instruction, ensemble participation, project-based learning, and digital integration.
- Highlights the growing role of innovative teaching techniques, such as hybrid instruction and AI-assisted feedback.

These components interact dynamically to influence the effectiveness of talent cultivation and the professional readiness of music graduates.

2.4 Research Hypothesis

Based on the above literature review and conceptual framework, the following hypotheses are proposed for this study:

H1: A well-structured curriculum with a higher proportion of performance-based content significantly enhances students' practical music skills and employability.

H2: Student-centered and differentiated teaching models lead to greater student engagement and creative development.

H3: Incorporating interdisciplinary and cross-cultural content into music performance programs enriches students' artistic perspectives and adaptability in the global music industry.

H4: Institutions that emphasize performance practice and practical training produce more professionally competent graduates than those that emphasize theoretical training alone.

These hypotheses will guide the research methodology and empirical analysis in evaluating and proposing improvements to current talent cultivation models in music performance education.

3. Research Methodology

3.1 Research Design

This study adopts a mixed-methods research design that combines qualitative and quantitative approaches to comprehensively explore the undergraduate talent cultivation models for music performance majors in Chinese universities. In the qualitative phase, in-depth interviews were conducted to identify and refine the core elements of the talent cultivation model, including cultivation philosophy, curriculum structure, and teaching practices. Insights gained from the interviews were used to construct the framework for the subsequent quantitative phase. For the quantitative component, a structured survey was developed to evaluate students' understanding and satisfaction with the current talent cultivation practices. This design allows the research to capture both the nuanced, context-specific perspectives of stakeholders and broader statistical trends across different institutions. The approach ensures that the findings are both grounded in real-world educational practices and generalizable across a representative sample of music performance students.

Table 1 Dimensions and Connotation of Core Elements of Talent Cultivation Model

Dimension	Implication
Talent Cultivation Concept	Music major universities develop suitable talent training programs for the level of music performance majors
Professional Characteristic Course Offerings	Overview of the Curriculum Design for Art Practice and Applied Majors in Music Major Universities
Teaching Model	Strategies of Music Schools in Teaching Organization, Social Practice, and Evaluation System

3.2 Population and Sample

The research targets the population of undergraduate students majoring in music performance at Chinese independent music colleges. For focused and in-depth analysis, three representative institutions were selected as case study sites: ZY Music College, SY Music College, and ZJ Music College. These colleges were chosen due to their strong reputations in music education, diverse curriculum offerings, and geographical spread. A multi-stage sampling approach was employed to ensure a representative sample. This included stratified sampling to differentiate students by year level or specialization, cluster sampling to include groups such as classes or departments, and simple random sampling within those clusters. Between March and April 2024, researchers distributed digital questionnaires through the Wenjuanxing platform, with the assistance of college counselors and instructors. Out of 981 responses received, 897 were deemed valid after filtering out those with regular or patterned answers, resulting in an effective response rate of 91.4%. This sample size provides strong statistical power and reflects a wide range of student perspectives.

3.3 Research Instruments

The primary instrument for quantitative data collection was the “Survey Questionnaire on Talent Cultivation Mode of Music Performance Major in Music Major Universities,” designed by the research team. The questionnaire consists of three parts. The first part gathers demographic and background information, such as gender, age, college attended, school location, major direction (e.g., piano, vocal, orchestral), average daily piano practice time, parents' music education background, and home location. The second part investigates students' understanding and satisfaction with key aspects of the talent cultivation model. This section is structured around three core dimensions: talent cultivation philosophy, professional characteristic courses, and teaching models, each measured with multiple Likert-scale items.

The third part of the instrument was subjected to rigorous testing for reliability and validity. Using SPSS 26.0, the overall Cronbach's Alpha coefficient was found to be 0.920, indicating high internal consistency. Subscale reliability values for the three core dimensions were also excellent, with values of 0.931 for talent cultivation philosophy, 0.931 for professional characteristic courses, and 0.930 for teaching models. For validity, the Kaiser-Meyer-Olkin (KMO) value was 0.965, and the Bartlett's test of sphericity was significant ($p < 0.05$), confirming strong construct validity and suitability for factor analysis. These results demonstrate that the questionnaire is a reliable and valid tool for assessing music students' perceptions of their educational experiences.

Table 2 Reliability Analysis Results of the Core Elements Scale of Talent Cultivation Mode (n=911)

Variable	Question Items	Cronbach's Alpha after Deleting the Measurement Item	Cronbach's Alpha
Talent Cultivation Concept	5	0.931	
Professional Characteristic Courses	5	0.931	0.920
Teaching Model	5	0.930	

Table 3 KMO and Bartlett's Test of Questionnaire

KMO Value		0.965
Bartlett Sphericity Test	Approximate Chi Square	39792.419
	<i>df</i>	1081
	P-value	0.000

3.4 Data Collection

The data collection process took place from the end of March to April 30, 2024. Researchers distributed the online questionnaire via the Wenjuanxing platform, a widely used survey tool in China. With the cooperation of faculty members and counselors from ZY, SY, and ZJ Music Colleges, the survey was circulated among targeted students majoring in music performance. In order to maintain data quality, clear instructions were provided, and anonymity was guaranteed to encourage honest responses. Responses were monitored for consistency, and those showing uniform answer patterns were excluded based on pre-established validity criteria. Of the 981 returned questionnaires, 897 were validated and included in the final analysis. The combination of online distribution and institutional support contributed to the successful collection of high-quality data from a diverse group of music students.

4. Data Analysis and Findings

4.1 Introduction

This section presents an integrated analysis of the qualitative and quantitative data collected in the study, aiming to explore and evaluate the current state of talent cultivation models in music performance majors at three representative music universities in China. The research design, rooted in a mixed-methods approach, allows for a comprehensive examination of how theoretical frameworks and practical teaching models align with students' actual learning experiences and institutional strategies. The qualitative portion of the study is based on in-depth interviews with music faculty and administrators, which were systematically coded to identify recurring themes and key elements influencing talent cultivation. These include the innovation of educational philosophies, the design and delivery of professional characteristic courses, and the adoption of diverse, practice-oriented teaching models. These insights reflect the universities' efforts to adapt to national education reform directives, shifting cultural expectations, and the growing demands of the music industry. Complementing the qualitative findings, a large-scale questionnaire survey was distributed among undergraduate students majoring in music performance. This survey aimed to capture students' perceptions of their educational experience, focusing specifically on the three core dimensions derived from the interviews. The structured questionnaire helped assess how effectively current teaching practices support students' development in areas such as musical technique, creative expression, interdisciplinary integration, and professional readiness. Through the combination of institutional perspectives and student feedback, this section seeks to reveal both the strengths and limitations of existing talent cultivation models. The data analysis offers a nuanced understanding of how music performance education is currently implemented and perceived within the Chinese higher education system, setting the foundation for identifying gaps and proposing targeted reforms in subsequent sections.

4.2 Data Analysis of the Quantitative Data

Researchers combine the characteristics of talent cultivation in Chinese higher education with the practice of enhancing talent cultivation in music performance majors. By encoding and organizing 497 interview data related to this, the researchers extracted three key factors for the training mode of music performance talents in three music major universities, including updating talent training concepts, creating a curriculum system with professional characteristics, and adopting diversified teaching methods, as shown in Table 4.

Table 4 Interview Coding Results of Core Elements of Talent Cultivation Mode

Open Coding	Associative Encoding	Core Coding
Carry out the first lesson of freshmen well (15); Freshman Concert (35); Guided by the ideology of socialism with Chinese characteristics (46), select outstanding talents at different levels (213), implement a flexible credit system (187), implement a complete credit system (89)	Targeting the cultivation of high-precision and cutting-edge professional skills (57) Guided by cultivating social needs (96)	Innovative Talent Cultivation Concept (12)
Increase students' self-directed learning time (233) Strengthen the teaching reform of undergraduate band courses (167) Increase the arrangement of rehearsal courses for chamber music and bands (203) Strengthen the construction of ideological and political courses (34) Offer elective courses such as orchestration and piano tuning (188) Smart classroom (51)	Art Practice Course (417) Add application courses (199)	Offering professional characteristic courses (276)
Strengthening the Reform of Undergraduate Band Course Teaching (123) Top notch Talent Training Plan (206) Choosing between Music Concert and Final Exam (198) Hierarchical Dynamic Teaching (123) Exploring Blended Teaching (145) Organizing Students to Perform for the Benefit of the People and Social Practice (329)	Final assessment format (243) Organize performances and competitions (238) Hierarchical dynamic teaching (123)	Enriching Professional Teaching Models (359)

This study first conducted descriptive statistical analysis on 15 items on a scale for 897 participants. The average score was calculated using a 5-point method. The overall score of the core elements of talent cultivation for the surveyed music performance majors was 3.162, with a score rate of 63.24%. Among them, the score of talent cultivation concept (3.155 ± 0.963) was lower than that of professional characteristic courses (3.157 ± 0.960) and teaching mode (3.173 ± 0.951). The specific results are shown in Table 5.

Table 5 Score Results of Core Elements of Talent Cultivation Mode

	N	Minimum Value	Maximum Value	Maximum Value	Standard Deviation
Talent Cultivation Concept	897	1.000	5.000	3.155	0.963
Professional Characteristic Courses	897	1.000	5.000	3.157	0.960
Teaching Model	897	1.000	5.000	3.173	0.951
Core Elements of Talent Cultivation Mode	897	1.267	4.933	3.162	0.744

Music major universities strive to find a balance between cultivating professional elites and promoting mass education while implementing the educational philosophy of "student-centered". At the same time, pay attention to the employment trends and job requirements of undergraduate students majoring in music, meet social needs with a pragmatic attitude, and enhance students' application abilities. In terms of curriculum design, in addition to traditional public and professional courses, music major universities are actively exploring the establishment of more rich, diverse, and open art practice courses and applied professional courses. This is not only a characteristic manifestation of music major talent cultivation, but also an important standard for measuring its training quality. In terms of teaching mode, music major universities present diverse characteristics, with practicality as the core feature of music majors. Each music college is actively exploring how to provide students with better and richer teaching resources. By using various methods such as hierarchical dynamic teaching, forming professional clubs, participating in social performances, and organizing skill based competitions, we aim to provide students with different levels and types of teaching display platforms to promote their comprehensive development.

4.3 Summary of the Results

The results of this study provide a multifaceted understanding of the current state of talent cultivation models in music performance majors at three representative music universities in China. Through the integration of qualitative and quantitative data, the research identifies three core elements essential to effective talent development: innovative talent cultivation concepts, professional characteristic courses, and enriched teaching models. The interview data revealed that faculty and institutional leaders are aware of the need to modernize and differentiate their talent training approaches. A recurring theme among respondents was the importance of aligning talent cultivation objectives with both national cultural goals and the practical demands of the music industry. Institutions are increasingly exploring flexible credit systems, application-driven curricula, and performance-based learning strategies to strengthen their training models. Additionally, there is growing attention to integrating ideological and political education with professional practice, signaling a broader commitment to developing socially responsible and culturally grounded music professionals. From the quantitative analysis of 897 student responses, it was found that while students generally recognize the efforts made by their institutions, the overall satisfaction with the three core elements of talent cultivation is moderate. Among the three areas, teaching models received the highest average score, followed closely by professional characteristic courses, with talent cultivation concepts scoring slightly lower. This suggests that while teaching methods and curriculum diversity are improving, there remains a need for more coherent and clearly defined educational philosophies that can guide long-term development and student engagement. Overall, the

findings indicate that while progress has been made, music performance education in these universities still faces significant challenges. These include the need for clearer strategic vision, stronger interdisciplinary integration, and more practice-oriented learning environments. The results underscore the urgency of reforming existing models to cultivate high-quality music professionals capable of thriving in a rapidly evolving cultural and technological landscape.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

This study focused on examining the current state of undergraduate talent cultivation models in music performance majors across three representative music universities in China: ZY Music College, SY Music College, and ZJ Music College. Through qualitative interviews with faculty members and quantitative analysis of survey data from students, the research identified three core components essential to effective talent cultivation: innovating the talent cultivation philosophy, offering professional characteristic courses, and enriching teaching models. Coding from interview data revealed that these elements form the backbone of successful music education reform. However, according to the descriptive statistics, the scores for these components were only slightly above the median of 3 on a 5-point scale. Given that these universities are regarded as leaders in Chinese higher music education, their moderate performance in these areas suggests a need for strategic reform and optimization. The study proposes targeted improvement strategies in three key areas: redefining talent cultivation goals aligned with current societal and cultural expectations, strengthening interdisciplinary curriculum integration, and reforming teaching methods to better develop students' practical skills. These strategies aim to ensure the sustainable development of music performance majors and elevate the quality and effectiveness of talent training in Chinese music universities.

5.2 Discussion

The quality and structure of the teaching faculty play a pivotal role in shaping the effectiveness of talent cultivation in music colleges. Existing research emphasizes that music, as a field combining both theoretical knowledge and performance practice, requires teachers to seamlessly integrate their roles as performers and educators. Faculty must learn to navigate the balance between the "podium" and the "stage," allowing their teaching to benefit from performance experience and vice versa. However, the current overemphasis on technical skill training in many institutions can hinder both student development and faculty research innovation. This focus risks narrowing the educational scope and limits the cultivation of well-rounded, creative talents with broader artistic and academic competencies.

The study also found that many music colleges lack distinctiveness in their training objectives, often resulting in a generic and standardized approach that fails to respond to local cultural contexts or industry needs. Interviews with department heads revealed concerns about the lack of uniqueness and scientific rigor in the top-level design of talent training programs. Institutions often formulate objectives based primarily on their self-positioning, without sufficient consideration of external demands or regional characteristics. Consequently, there is a widespread phenomenon of similar training plans across institutions with varying levels of academic emphasis, diluting the diversity and responsiveness of music education. To address these concerns, music colleges must leverage their unique histories, cultural environments, and institutional missions to establish more distinctive and adaptive models of talent cultivation. This includes reconsidering course content,

instructional approaches, and the structure of faculty teams to better align with contemporary needs and long-term educational goals.

5.3 Recommendation

Based on the findings, the study puts forward three strategic recommendations for improving the talent cultivation model in music performance majors. First, a new positioning of talent cultivation goals should be established. Under the broader objective of developing a strong socialist cultural nation, music performance education must go beyond technical training and include the moral, emotional, and cultural development of students. Liberal arts education within music performance programs should incorporate Chinese traditional culture, allowing students to explore and interpret patriotic themes and national stories through performance. This will not only deepen students' cultural understanding but also enhance the global influence of Chinese music.

Second, it is critical to emphasize interdisciplinary integration in the construction of music performance curricula. In response to the evolving demands of the modern job market and the rise of technology in the arts, music programs should integrate new disciplines such as digital media, music technology, computer-aided composition, recording engineering, and multimedia arts. This would broaden the career paths available to graduates and align their skills with contemporary industry needs. Such integration encourages innovation, improves students' adaptability, and better prepares them for complex and competitive professional environments.

Third, the reform of teaching models and enhancement of practical ability should be prioritized. The balance between theoretical instruction and hands-on training must be re-evaluated, with a stronger emphasis placed on performance experience, internships, and collaboration with industry professionals. Institutions should expand school-enterprise cooperation channels to provide real-world opportunities for students and consider incorporating qualification certifications aligned with the 1+X certificate system to enhance students' employability. These measures will help create a more dynamic and application-oriented education system. Ultimately, the curriculum reform should support diversified and personalized development paths for students, foster lifelong learning habits, and contribute to the overall advancement of music performance education in China.

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**A Review of Research on Social Responsibility
Awareness of College Students in Western China**

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IJMBE International Journal of *Special Issue*
Management, Business, and Economics

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Abstract

This study investigates the cultivation of social responsibility among college students in Western China, a region marked by economic and educational disparities. Social responsibility is a crucial mechanism through which individuals achieve personal growth, social integration, and contribute to national development. College students, as emerging leaders and professionals, play a vital role in shaping societal progress, especially within China's unique sociopolitical context. This research explores the current awareness levels of social responsibility among these students, the influencing socio-cultural and institutional factors, and the role of educational systems in fostering this awareness. Furthermore, it examines the correlation between social responsibility and students' academic performance, psychological well-being, and civic engagement. The study highlights a significant gap in China's academic discourse and policy frameworks related to social responsibility, particularly concerning students in underdeveloped Western regions. Unlike the more established and interdisciplinary international research, Chinese studies often lack comprehensive theoretical frameworks and empirical depth. This gap is more pronounced in Western China, where resource limitations, faculty shortages, and socioeconomic pressures challenge students' motivation and emotional stability, negatively impacting their sense of responsibility. By integrating Herzberg's Two-Factor Theory and Humanistic Management Theory, the study proposes a systematic approach to understanding and enhancing social responsibility education. It emphasizes the need for localized educational strategies that incorporate emotional support, community involvement, and identity development alongside traditional pedagogy. The research calls for increased investment, clearer conceptual frameworks, and collaboration between universities and policymakers to develop effective programs tailored to the regional context. Ultimately, this study advocates for a values-based, student-centered, and context-sensitive approach to cultivate social responsibility, aiming to promote educational equity, regional revitalization, and national cohesion through higher education reform.

Keywords: Social Responsibility, College Students, Western China, Educational Equity, Humanistic Management

1. Introduction

1.1 Background and Importance of the Problem

Responsibility serves as a fundamental mechanism through which individuals realize personal value and establish meaningful social connections. From early development through adulthood, the presence and growth of a sense of responsibility are integral to personal confidence, maturity, and social integration. In the broader context of societal development, the realization of collective values and moral standards depends on the ability of individuals to extend themselves beyond personal interests and actively contribute to societal, national, and cultural progress. The capacity and willingness to assume responsibility for others and the broader society is thus a foundational principle underlying civic morality and national development.

Among all social groups, college students represent a particularly critical demographic. Characterized by intellectual vigor, creative potential, and ideological flexibility, they are often seen as the driving force of national advancement and societal transformation. In China, especially in the context of socialism with Chinese characteristics, college students are expected not only to be future professionals and leaders but also to uphold and transmit national values, contribute to the modernization of industry and technology, and participate in the cultivation of spiritual civilization. As emphasized by Han Lingzhi (2023), their sense of social responsibility is not only relevant to their personal growth but also holds long-term significance for national rejuvenation and cultural development.

In particular, the education and cultivation of social responsibility among college students in Western China are of strategic importance. Western China, being comparatively underdeveloped in terms of economic resources and educational infrastructure, often faces challenges such as limited access to quality higher education, regional disparities, and slower social mobility. In this context, the sense of social responsibility among college students is directly linked to educational equity, regional development, and the promotion of inclusive growth. Strengthening the awareness of responsibility in this group can not only uplift individual trajectories but also stimulate regional vitality and contribute to national cohesion.

1.2 Research Question

This study aims to explore and address how does the cultivation of social responsibility among college students in Western China influence their personal development and contribute to the broader goals of national development and social harmony?

- 1) What are the current levels of social responsibility awareness among college students in Western China?
- 2) What factors influence the formation and development of social responsibility in this demographic?
- 3) What role do educational institutions play in cultivating this awareness?
- 4) How does the sense of social responsibility among college students correlate with their academic, psychological, and civic engagement outcomes?

1.3 Research Objective

The primary objective of this research is to examine the mechanisms through which social responsibility is cultivated among college students in Western China and to evaluate its significance in both personal development and societal progress. Specifically, the study seeks to:

- 1) Assess the current state and perception of social responsibility among college students in Western regions of China.
- 2) Identify the socio-cultural, educational, and institutional factors that contribute to or hinder the development of this responsibility.
- 3) Explore effective educational strategies and pedagogical models that can be employed to strengthen responsibility awareness.
- 4) Analyze the broader implications of cultivating social responsibility for national goals such as modernization, social harmony, and educational equity.

2. Literature Review

2.1 Related Concepts and Theories

The concept of social responsibility refers to the ethical framework and ideological commitment of individuals to act in ways that benefit society at large. In psychological and educational discourse, it is closely linked to concepts such as civic engagement, moral development, value education, and personal identity.

The Theory of Moral Development by Lawrence Kohlberg provides a useful lens through which to view students' ethical decision-making and sense of responsibility. Similarly, Maslow's Hierarchy of Needs suggests that once basic needs are met, individuals seek self-actualization, which includes contributing to causes greater than themselves. Social Cognitive Theory, particularly Bandura's emphasis on modeling and reinforcement, supports the idea that students can develop social responsibility through observed behaviors and structured education.

In the Chinese context, the concept of “cultivating virtue and nurturing people” (立德树人) serves as a foundational educational philosophy that emphasizes the moral and ideological development of students alongside academic instruction.

2.2 Literature Surveys

Min (2008) emphasized the long-term societal implications of the sense of responsibility held by the youth, noting that students' values today shape the ideological trends of tomorrow. Huang Silin, Han Mingyue, and Zhang Mei (2016) further explored how ideological and political education can guide students to internalize social norms and values, forming a core part of their character.

Lingzhi (2023) discussed the strategic importance of social responsibility among college students, particularly in aligning individual development with national strategic needs such as technological innovation and cultural construction. Meanwhile, Zhu Qian (2020) emphasized the role

of social responsibility education in promoting students' personal fulfillment and the building of a harmonious society.

These studies collectively underscore the dual role of social responsibility education , fostering individual growth and serving national development.

2.3 Conceptual Framework

Based on the reviewed literature, the conceptual framework for this study includes the following core elements:

1) Independent Factors: Family background, educational environment, regional development status, and access to ideological education.

2) Mediating Processes: Curriculum design, extracurricular engagement, civic participation, peer influence, and institutional support.

3) Dependent: Level of social responsibility awareness, civic behaviors, academic performance, personal satisfaction, and contribution to social harmony.

This framework integrates both individual-level and system-level factors, providing a holistic approach to understanding the development of social responsibility.

2.4 Research Hypothesis

Based on the framework and literature review, the study proposes the following hypotheses:

H1: There is a positive correlation between the quality of ideological and political education and the level of social responsibility among college students.

H2: College students in Western China exhibit lower average levels of social responsibility awareness compared to those in more developed eastern regions due to disparities in educational resources.

H3: Students who engage in community service, internships, or volunteer programs demonstrate a higher degree of social responsibility.

H4: Institutional emphasis on core socialist values significantly enhances students' willingness to contribute to society and pursue public interest.

3. Research Methodology

3.1 Research Design

This research adopts a qualitative research design, primarily using the literature analysis method to explore the current status, influencing factors, and developmental strategies of social responsibility awareness among college students in Western China. Qualitative research allows for an in-depth, interpretative understanding of concepts, ideologies, and contextual influences that shape students' values and behaviors.

The study systematically collects, reviews, and synthesizes a wide range of scholarly materials, including academic journal articles, books, policy documents, and conference papers both domestically and internationally. This method helps to trace the development of the concept of social responsibility in the higher education context and identify key theoretical, ideological, and cultural perspectives that influence its formation in Western Chinese colleges.

Through document analysis and theoretical synthesis, the research identifies core themes, prevailing viewpoints, and gaps in current studies, laying a solid theoretical foundation for future empirical research and policy recommendations.

3.2 Population and Sample

As a qualitative study based on literature research, this research does not involve a physical population in the conventional sense. Instead, the "sample" refers to the body of academic and policy literature selected for analysis.

The selection process follows purposive sampling, focusing on:

- Literature published within the last 10–15 years to ensure relevance and modern applicability.
- High-impact Chinese and international academic journals in education, sociology, and political science.
- Official government and educational policy documents related to moral education, higher education reform, and regional development in Western China.

A total of 60–80 core documents are selected after screening for credibility, academic rigor, thematic relevance, and diversity of perspectives.

3.3 Research Instruments

Given the nature of qualitative research, the primary research instrument used is a literature review framework. This framework guides the systematic analysis and comparison of different texts by categorizing content based on themes such as:

- Definitions and dimensions of social responsibility
- Educational policies influencing moral and civic education
- Regional disparities in higher education
- Approaches to cultivating responsibility in college settings
- Challenges and opportunities in Western China

Additionally, content analysis and thematic coding methods are used to extract meaningful patterns and synthesize major findings across the literature.

3.4 Data Collection

Data collection involves a multi-step process of:

1) Keyword-based database search in platforms like CNKI, WanFang Data, Web of Science, and Google Scholar, using terms such as “social responsibility,” “college students,” “Western China,” “moral education,” and “civic awareness.”

2) Document screening and selection based on relevance, publication quality, recency, and thematic alignment.

3) Organizing literature into thematic categories (e.g., theoretical foundation, regional studies, education models) for comparison and integration.

The literature is carefully reviewed, annotated, and categorized using a research matrix, which records author(s), publication year, study focus, methodology, key findings, and relevance to this study.

3.5 Data Analysis

The analysis process follows a qualitative content analysis approach, including the following steps:

1) Thematic Analysis: Extracting recurring themes related to the cultivation of social responsibility in higher education, especially in the context of Western China.

2) Comparative Analysis: Comparing perspectives from Chinese and international studies to identify similarities, differences, and culturally specific factors.

3) Interpretative Analysis: Reflecting critically on how social, cultural, political, and economic factors shape educational practices and students' value orientations.

4) Theory-Driven Analysis: Interpreting findings through the lens of relevant theories such as moral development theory, educational equity theory, and the "cultivating virtue and nurturing people" principle of Chinese education.

The findings are used to build a comprehensive understanding of current challenges and effective strategies for promoting social responsibility in Western Chinese colleges, offering both theoretical contributions and practical implications.

4. Data Analysis and Findings

4.1 Introduction

This study employs a qualitative approach to analyze the current state and influencing factors of social responsibility awareness among college students in Western China. The analysis is grounded in a comprehensive review of academic literature, policy documents, and theoretical frameworks, with the aim of identifying recurring themes, contextual challenges, and value-driven strategies relevant to the cultivation of social responsibility. Data were collected from reputable Chinese and international journals, government reports, and education-related publications, which were then categorized and analyzed through thematic coding. The findings are organized into four key areas: the regional and institutional disparities affecting students' access to quality education and value formation; the application of Herzberg's Two-Factor Theory in understanding motivation and responsibility among students; the relevance of Humanistic Management Theory in integrating values such as dignity, ethics, and personal growth into higher education practices; and the critical role of universities and administrators in shaping students' social responsibility through institutional culture and educational leadership. This thematic analysis provides a holistic view of how social,

economic, educational, and psychological factors interact to shape students' sense of social responsibility, offering valuable insights into educational reform and moral development strategies in underdeveloped regions.

4.2 Data Analysis of the Qualitative Data

4.2.1 Research on the Sense of Responsibility among College Students in the Western Region

In China, the western region is mainly concentrated in the central and western regions and some areas of Inner Mongolia, and most of the areas are gathering places for ethnic minorities, especially the Mongolian, Uyghur, Hui, and Zhuang ethnic groups. In the "Proposal of the Central Committee of the Communist Party of China on Formulating the 14th Five Year Plan for National Economic and Social Development and the Long Range Objectives Through the Year 2035" issued by the state, the requirements of "building a high-quality education system" and "improving the quality and level of education in ethnic and western regions" are clearly stated. In the new era, the development of western China will usher in more opportunities, but also face many challenges, such as the weak Mandarin and Chinese language proficiency of some students in western regions, the incomplete mechanism of ideological and political education, and the lack of smooth integration between traditional ethnic education and new era education (Wang Shizhong, Wang Minglu, 2021). Due to historical and geographical reasons, China's higher education resources have shown significant imbalances, including regional imbalances, inter school imbalances, and disciplinary imbalances, especially in the western region where there is a significant gap in higher education resources and regional development levels. The uneven distribution of educational resources affects the equity of higher education and is also an important obstacle to achieving comprehensive development of higher education. Due to the uneven and insufficient allocation of educational resources, it may have a negative impact on the social responsibility awareness of college students in the western region, and even affect their recognition of the core values of socialism with Chinese characteristics for the country and the new era.

The allocation of higher education resources by the market may improve the efficiency of higher education supply, but it may also lead to the concentration of high-quality higher education resources in economically developed, policy open, and high rate of technological transformation areas, resulting in a phenomenon where strong schools become stronger and weak schools become weaker. This unfair situation is likely to lead to a large loss of higher education resources in economically underdeveloped and resource poor areas such as the central and western regions, which is not conducive to the role of higher education in promoting social equity and coordinating regional economic development (Wang Qiuyi, 2018). Therefore, the allocation of higher education resources is carried out through fiscal planning, and the overall planning of higher education resources is carried out from a macro perspective to achieve fair and effective distribution among regions. On the other hand, the financial investment in higher education directly reflects the policy tendency of the country's allocation of higher education resources. The central government has always attached great importance to the development of higher education in the central and western regions, and has successively issued the Plan for Revitalizing Higher Education in the Central and Western Regions (2012-2020), Several Opinions on Revitalizing Higher Education in the Central and Western Regions in the New Era and other policies, which stipulate that we should focus on strengthening financial support for colleges and universities in the central and western regions, promote higher education to actively connect with regional development strategic plans such as the "the Belt and Road", and form a higher education construction system that matches the strategic pattern of the central and western regions. In conjunction with this, departments such as the Ministry of Finance and the Ministry of Education have successively issued documents such as the "Notice on Reforming and Improving the

Central University Budget Allocation System" and the "Notice on Issuing the Measures for Supporting the Management of Funds for the Reform and Development of Local Universities", which clearly stipulate that higher education financial expenditures should be tilted towards difficult areas and weak links such as the central and western regions in terms of basic expenditures, project expenditures, and per capita quota allocation coefficients, in order to promote the reform of local higher education and better serve local construction. The balance of financial resource allocation in higher education is the result of achieving a balanced or equal distribution of financial resources among all parties involved. The existing research on the balance of higher education fiscal expenditure mainly focuses on two main subjects: the research on the balance of higher education fiscal expenditure between regions with each province as the main body (Gao Jianlin, 2017). Since modern times, the economic development of Southeast China has started earlier, and the supporting facilities such as infrastructure and industrial structure that can further promote the development of higher education are superior to those in the central and western regions, which has led to a continuous expansion of the imbalance in the allocation of higher education resources between the eastern and western regions.

Against the backdrop of expanding the scale of higher education in China, the proportion of people who have received university education (including associate degrees and above) continues to rise, and the population structure with higher education levels has been significantly optimized. Research shows that the proportion of people receiving university education is generally higher in the eastern and northeastern regions than in the central and western regions. This phenomenon is related to both the allocation of higher education resources and the choice of employment locations for college graduates. In the central and western regions, only Inner Mongolia (18.69%) and Shaanxi (18.40%) are slightly higher than the national average, while the rest of the provinces have not reached it. Due to the significantly higher growth rate in the eastern region compared to the western region, the gap between regions is gradually widening. The distribution of higher education resources in the three major regions of eastern, central, and western China shows a decreasing trend from east to west (Zhao Ran, 2017). According to this trend, it is expected that the regional differences in the proportion of university educated population in China will further increase in the next decade.

In addition, in relatively underdeveloped areas in the western region, higher education institutions generally face challenges such as weak faculty, lack of educational experience, and inadequate institutional mechanisms. These universities often focus on the allocation of teacher resources and pay less attention to the development of teacher groups, especially young teachers, and the construction of personal growth mechanisms. Therefore, they often overlook the importance of promoting the growth of young teachers and the long-term nature of this process (Duan Yanfang, 2022).

Due to the uneven economic development between the western and eastern regions, China's higher education has also shown a trend consistent with economic development. The western region has long lagged behind the eastern region in terms of teaching foundation, faculty allocation, teaching environment, and educational resources, seriously affecting the development of higher education in the western region. Especially the level of teachers, in terms of teaching philosophy, teaching methods, professional competence, etc., directly affects the quality of teaching, talent cultivation goals, and teaching reform (Yang Shanshan, Wang Yuan, 2023). Due to the influence of the Matthew effect and siphon effect on the eastern region and developed cities, universities in the western region not only find it difficult to attract high-level talents, but also experience more severe loss of excellent university teachers trained in the western region. Economic development severely restricts the development of high-level talents (Wang Xian, 2021). These factors directly affect the

teaching quality and talent cultivation of universities in the western region, as well as the cultivation of social responsibility awareness among college students.

In the context of the development of the new era, the cultivation of a sense of responsibility and accountability among college students in the western region not only needs to be in line with the development of the times, but also closely linked and matched with the local economic conditions, teaching staff, and professional level of teachers in the region. At the same time, attention should be paid to integrating the ethical concepts of responsibility from excellent traditional Chinese culture, especially by infiltrating the ethical concepts of responsibility from the Confucian ideological system into the cultivation process of college students' sense of responsibility, which can help cultivate their sense of responsibility and patriotism (Wang Li et al., 2024).

4.2.2 Two Factor Theory and Social Responsibility Awareness

After the introduction of the two factor theory into the field of human resource management, it has had a significant impact on various sectors of society. Enterprise managers and researchers have explored this theory, and some results have tested the feasibility and effectiveness of the two factor theory, while others have seriously criticized the theory. In order to advance Herzberg's theory, more research is needed to empirically test the theory (Ruthankoon & Ogunlana, 2003). Especially, this theory needs to be tested in different cultures, occupational groups, personalities, and countries (developed and developing) (Gokce et al., 2010). Motivation is a very complex concept that can be influenced by many different factors and requires in-depth research. In terms of individual differences, individuals who continue to work under the same or similar working conditions may have significantly different attitudes. Therefore, summarizing motivation theory is very difficult. Like many theories in social sciences, extensive research has been conducted to validate Herzberg's theory, which has been criticized in certain aspects. Some people believe that Herzberg's two factor theory may produce different outcomes depending on different background conditions (such as personality, occupation, income, and national differences) (Lundberg et al., 2009; Ruthankoon & Ogunlana, 2003).

Regarding the social and economic development level proposed by the two factor theory, as well as whether the two factor theory is applicable to China's national conditions and economic development level, some studies have investigated the practical application effects of the two factor theory in Chinese enterprises. Based on Herzberg's two factor theory, Zhou and Ma (2024) explored strategies for effectively managing and motivating Generation Z employees by adjusting incentive mechanisms and optimizing team building, in order to enhance corporate competitiveness and employee satisfaction. Duan (2024) studied the construction path of incentive mechanism for community education teachers based on the two factor theory. According to the research results of the dual factor theory in academia, it has guiding value for the study of enhancing the social responsibility awareness of college students in the western region. The researchers placed Herzberg's two factor theory in the context of Ghanaian culture as a medium to test its global relevance, using evidence from the Ghanaian education sector to explore how cultural factors influence Ghanaian employee motivation. The study focused on the effectiveness and efficiency of employees in organizations through the two factor theory of motivation and related forms of intrinsic motivation.

Motivation is one of the core concepts of Herzberg's two factor theory. Motivation is the driving force for individuals to take actions to achieve specific goals. Motivation expresses the internal conditions that drive an organism to move in a certain direction. There are various types of motivation classifications in the literature, such as primary motivation and secondary motivation. The main motivation is physiological, not acquired (such as eating, drinking, sleeping, etc.).

Herzberg's motivational factors are mainly related to higher-order needs, while healthcare factors are more like lower order needs in Maslow's hierarchy of needs (Hur, 2018).

The dual factor theory is in line with the needs of the times for cultivating social responsibility among college students, and provides an important theoretical perspective for the research on improving the social responsibility awareness of college students in the western region. The cultivation of social responsibility awareness among college students in the western region is still severe, especially in remote and impoverished areas. With the rapid development and popularization of the Internet, college students are increasingly affected by short videos (such as Tiktok), online games, online novels and other online resources, and their attention to social responsibility has not been improved. The cultivation of social responsibility awareness among college students has encountered new situations and challenges. To address the issue of social responsibility awareness among college students in the western region, it is necessary to adopt a dual approach of external and internal factors and propose strategies to enhance their social responsibility awareness. We need to consider external factors to avoid college students in the western region from developing dissatisfied attitudes towards the environment, culture, and other factors that may lead to rebellion. We also need to improve internal factors to enable college students to gain a sense of achievement, satisfaction, and pride in cultivating their sense of social responsibility, and to grow their personal thoughts. At the same time, we should attach importance to the interaction between external and internal factors.

4.2.3 Humanistic Management Theory and Social Responsibility Awareness

Humanistic management theory is a modern philosophical management philosophy that reflects people's understanding of their own value and the elevation of their personal status in the process of modern social development. The various stages of the development of humanistic management are constantly discussed themes (Mel é, 2003): the first stage, particularly developed in the mid-20th century, emphasizes human motivation; The second stage began in the 1980s, with a focus on organizational culture; The beginning of the 21st century marks the third stage of development, combining previous views with the idea that organizations are a community of individuals, which means unity and excellent moral qualities. At present, scholars have proposed a new approach to expand the field of human centered management beyond organizational boundaries by integrating corporate responsibility (Arustei et al., 2014). The explanation of the three interdependent dimensions preset in humanistic management has provided a clearer understanding of the significance of humanistic management: (1) the dignity of each individual is regarded as the foundation of interpersonal relationships, including in the business environment. (2) Incorporate ethical analysis into management decisions, considering the impact on all stakeholders. (3) Take on corporate responsibility through continuous dialogue with stakeholders to gain recognition and legitimacy.

Social responsibility is the obligation of decision-makers to take action, protect and improve the welfare of society as a whole, as well as their own interests "(Keith&Blomstrom, 1975). Social responsibility includes society's expectations of individuals or organizations in terms of economic, legal, moral, and freedom measures (charity) at specific points in time "(Carroll, 1991). The focus pursued at different stages of social responsibility development varies: philanthropy, community relations, and image building (CSR 1.0); Value creation, strong governance, social/stakeholder contributions, environmental integrity, and sustainable ecosystems (CSR 2.0). Obviously, the elements of a new stage or "era" of social responsibility can be identified, which can have a positive impact on all participants through profound changes based on common goals and values, as participation and co creation (Munro, 2020). Humanistic management proposes the integration of

social responsibility based on shared values. It must be acknowledged that values play a role in shaping attitudes and behaviors related to individual or organizational social responsibility (Zait et al, 2015). Caggiano et al. (2024) focus on the concept of human dignity in the workplace and its relationship with humanistic management principles. Human dignity is a fundamental principle that should be respected and promoted in the workplace, as it is a key component in creating sustainable and socially responsible businesses. Human dignity is built on the recognition of each individual's value and unique contribution to society. On the other hand, humanistic management recognizes the importance of human dignity and strives to provide a workplace environment where all employees, as individuals and members of the collective community, can fully realize their potential.

To achieve this goal, humanistic management emphasizes the importance of personal development and growth, as well as the necessity of open communication and collaboration among all stakeholders in the workplace. This includes not only employees, but also customers, suppliers, and other external stakeholders affected by business activities. By promoting a culture of respect, trust, and mutual support, humanistic management can help create a more positive and sustainable work environment that benefits everyone. By emphasizing personal development, open communication, and collaboration among all stakeholders, humanistic management can help create a more positive and sustainable work environment that benefits everyone. Selene and Mario (2024) argue that many social and environmental issues are increasingly time constrained, and society is placing greater demands on organizations that promote social inclusion, well-being, and human prosperity. In this regard, social innovation research has gained relevance as it provides a rich background for studying how to more effectively generate and prioritize dignity based organizations. This study aims to explore how the concepts of dignity and humanistic management shape the process of social innovation, leading to better outcomes for organizations and society. Based on literature on humanistic management and social innovation, a qualitative case study explores how the concept of dignity and humanistic management practices emerge at every stage of the social innovation process (origin, mobilization, execution, and integration). This study explores the relationship between humanistic management principles and social innovation processes.

4.2.4 Social Responsibility Awareness of Universities and Administrators

College administrators and teachers are crucial in shaping college students into socially responsible individuals. In addition to imparting knowledge and dispelling doubts, educators also use appropriate teaching methods and positive guidance to make these students identify with the values of empathy, responsibility, and civic duty, ensuring that they can make positive contributions to society. Universities are one of the main battlefields for cultivating the social responsibility awareness of college students, and also the main life process for their growth and success. Colleges and university administrators play an irreplaceable and crucial role in the cultivation of college students, especially counselors and guidance teachers, who are the most familiar group of college students. Universities and educational administrators create a humanistic care, democratic management, and relaxed educational environment, and college students unconsciously strengthen their sense of social responsibility and values. The social responsibility that universities should undertake is not for profit or to pursue maximum economic benefits, but mainly to bear the responsibility to stakeholders such as the government, students, parents, the general public, and society.

One of the core goals of the United Nations Sustainable Development Programme is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UNESCO, 2020). The 2030 Global Education Agenda of UNESCO is achieving this goal. In addition to the efforts of the United Nations, other international organizations such as the European

Commission have also made significant contributions to promoting education for all. The European Commission promotes education that values diversity and cultural rights through its Framework Convention for the Protection of National Minorities. In addition, the International Association of Universities (IAU) collaborates with UNESCO to emphasize the transformative power of research and higher education in promoting peace, cooperation, and global development. The core of sustainable development is the moral principle of social responsibility. Everyone's behavior has a direct impact on society and extends deeply into the field of education. Education departments and administrators, including teachers, not only impart professional knowledge, but also cultivate students into individuals who have a positive willingness to contribute to society and a sense of social responsibility. Especially, universities and their administrators play a crucial role in this regard, surpassing the traditional function of disseminating knowledge and cultivating values such as empathy and social responsibility among college students.

Abroad, scholars discuss the impact of the social responsibility awareness of universities and their managers on college students from different perspectives. Scholars have studied how universities can promote the cultivation of social responsibility awareness through their policies and practices, and suggest that universities should integrate social responsibility into their campus environment. This viewpoint is crucial for understanding how higher education institutions and their managers can promote becoming catalysts for social change. Researchers emphasize the role of universities in cultivating students' awareness of social responsibility, especially in the areas of family, society, and the state. The research analysis found that universities play a key role in conveying a sense of responsibility to college students, as well as teachers emphasizing ethnic unity and moral values. This study also proposes intervention strategies to thoroughly address how to overcome these challenges in different educational environments. Scholars have studied the relationship between university social responsibility and university performance, with a focus on service quality, student satisfaction, reputation, and trust. Research has shown that university social responsibility has a positive impact on university performance in China, but not significantly in Pakistan. Due to the lack of exploration of potential cultural factors that may affect these differences in this study, comparative research is needed to examine the cultural and institutional contexts that influence the effectiveness of university social responsibility in different countries. Scholars have found that students exhibit a high level of dedication to social responsibility, especially in professional practice and teamwork. However, the study highlights the gap in college students' commitment to environmental and social services.

4.3 Summary of the Results

The findings of this qualitative study reveal that the cultivation of social responsibility awareness among college students in Western China is shaped by a complex interplay of regional disparities, educational inequalities, institutional practices, and cultural influences. Firstly, the imbalance in higher education resources between the eastern and western regions has significantly affected the development of students' sense of responsibility, with issues such as limited access to quality teaching, weak faculty infrastructure, and insufficient ideological and political education being particularly prominent in the western region. Secondly, Herzberg's Two-Factor Theory provides valuable insight into both internal and external motivational factors that influence students' engagement with social responsibility, emphasizing the need to create environments where students feel both supported and inspired. Thirdly, Humanistic Management Theory reinforces the importance of dignity, ethical values, and stakeholder inclusion in shaping educational environments that nurture responsibility and civic consciousness. Finally, the study highlights the pivotal role of universities, educators, and administrators in modeling responsible behavior, embedding social responsibility into curricula, and fostering inclusive, culturally responsive educational practices. Together, these

findings suggest that a multifaceted and coordinated approach, combining policy support, institutional reform, and value-based education, is essential to effectively cultivate social responsibility among college students, especially in the under-resourced western regions of China.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

Through the analysis of relevant literature and thematic data, this study concludes that current academic attention toward cultivating social responsibility awareness among college students in Western China remains insufficient. Unlike international research, which demonstrates greater theoretical depth and interdisciplinary integration, domestic studies tend to be limited in scope and theoretical grounding. Foreign scholars have long emphasized the development of social responsibility as a vital element in shaping the moral, civic, and developmental trajectory of individuals, especially in higher education. In contrast, the Chinese academic community has yet to form a comprehensive or unified understanding of the concept of social responsibility awareness adapted to its unique cultural and developmental context. This study finds that research in China often lacks consistency in definitions, theoretical frameworks, and empirical investigation, especially concerning the lived experiences of students in the western region, who face numerous socioeconomic challenges. The limited focus on this group has created a significant gap in both academic inquiry and practical policy implementation. By integrating Herzberg's Two-Factor Theory and Humanistic Management Theory, this study offers a more systematic framework for understanding the factors that shape college students' social responsibility and proposes pathways for strengthening these qualities. It further highlights the need to recognize the psychological, economic, and educational pressures that influence students' development and to treat the cultivation of responsibility as a core component of national development and educational equity.

5.2 Discussion

International academic communities have a longer and more diverse tradition of research into social responsibility, often incorporating empirical data, moral education theories, and interdisciplinary frameworks. Western scholars not only examine the structural relationship between individuals and society but also develop comprehensive educational methods to enhance social responsibility awareness among university students. This contrasts with the relatively underdeveloped theoretical landscape in China, where research often remains descriptive and fragmented. The findings of this study reinforce that the lack of theoretical clarity and practical focus in China is particularly concerning in under-resourced areas such as Western China, where education systems struggle with uneven resource distribution, faculty shortages, and psychological burdens on students due to economic hardships. Furthermore, the discussion underscores how limited motivation, emotional instability, and negative coping behaviors, such as academic disengagement and self-harm, are all linked to a diminished sense of social responsibility among students. The study also identifies a gap in research regarding the role of students' values and belief systems in shaping their sense of responsibility. In the new era, it is crucial to understand how these values interact with socio-educational systems to either strengthen or weaken responsibility awareness. A shift toward a more values-based, context-sensitive, and student-centered approach in cultivating social responsibility is necessary for long-term social and moral development.

5.3 Recommendation

Based on the findings, this study recommends that China develop a framework for cultivating college students' social responsibility awareness that aligns with its own national conditions, cultural values, and development goals. Specifically, policymakers and educators should prioritize the Western region by increasing research funding, enhancing faculty development, and improving institutional support systems to create a more balanced educational landscape. Educational models should incorporate Herzberg's motivational principles and Humanistic Management Theory to foster both internal and external drivers of responsibility. Strategies must go beyond classroom instruction to include emotional support, community engagement, and identity development, particularly for students from disadvantaged backgrounds. It is also important to unify definitions and theoretical frameworks around the concept of social responsibility to provide clarity and direction for future research. Universities and government bodies should collaborate to promote comprehensive programs that integrate moral education, psychological support, and career guidance to holistically nurture responsible citizens. Furthermore, large-scale empirical studies should be conducted to explore the mechanisms through which values influence social responsibility, especially among students in marginalized or economically stressed communities. Only through such comprehensive, localized, and theoretically grounded approaches can China ensure that social responsibility education becomes an integral and effective part of its higher education system.

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Research on the Educational Value of University Landscape Incorporating Local Cultural Elements - Taking H University as an Example

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IJMBE International Journal of *Special Issue*
Management, Business, and Economics

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Abstract

In contemporary higher education, university campus landscapes are evolving from mere aesthetic or functional spaces into critical platforms for cultural transmission and educational development. This study explores the educational value of embedding local cultural elements into university landscape design, using H University as a case study. Employing a mixed-methods approach, the study combined established scales and self-developed items to construct a comprehensive questionnaire. Data were collected from 1,005 participants and analyzed using SPSS 25.0 and AMOS 21.0. Results confirmed high reliability and validity of the measurement tool. Descriptive, reliability, validity, and difference analyses revealed that the five dimensions of educational value, moral, intellectual, physical fitness, aesthetic, and labor, were perceived as moderately high overall, with labor, aesthetic, and intellectual values ranking the highest. In contrast, moral and physical fitness values showed room for enhancement. Further analysis indicated significant differences in perception based on gender, age, and academic year, while identity and education level showed no substantial impact. These findings highlight the need for more personalized and inclusive landscape planning. The study also affirms that campus landscapes embedded with local cultural elements not only enrich students' educational experiences but also strengthen cultural identity, encourage moral reflection, and promote holistic development. In conclusion, this research underscores the strategic importance of integrating regional culture into landscape planning as a means of supporting the "Five Educations", moral, intellectual, physical, aesthetic, and labor. Practical recommendations include aligning landscape planning with university development strategies, fostering public participation, and designing spaces that act as implicit curricula. This approach redefines campus landscapes as powerful educational tools that contribute to institutional identity and student growth.

Keywords: Campus Landscape Design, Educational Value, Local Cultural Integration, Holistic Student Development, University Spatial Planning

1. Introduction

1.1 Background and Importance of the Problem

School buildings and landscapes are not only foundational facilities for educational activities but also vital expressions of a society's educational philosophy, cultural values, and developmental priorities. These spaces reflect the ideology of the times and offer important cues that influence student behavior, campus life, and educational outcomes. However, in the realm of educational space planning, the cultural and educational potential of campus landscapes has long been underappreciated.

In recent years, the development of educational management as a field has prompted scholars to re-examine educational spaces from a multidimensional perspective. Landscape construction is no longer seen solely as a matter of aesthetics or functionality, but also as a medium that can carry cultural, pedagogical, and symbolic significance. Particularly in universities, the integration of local cultural elements into campus landscapes can create a stronger sense of identity, regional belonging, and educational resonance.

Yet, many university campuses lack this cultural depth. Their landscapes often fail to convey a distinct campus character or reflect the surrounding local culture. Such neglect weakens the landscape's potential to educate, inspire, and connect students with broader societal and historical narratives. Therefore, it is both timely and necessary to re-evaluate campus landscape planning with a focus on cultural integration.

1.2 Research Question

The integration of local cultural elements into university campus landscape design that enhances its educational value and contribute to institutional identity and student development include:

- 1) What is the current state of campus landscape design at H University?
- 2) To what extent do existing landscape features reflect local cultural characteristics?
- 3) How do students and faculty perceive the educational value of culturally integrated landscapes?
- 4) What theoretical and practical strategies can guide future landscape design that promotes cultural and educational engagement?

1.3 Research Objective

This study seeks to explore the educational value of embedding local cultural elements into university campus landscapes, using H University as a case study. The specific objectives are:

- 1) To investigate the current state and design practices of H University's landscape.
- 2) To assess the degree of cultural integration in landscape features.

3) To examine how such integration influences students' educational experience and cultural identity.

4) To provide theoretical and practical recommendations for incorporating local culture in campus landscape planning.

2. Literature Review

2.1 Related Concepts and Theories

The educational space theory positions school environments as holistic systems that encompass both physical structures and symbolic meanings. Landscape architecture theory provides a framework for analyzing design elements and their functions, while place-making theory emphasizes the role of space in fostering emotional attachment and cultural identity. This study also draws from educational sociology and cultural geography, which address the interaction between space, identity, and learning.

2.2 Literature Surveys

Studies both domestically and internationally acknowledge the potential of school architecture to contribute to educational goals. However, literature specifically addressing the integration of local culture into landscape design is limited. Chinese scholars such as Liu Tao (2022) and Wu Bo (2016) have discussed the educational implications of school spaces, but without focusing on cultural embedding. Most research remains fragmented, with few comprehensive or interdisciplinary investigations. While some studies explore campus cultural identity, they often overlook how physical landscapes convey that identity or contribute to students' holistic education.

2.3 Conceptual Framework

This study is guided by a conceptual framework that includes:

- 1) Campus Landscape Design (physical and symbolic elements)
- 2) Local Cultural Integration (regional symbols, stories, aesthetics)
- 3) Educational Value (student development, institutional identity, cultural learning)

The model hypothesizes that the quality and meaning of university landscapes are enhanced when local cultural elements are purposefully incorporated, promoting stronger educational engagement and cultural connection.

2.4 Research Hypothesis

H1: Integration of local cultural elements into campus landscapes enhances the perceived educational value among students and staff.

H2: Culturally embedded landscapes foster a stronger sense of belonging and cultural identity among students.

H3: Local culture integration improves the overall effectiveness of landscape design in supporting institutional values and educational goals.

3. Research Methodology

3.1 Research Design

This study employs a quantitative survey-based research design, using H University as a case study to analyze the educational value of integrating local cultural elements into campus landscape construction. A structured questionnaire was developed to collect student and faculty perceptions based on established theoretical dimensions.

3.2 Population and Sample

The survey targeted students and teachers from various colleges within H University. A random sampling method was used, stratified by gender, age, grade level, and identity. Out of 1013 distributed questionnaires, 1005 valid responses were collected, yielding a high effective response rate of 99.21%.

3.3 Research Instruments

The questionnaire consisted of three sections:

- 1) Demographics – including gender, age, identity, and educational level.
- 2) Educational Value Scale – 25 items across five dimensions aligned with the "Five Educations" (moral, intellectual, physical, aesthetic, and labor education), rated on a 5-point Likert scale.
- 3) Open-ended Questions – allowing qualitative input on landscape impressions and suggestions.

The questionnaire design was informed by policies like the "Five Education Simultaneously" policy and prior research (e.g., Lu & Yan, 2020. Liu, 2022. Wu, 2016).

3.4 Data Collection

Questionnaires were distributed via Wenjuanxing, a widely used Chinese survey platform. Data collection was completed over a specified period and then filtered for validity.

3.5 Statistics Used for Data Analysis

SPSS 25.0 was used for descriptive analysis, reliability testing (Cronbach's Alpha), independent sample t-tests, ANOVA, and correlation analysis.

AMOS 21.0 supported the exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). The sample was split into two groups (odd: 503. even: 502) for EFA and CFA, respectively.

Key metrics calculated included: CR (Composite Reliability), AVE (Average Variance Extracted), Discriminant Validity

These analyses ensured the structural, convergent, and discriminant validity of the instrument.

4. Data Analysis and Findings

4.1 Introduction

This chapter presents the analysis of quantitative data collected through a structured questionnaire to investigate the impact of embedding local cultural elements into university landscape education. Using SPSS 25.0 and AMOS 21.0, the study examines the reliability, validity, and structural integrity of the proposed measurement model. Descriptive statistics were first used to analyze demographic characteristics and overall response trends. Reliability testing through Cronbach's alpha confirmed strong internal consistency across all five educational value dimensions, moral, intellectual, physical, aesthetic, and labor. Exploratory and confirmatory factor analyses further validated the structure of the scale, with model fit indices demonstrating excellent alignment with theoretical expectations. The results also confirmed good convergent and discriminant validity. Additionally, t-tests and ANOVA were conducted to explore differences in perceptions based on demographic variables, while Pearson correlation analysis revealed significant positive relationships among the five educational dimensions. These findings provide a solid empirical foundation for understanding the educational significance of landscape spaces in higher education settings, particularly those incorporating local cultural characteristics.

4.2 Data Analysis of the Quantitative Data

The descriptive statistical analysis method in SPSS software was used to analyze various demographic information variables. The results showed that in terms of gender, there were 291 males, accounting for 29%. There are 714 women, accounting for 71%. Among them, the female group accounts for a relatively large proportion. In terms of age, there are 976 people aged 18-26, accounting for 97.1%. There are 7 people aged 27-41, accounting for 0.7%. There are 13 people aged 42-50, accounting for 1.3%. There are 4 people aged 51-55, accounting for 0.4%. There are 5 people aged 56 and above, accounting for 0.5%. The vast majority of participants were between the ages of 18 and 26. In terms of identity, there are 982 students, accounting for 97.7%. There are 11 teachers, accounting for 1.1%. There are 7 administrative and logistics personnel, accounting for 0.7%. There are 5 people with other identities, accounting for 0.5%. The majority of them are students. Among the 1005 participants, 455 were first-year students, accounting for 45.3%. There are 290 second grade students, accounting for 28.9%. There are 203 third grade students, accounting for 20.2%. There are 11 fourth grade students, accounting for 1.1%. There are 46 people from grades one to four, accounting for 4.6%. The first grade has the highest number of students. In terms of educational level, there are 7 people with a doctoral degree or above, accounting for 0.7%. There are 10 people with a master's degree, accounting for 1%. The proportion of participants with a bachelor's degree is the highest, accounting for 98.3%.

Then conduct descriptive statistical analysis on each measurement item. In order to use questionnaire data for subsequent data analysis such as reliability and validity, and ensure the accuracy of the results, this study judges whether the questionnaire survey data conforms to a normal distribution based on indicators such as skewness and kurtosis of each item in the statistical results.

Some scholars have proposed using the conditions of absolute skewness less than 3 and absolute kurtosis less than 10 as the criteria for data to basically satisfy normal distribution. According to the statistical results, the absolute skewness and absolute kurtosis of the collected sample data meet the above conditions, and the data can be used to support subsequent statistical analysis. And the standard deviation of each data is around 1, indicating that the degree of dispersion is small, the answers of the subjects are relatively consistent, and the reliability is high.

According to the overall descriptive statistical analysis of the five factors, the scores of the five educational values of school landscape are moderately high, indicating that school landscape has a certain impact on the moral, intellectual, physical, aesthetic, and labor educational values of teachers and students. The average values of various factors related to the educational value of school landscapes are ranked from high to low as follows: labor education value>aesthetic education value>intellectual education value>physical fitness education value>moral education value. Among them, the performance in the three dimensions of labor education value, aesthetic education value, and intellectual enlightenment education value all exceeded the overall average level of 3.5953. The scores of the two dimensions of fitness education value and moral education value are lower than the overall average level of 3.5953. The realization of labor education value, aesthetic education value, and intellectual enlightenment education value in the school landscape of H University is relatively good. From this, it can be seen that in recent years, H University has invested heavily in landscape construction for renovation, and has achieved great success in conjunction with labor education measures (such as cleaning and beautifying the campus), which has the greatest impact on students. The educational value of the school landscape is fully reflected in the above three dimensions. There is still significant room for improvement in the realization of the values of physical fitness education and moral education. It is worth noting that the lowest score for moral education value may be due to the weak foundation of school landscape construction in the early stage, insufficient exploration of excellent moral education resources in local culture, and insufficient emphasis on moral education in landscapes. Therefore, the exploration of the moral education value of school landscape should be given attention by relevant departments. The slightly lower value of fitness education compared to the overall average may be due to uneven distribution of fitness education resources in the landscape, as well as significant differences in the perception of students in different campuses. The relevant departments should also pay full attention to this and make improvements as much as possible. However, the average values of the five dimensions are not significantly different, indicating that the overall value of school landscape education is well achieved.

Reliability testing is a method of determining the consistency and reliability of questionnaire results answered by survey respondents at different times and locations. The use of Cronbach's alpha values to test the consistency and reliability of questionnaires is one of the commonly used methods in statistics. The range of Cronbach's alpha values is generally required to be between 0-1. According to De Vellis (1991), when the alpha coefficient value is between 0.80-0.90, it indicates good reliability of the scale. when it is between 0.70-0.80, it indicates good reliability. when it is between 0.65-0.70, it indicates that the design of the scale has certain problems, but the reliability is still acceptable. when it is between 0.60-0.65, it needs to be considered for re evaluation. Scale design.

In order to ensure that the empirical questionnaire data collected for each latent variable and its sub dimensions meet the requirements of internal consistency and reliability, the authors of this study used SPSS software to test the Cronbach's alpha coefficients of each latent variable and its sub dimensions. The specific test results are shown below.

Table 1 Reliability Test of the Questionnaire as a Whole and Each Variable

Variable	Measurement Items	CITC	Bach Alpha after Deleting Items	Clone Bach Alpha
P1 Moral Values	Q6	0.740	0.851	0.882
	Q7	0.698	0.861	
	Q8	0.664	0.869	
	Q9	0.714	0.857	
	Q10	0.767	0.845	
P2 Enlightenment Value	Q11	0.765	0.860	0.891
	Q12	0.716	0.871	
	Q13	0.700	0.875	
	Q14	0.729	0.868	
	Q15	0.760	0.861	
P3 Fitness Value	Q16	0.709	0.837	0.869
	Q17	0.682	0.844	
	Q18	0.670	0.847	
	Q19	0.651	0.851	
	Q20	0.751	0.827	
P4 Aesthetic Value	Q21	0.721	0.847	0.877
	Q22	0.696	0.853	
	Q23	0.692	0.854	
	Q24	0.688	0.855	
	Q25	0.739	0.843	
P5 Labor Value	Q26	0.739	0.866	0.891
	Q27	0.756	0.862	
	Q28	0.701	0.875	
	Q29	0.707	0.874	
	Q30	0.768	0.860	
Overall Questionnaire				0.932

According to the reliability analysis results in the table above, this study questionnaire consists of 25 measurement items, corresponding to 5 latent variables. The overall reliability alpha value of the questionnaire is 0.932. The reliability alpha value of the P1 moral value variable is 0.882. The reliability alpha value of the P2 enlightenment value variable is 0.891. The reliability alpha value of the P3 fitness value variable is 0.869. The reliability alpha value of the P4 aesthetic value variable is 0.877. The reliability alpha value of the P5 labor value variable is 0.891. From the statistical results in the table above, it can be seen that the reliability coefficients of all variables involved in this study are greater than the general standard of 0.7. Therefore, it can be concluded that the survey questionnaire designed in this study has good credibility and consistency.

In addition, the CITC (corrected total correlation) between the observed variables and their latent variables meets the requirement of greater than 0.5, indicating that the question settings for each latent variable are good and the questionnaire reliability is good. At the same time, by excluding the observed variables, the specific method is to delete each measurement item once. If there is no improvement in the reliability index after deletion, it is considered that the measurement item of the variable has good reliability. The results in the above table indicate that the overall Cronbach's Alpha

coefficient did not improve after deleting each item, indicating that the settings for each item were good.

4.2.1 Validity Analysis

Conduct Exploratory Factor Analysis (N=503)

In order to test the structural validity of the survey questionnaire, the author used exploratory factor analysis to examine it. This method is the most commonly used approach in statistics to evaluate the validity of scales. In this study, SPSS software was used to test the validity of the survey questionnaire. When using factor analysis for validity analysis, two necessary conditions are usually met. The first is to meet the standard value of KMO value greater than 0.7. The second criterion is that the P-value of Bartlett's sphericity test result needs to be less than 0.05. If both of the above conditions are met, it can fully demonstrate that the survey questionnaire designed in this study has good structural validity.

The validity test results indicate that the KMO value of the survey questionnaire in this study is 0.936, which meets the standard range of 0.7. This proves that the survey questionnaire on the current status of the value of embedding local cultural elements into university landscape education can be used for exploratory factor analysis. The Bartlett sphericity test results also showed an approximate chi square value of 7105.256 and a significance P value of 0.000, indicating a significance level of <0.001. Therefore, it is determined that the survey questionnaire in this study has passed the basic test and its validity can be further tested.

In the process of conducting exploratory factor analysis, the authors of this study also used principal component analysis to extract five factors with eigenvalues greater than 1. The test results showed that the total variance explained by these five common factors exceeded the general standard of 60%, with a specific value of 68.109%. This indicates that the correspondence between the five value dimensions and the items is in line with expectations, and the structure is relatively clear. Therefore, it is believed that the survey questionnaire of this study has good structural validity.

According to the results of the gravel plot, it can also be seen that out of the 25 measurement problems, a total of 5 factors with eigenvalues greater than 1 were proposed. The trend gradually flattens after the fifth factor. Consistent with the results of the factor analysis mentioned above.

The validity of the overall questionnaire scale was tested using a factor rotation matrix, and the results showed that five factors with eigenvalues greater than 1 were extracted using factor analysis. Among them, five questions from Q6-Q10 were clustered on the second column of factors. By observing the textual descriptions of each measurement item, the factor can be named "P1 Moral Value". Q11-Q15, a total of 5 questions, are clustered on the fourth column factor. By observing the textual descriptions of each measurement item, the factor can be named "P2 Enlightenment Value". The five questions Q16-Q20 are clustered on the third column factor. By observing the textual descriptions of each measurement item, the factor can be named "P3 Fitness Value". Q21-Q25, a total of 5 questions, are clustered on the 5th column factor. By observing the textual descriptions of each measurement item, the factor can be named "P4 Aesthetic Value". Q26-Q30 consists of 5 questions clustered on the 5th column factor. By observing the textual descriptions of each measurement item, the factor can be named "P5 Labor Value". The load of each measurement item is higher than 0.5, and there is no situation where the double factor load is high. And the measurement items under each dimension are aggregated together according to theoretical distribution, indicating that the questionnaire has good content validity. This questionnaire consists of 5 factors and 25 variable questions on educational value.

Confirmatory Factor Analysis using AMOS (N=502)

Confirmatory factor analysis, abbreviated as CFA, is mainly used to test whether the explanatory relationship between a variable factor in a questionnaire and its corresponding measurement item conforms to the variable structure pre-set by the researcher and whether this structure is valid to a certain extent. It is a commonly used testing method for assessing the validity of questionnaires, mainly through statistical analysis of data collected from survey questionnaires using AMOS software. In order to examine the degree of agreement between the theoretical model and the actual model in this study, according to the structure determined during initial testing, AMOS21.0 was used to perform confirmatory factor analysis on the model using maximum likelihood estimation. The specific results are shown below.

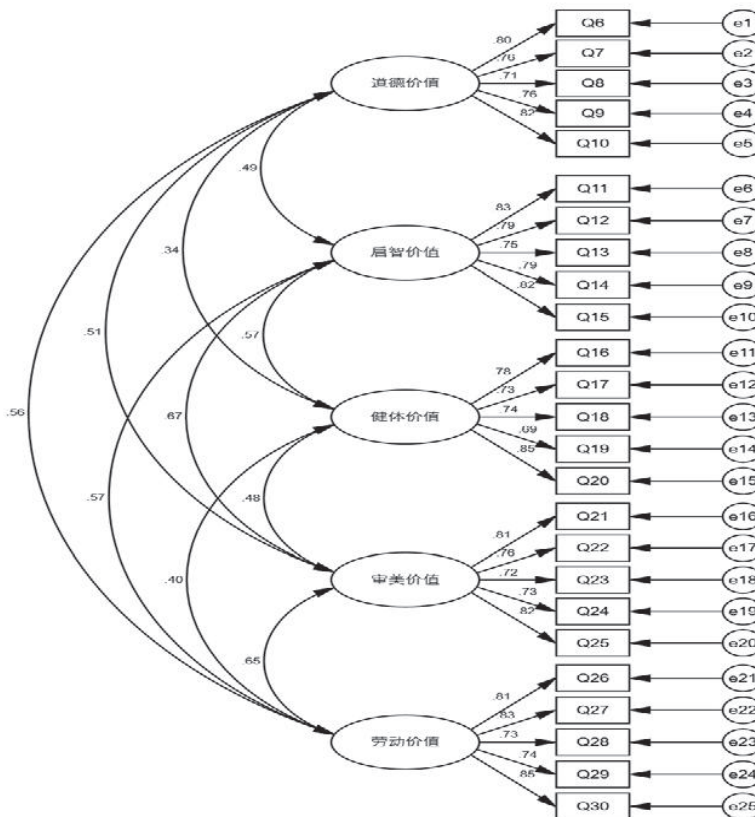


Figure 1 Validation Factor Analysis Model of Embedding Local Cultural Elements into University Landscape Education Value

After establishing a confirmatory factor analysis model, the results of some major goodness of fit indicators should be statistically analyzed first. Generally, in statistics, when testing whether the confirmatory factor analysis model is meaningful, the main criteria for judging goodness of fit indicators are that χ^2/df should be less than 3, which is an ideal standard, but less than 5 is also an acceptable level. Ullman (2007) believed that a chi square value within 2 is considered a good model fit, while Carmines and McIver (1981) suggested that the chi square degrees of freedom should be 2 or 3. GFI, AGFI, and NFI generally require that the values of these fitting indicators be greater than the universal standard of 0.8 to demonstrate that the model's adaptability meets the standard. However, to prove that the model's fitting effect is better, a standard greater than 0.9 is needed. The TLI and CFI indicators must meet 0.9 or above to fully indicate that the model's matching degree is

good. The indicator results of RMSEA should be less than 0.08 to prove that the model is well adapted. Authoritative sources such as Schumacher (2010) argue that an approximate root mean square error (RMSEA) less than 0.05 indicates a high model fit, while a RMSEA between 0.05-0.08 indicates a high fit.

According to the fitting index results obtained from the confirmatory factor analysis model, the test result value of χ^2/df is 1.921, which is less than the standard value of 3. The GFI index result is 0.924, the AGFI index result is 0.907, the NFI index result is 0.934, the IFI index result is 0.967, the CFI index result is 0.967, the TLI index result is 0.962, and the RMSEA index result is 0.043, which is less than the standard level of 0.08. All test results can fully prove that the confirmatory factor analysis model established in this study meets the standards, passes the fit test, and has good goodness of fit.

According to the results output by the confirmatory factor analysis model, the standardized factor loading values of each measurement item in the questionnaire are within the range of 0.692 to 0.853, all greater than the standard value of 0.5, and the standard error values of each item are also less than the standard range of 0.5. This indicates that each measurement item can explain the dimensional structure well, thus proving the validity of the questionnaire in this study.

Calculate the CR and AVE values by normalizing the factor loading values. CR value, also known as composite reliability, is used to test the reliability indicators of various variable constructs in a questionnaire and measure the internal consistency of questionnaire items. The higher the CR value, the higher the consistency of each measurement item in the questionnaire. Generally, the statistical standard requires a CR value of at least 0.7 to indicate good composite reliability.

The Average Variance Extracted (AVE) value is used to test the explanatory power of each item on the variable surface of a questionnaire for the average variation of the variable surface. Generally, statistical requirements require an AVE value greater than 0.5, indicating that each variable surface has good convergent validity.

The test results of the above items all indicate that the standardized factor loadings of each measurement indicator in the questionnaire have reached the general standard of 0.5 or above, and have all reached a significant level. The combined reliability CR values are also above 0.7, and the AVE values are also above the general standard of 0.5, indicating that the combined reliability and convergent validity of the various variable constructs and measurement items in the questionnaire set in this study meet the theoretical requirements. Consistency and effectiveness are both relatively ideal.

To test discriminant validity, the general standard is that the correlation coefficient between latent variables should be below the critical threshold of 0.85. If it exceeds 0.85, it indicates that the correlation between the variables or dimensions is too strong, suggesting poor discriminant validity. Additionally, the square root of the AVE (Average Variance Extracted) for each variable or dimension should be compared with the correlation coefficients between that variable and others. When the square root of a variable's AVE is greater than its correlation coefficients with other variables, it indicates good discriminant validity.

The test results show that the correlation coefficients between each latent variable are all less than the highest upper limit of the 0.85 standard value, indicating that there is a certain degree of correlation between each variable, but there is no excessive correlation. The square root of AVE for

each variable is also greater than the correlation coefficient between variables, fully indicating that each variable has good discriminant validity.

Continuing with the Analysis of Differences in Subject Information

1) Independent sample t-test is a test for the significance of the difference in mean between two samples. In the t-test of the mean equation, if Sig is less than 0.05, it indicates that there is a significant difference in the mean between the two samples.

2) One way ANOVA is used to compare the means of multiple samples in a completely randomized design. Its statistical inference is to infer whether the means of each population represented by each sample are equal. If the P value is less than 0.05, it indicates a significant difference.

The independent sample t-test analysis method in SPSS software was used to compare and analyze the gender and various variables of the subjects. The above conclusions were drawn that there were significant differences ($P < 0.05$) in the P2 intellectual value, P3 physical fitness value, P4 aesthetic value, and P5 labor value variables among subjects of different genders. There was no significant difference in the P1 moral value variable ($P > 0.05$). Both male and female students have obtained the same moral education value in the school landscape, while there are differences in the impact of the school landscape on male and female students in terms of intellectual education value, physical fitness education value, aesthetic education value, and labor education value. The educational value of university landscapes embedded with local cultural elements is not significantly different from that of moral education, but there are gender differences in other educational value factors.

By using one-way analysis of variance in SPSS software to compare the age of the subjects with various variables, the above conclusion was drawn that there were significant differences ($P < 0.05$) in the P4 aesthetic value and P5 labor value variables among subjects of different ages. There was no significant difference ($P > 0.05$) in the variables of P1 moral value, P2 intellectual value, and P3 physical fitness value. The perception of the educational value of landscape varies among different age groups. From the mean analysis, the overall perception and satisfaction of young students aged 18-26 are the highest, with the most significant impact.

By using one-way ANOVA in SPSS software to compare and analyze the identity of the subjects with various variables, the above conclusion was drawn that there were no significant differences in the variables of P1 moral value, P2 intellectual value, P3 physical fitness value, P4 aesthetic value, and P5 labor value among subjects with different identities ($P > 0.05$). The impact of landscape education value is not related to identity.

By using one-way ANOVA in SPSS software to compare and analyze the subjects' grades and various variables, the above conclusion was drawn that there were significant differences ($P < 0.05$) in the P1 moral value and P3 physical fitness value variables among subjects of different grades. There was no significant difference ($P > 0.05$) in the variables of P2 intellectual value, P4 aesthetic value, and P5 labor value. Students of different grades have different perceptions of the moral and physical values of landscape education. The enlightening value, aesthetic value, and labor value of landscape education have the same impact on students of different grades. The estimated reasons for the differences in the impact of moral education and the value of physical education are consistent with the overall description and analysis above.

By using one-way analysis of variance in SPSS software to compare the education level of the subjects with various variables, the above conclusion was drawn that there were no significant differences ($P > 0.05$) in the variables of P1 moral value, P2 intellectual value, P3 physical fitness value, P4 aesthetic value, and P5 labor value among subjects with different education levels. The impact of landscape education value is not related to academic qualifications.

4.2.2 Conduct Correlation Analysis

This study used Pearson correlation analysis. In order to verify whether there is a mutual correlation between the variables involved in this study, it is necessary to conduct correlation analysis. If the statistical significance test can be passed, it indicates that there is a significant correlation between the variables. Provide statistical basis for the subsequent regression analysis.

The results of the correlation analysis show that the Pearson correlation coefficient values between the 11 latent variables used in this study are all above 0.1, and the corresponding significance P values are all less than the significance statistical standard of 0.05, indicating that the correlation coefficient has significant statistical significance. Therefore, it can fully demonstrate that the 11 latent variables used in this study have significant correlations between each other, indicating that these dimensions cannot be replaced by each other.

There is a significant positive correlation between P1 moral value and P2 intellectual value, $r = 0.394$, $P < 0.01$. There is a significant positive correlation between the fitness value of P3 and each pair, $r = 0.294$, $P < 0.01$. There is a significant positive correlation between the aesthetic value of P4 and each other, $r = 0.420$, $P < 0.01$. There is a significant positive correlation between the labor value and P5, $r = 0.426$, $P < 0.01$.

There is a significant positive correlation between the intellectual value of P2 and the fitness value of P3, $r = 0.513$, $P < 0.01$. There is a significant positive correlation between the aesthetic value of P4 and each other, $r = 0.603$, $P < 0.01$. There is a significant positive correlation between the labor value and P5, $r = 0.479$, $P < 0.01$.

There is a significant positive correlation between the fitness value of P3 and the aesthetic value of P4, $r = 0.442$, $P < 0.01$. There is a significant positive correlation between the labor value and P5, $r = 0.364$, $P < 0.01$.

There is a significant positive correlation between P4 aesthetic value and P5 labor value, $r = 0.566$, $P < 0.01$. Indicating that the educational value of each dimension is positive and the goals are relatively consistent.

4.4 Summary of the Results

The results of the quantitative data analysis provide strong empirical support for the validity and reliability of the questionnaire used to assess the educational value of embedding local cultural elements into university landscape design. First, descriptive statistical analysis revealed that most respondents were students aged 18–26, with female participants forming the majority. The overall mean scores for the five educational value dimensions, moral, intellectual, physical fitness, aesthetic, and labor, were moderately high, indicating that the university landscape plays a meaningful role in supporting holistic education. Among these, labor education, aesthetic education, and intellectual enlightenment received higher evaluations, while moral and physical fitness education values

showed relatively lower scores, suggesting areas for further improvement. Reliability analysis demonstrated strong internal consistency, with Cronbach's alpha values exceeding the acceptable threshold of 0.7 for all five dimensions. Exploratory factor analysis supported the structural validity of the instrument, and confirmatory factor analysis showed that the model had a good fit with the data, meeting all major goodness-of-fit criteria. Composite Reliability (CR) and Average Variance Extracted (AVE) values further confirmed strong convergent validity. Discriminant validity was established as the square roots of AVE values exceeded inter-variable correlations, and all correlation coefficients remained below the critical threshold of 0.85.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

This study, centered on the teachers and students of H University, explored the educational value of integrating local cultural elements into university landscape construction. First, by combining mature scales with self-developed questionnaire items, a preliminary version of the "Survey on the Current Status of the Educational Value of Embedding Local Cultural Elements into University Landscapes" was developed. Data analysis using SPSS 25.0 and AMOS 21.0 demonstrated high reliability and validity, offering a valuable reference for future studies.

Second, analysis of the survey results revealed that the overall perception of the five dimensions of the educational value of university landscapes, moral education, intellectual enlightenment, physical fitness, aesthetic education, and labor education, was relatively high. Among these, the landscape's influence on labor, aesthetic, and intellectual education was particularly significant. However, physical and moral education aspects showed room for enhancement. It is necessary to further explore local cultural resources and strengthen landscape elements that support these dimensions, achieving a balanced and integrated implementation of the "Five Educations."

Third, findings indicated that while identity and education level did not significantly affect perceptions, there were notable differences based on age, gender, and academic year. This suggests the importance of tailored landscape planning that considers the unique needs and experiences of different groups within the university.

5.2 Discussion

This research reinforces the importance of campus landscapes as more than just physical spaces, they are carriers of educational and cultural values. Embedding local cultural elements within campus landscapes has been shown to enrich moral and intellectual development, promote aesthetic appreciation, and support the comprehensive growth of students. The survey results demonstrate that well-designed landscapes resonate with teachers and students, especially in fostering labor and aesthetic values. However, less impact was perceived in moral and physical education, pointing to a gap in current landscape planning that must be addressed.

Moreover, the analysis reveals that teachers and students across different demographics experience the educational value of landscapes differently. Therefore, incorporating personalized, human-centered design is vital. Landscapes should reflect the needs of a diverse student body and serve as dynamic educational spaces that bridge culture, history, and pedagogy. As campuses become increasingly modernized, the integration of regional culture becomes not only a form of aesthetic expression but a strategic educational tool.

5.3 Recommendation

Based on the research findings, this study proposes the following recommendations for the enhancement of educational value in university landscape construction:

1) Integrate local cultural elements into campus master planning

Universities should include cultural landscape construction as part of their top-level strategic plans, particularly in initiatives like the upcoming "15th Five-Year Plan." This includes excavating local cultural and historical resources to construct landmark features that embody both school tradition and regional identity.

2) Promote the symbiotic development of landscape and humanistic education

As material carriers of culture, campus landscapes embedded with local cultural elements can immerse students in a rich educational environment. These spaces should be designed to encourage moral discovery, cultural appreciation, and value formation. Emphasis should be placed on public participation, ensuring that landscapes cater to the emotional and developmental needs of teachers and students alike.

3) Construct distinctive landscapes aligned with the "Five Educations" to foster student growth

Landscape planning must support moral, intellectual, physical, aesthetic, and labor education comprehensively. Each wall, structure, or pathway should serve as a medium for student development. The landscape should act as an implicit curriculum, reinforcing subject learning, emotional development, and overall well-being.

In conclusion, the fusion of local culture and educational function in landscape design is a strategic direction for modern university development. It enables the landscape to serve not just as decoration, but as a meaningful educational tool that shapes the character, values, and holistic development of future generations.

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Research on the Impact of School Connectivity on College Students' Academic Achievement under the Background of Higher Education Popularization

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IJMBE International Journal of *Special Issue*
Management, Business, and Economics

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Abstract

As China's higher education system transitions into a phase of mass access, institutions are grappling with challenges related to student engagement, academic quality, and effective talent development. This study investigates the relationships among school connectivity, academic self-efficacy, and academic achievement among college students within this evolving educational context. Drawing on theoretical frameworks and empirical data, the research explores how students' emotional and social attachment to their academic environment influences their belief in their academic capabilities and subsequent performance. Findings indicate that school connectivity significantly predicts academic achievement; students who feel a strong sense of belonging and receive support from peers and faculty tend to perform better academically. Moreover, school connectivity is positively correlated with academic self-efficacy, suggesting that a nurturing school environment enhances students' confidence in their ability to succeed. Academic self-efficacy itself emerged as a critical determinant of academic success, mediating the relationship between school connectivity and academic achievement. The study also identified demographic differences, such as gender, grade level, and place of origin, as influencing levels of school connectivity, self-efficacy, and performance. Based on these findings, the study recommends adopting student-centered teaching philosophies, fostering role model-driven motivation, and creating holistic campus environments that support both academic and personal development. Additionally, it calls for broader, more diverse research efforts that incorporate different types of higher education institutions to improve the applicability and depth of future findings. The results contribute to a better understanding of how psychological and social factors interplay in shaping students' academic trajectories, offering valuable insights for educational policy, teaching practices, and student development strategies.

Keywords: School Connectivity, Academic Self-Efficacy, Academic Achievement, Higher Education in China, Student Engagement

1. Introduction

1.1 Background and Importance of the Problem

As China's higher education enters a stage of widespread access, universities are experiencing a surge in student enrollment. This shift is reshaping the structure and characteristics of the student population and significantly influencing traditional academic standards, teaching models, and talent cultivation strategies (Zhang Huafeng, 2021). One of the prominent challenges facing Chinese universities is the insufficient engagement of both teachers and students in teaching and learning processes, which directly affects the quality of talent development.

Schools are central environments where adolescents learn, live, and socialize. They also serve as key leverage points for addressing developmental challenges among young people (McNeely, Nonemaker, & Blum, 2002). A crucial concept in this context is school connectivity, which refers to students' sense of belonging and the support they receive from teachers and peers. This factor is essential for adolescents' physical and mental well-being (Yu Chengfu et al., 2011).

Furthermore, scholars such as Wang Kun (2019) and Zhu Hong (2010) emphasize that undergraduate education is a pivotal stage in talent formation. There is a growing call for universities to reform traditional fragmented models of instruction and student affairs, dismantle institutional barriers characterized by "teaching without educating," and foster integrated environments where life and learning support holistic student development.

1.2 Research Question

What are the mechanisms through which school connectivity and academic self-efficacy influence academic achievement among college students in the context of China's higher education popularization?

1.3 Research Objective

This study aims to investigate the learning characteristics and challenges faced by college students amid the expansion of higher education in China. It explores the roles of school connectivity and academic self-efficacy in shaping academic achievement, and seeks to identify effective methods and strategies to enhance student learning outcomes and overall development.

2. Literature Review

2.1 Related Concepts and Theories

2.1.1 School Connectivity

School connectivity refers to students' sense of belonging to their educational environment and their perception of being cared for, recognized, and supported by teachers and peers (Wilson, 2004; Yin Haowen, 2014). It captures interpersonal relationships and psychological attachment within the school, emphasizing emotional and social support as a key part of students' educational experiences.

2.1.2 Academic Self-Efficacy

Academic self-efficacy is defined as students' beliefs in their capabilities to successfully complete academic tasks (Lin Jie, 2020). It reflects their confidence in handling academic challenges and is influenced by past performance, motivation, and learning strategies.

2.1.3 Academic Achievement

Academic achievement refers to students' learning outcomes over a specified period, reflecting their mastery of knowledge and skills. Typically measured using GPA, class rankings, or standardized test scores, it serves as an important quantitative indicator of educational effectiveness (Wu Jiahui et al., 2023).

2.1.4 Self-Determination Theory (SDT)

SDT (Deci & Ryan, 1985, 2000) posits that individuals possess innate psychological needs, autonomy, competence, and relatedness. When these needs are fulfilled, individuals demonstrate enhanced motivation, engagement, and well-being. In the school context, SDT provides a framework for understanding how school connectivity (relatedness), academic self-efficacy (competence), and self-motivated learning (autonomy) contribute to positive academic outcomes.

2.1.5 I-E-O Model

The Input-Environment-Output model (Astin, 1993) explains educational outcomes as the product of student inputs (e.g., demographics, prior experiences), the learning environment (e.g., school support, peer interaction), and the outputs (e.g., academic achievement, skill development). This model frames school connectivity as an environmental factor, academic self-efficacy as a psychological output shaped by that environment, and academic achievement as the ultimate outcome.

2.2 Literature Surveys

2.2.1 Research on School Connectivity

Scholars such as McNeely & Falci (2004) define school connectivity as the presence of caring interpersonal relationships within the school. Marrachini and Brier (2017) identify four key dimensions: social relationships, school belonging, the perceived importance of school, and a supportive learning environment. Studies have found that higher school connectivity is associated with better academic performance, mental health, and behavior (Hodges et al., 2018; Eisenberg et al., 2003; Gentina et al., 2018). Research in China also confirms that students with strong school connections exhibit higher academic ability and reduced dropout rates (Yin Haowen, 2014; Zeng Chengwei, 2025).

2.2.2 Research on Academic Self-Efficacy

Academic self-efficacy is a key psychological construct linked to students' motivation, learning strategies, and performance (Wang Wei et al., 2016; Ferla et al., 2009). Choi & Namok (2005) and Pajares (2009) highlight its influence on cognitive processes and academic behavior. It also mediates the relationship between school environment and learning outcomes, making it central to understanding academic success (Tan Qianbao et al., 2013).

2.2.3 Research on Academic Achievement

Academic achievement serves as a benchmark for evaluating student performance and educational quality (Wu Jiahui et al., 2023). It is typically measured through GPA, average credit scores, and exam results (Rabow, 1988; Entwistle, 1991; Biggs & Tang, 2011). The quantitative nature of academic achievement enables comparison and assessment of learning outcomes across individuals and institutions.

2.3 Conceptual Framework

Based on Self-Determination Theory and the I-E-O model, the conceptual framework of this study is structured as follows:

1) Independent Variable: School Connectivity (Environmental factor influencing students' academic experience and emotional well-being)

2) Mediating Variable: Academic Self-Efficacy (Internal psychological construct that reflects students' belief in their academic competence)

3) Dependent Variable: Academic Achievement (Outcome variable measuring students' learning results)

The framework hypothesizes that school connectivity directly influences academic achievement and indirectly affects it through academic self-efficacy. The model also considers potential differences in outcomes based on demographic factors such as gender, grade level, and place of origin.

2.4 Research Hypothesis

Hypothesis 1: School connectivity significantly predicts the academic achievement of college students.

Hypothesis 2: School connectivity is significantly correlated with academic self-efficacy.

Hypothesis 3: Academic self-efficacy is significantly correlated with academic achievement.

Hypothesis 4: Academic self-efficacy partially mediates the relationship between school connectivity and academic achievement.

Hypothesis 5: There are significant differences in school connectivity, academic self-efficacy, and academic achievement based on gender, grade level, and place of origin.

3. Research Methodology

3.1 Research Design

This study adopts a quantitative research design utilizing a questionnaire-based survey to examine the relationships between school connectivity, academic self-efficacy, and academic achievement among college students. The research is structured to analyze how school-related social and emotional factors influence students' confidence in their learning abilities and their overall academic outcomes. To ensure a reliable and representative data set, stratified sampling was employed, allowing for a balanced selection of participants across different academic years and backgrounds.

3.2 Population and Sample

The research was conducted at a comprehensive undergraduate university located in the eastern coastal region of China. This institution is known for its educational strength and coordinated development across various academic disciplines, including humanities, science, engineering, economics, management, law, history, and the arts. With a number of full-time students, the university provided a robust sample base for the study. The participants selected for the survey included freshmen, sophomores, and juniors, ensuring that the sample covered students with varying levels of academic experience. Stratified sampling was applied to ensure demographic diversity in terms of grade level, gender, and place of origin. A total of 993 questionnaires were distributed in this survey, and 81 invalid questionnaires were excluded. Finally, 912 valid questionnaires were obtained, with an effective response rate of 91.76%. The basic information of the effective sample population (N=912) was collected through a questionnaire survey, and the results are shown in Table 1.

Table 1 Basic Information of Effective Sample Population (N=912)

Variable	Type	Frequent and Continuous	Percentage
Gender	Male	39.9%	364
	Female	60.1%	548
Students	Rural (township)	62.0%	565
	City	38.0%	347
Grade	Freshman	32.0%	292
	Sophomore	35.0%	320
	Junior Year	33.0%	300

3.3 Research Instruments

Three primary instruments were used to collect data in this study. First, the School Connectivity Scale, revised by Yu Chengfu et al. (2011), consists of 10 items covering three key dimensions: teacher support, peer support, and school belonging. The items are rated using a 5-point Likert scale, with higher scores indicating stronger school connectivity. The internal consistency of the scale was acceptable, with Cronbach's alpha values of 0.795 for the total scale, and 0.823, 0.725, and 0.804 for the three respective subdimensions.

Second, academic achievement was assessed using a 5-point self-report measure based on class ranking, referencing Wu Qiuxiang's (2018) method. Students were asked to indicate their

academic position within the class as one of five categories: top 15%, top 16%–25%, top 26%–40%, top 41%–60%, or others. Higher scores reflected stronger academic performance.

Third, academic self-efficacy was measured using a 22-item scale based on the work of Liang Yusong (2004) and Bian Yufang (2006). The scale includes two dimensions: self-efficacy in learning ability and self-efficacy in learning behavior. Items were rated on a 5-point Likert scale, with higher scores indicating greater perceived self-efficacy. The scale showed high reliability, with a Cronbach's alpha of 0.853. Additionally, the Kaiser-Meyer-Olkin (KMO) value of 0.821 confirmed the suitability of the scale for factor analysis.

3.4 Data Collection

Data collection was carried out through structured questionnaires distributed to the selected students. Respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained prior to the administration of the questionnaire. The research ensured anonymity and confidentiality throughout the data collection process. Students were given sufficient time to complete the survey, and the stratified sampling method helped ensure that the data captured a broad cross-section of the student population.

3.5 Statistics Used for Data Analysis

The collected data were analyzed using SPSS or equivalent statistical software. Descriptive statistics were used to summarize demographic information and provide an overview of the variable distributions. Reliability analysis, specifically Cronbach's alpha, was employed to assess the internal consistency of the measurement tools. Correlation analysis was used to identify relationships among school connectivity, academic self-efficacy, and academic achievement. Group differences based on gender, grade level, and place of origin were examined using independent samples t-tests and one-way ANOVA. Furthermore, regression analysis was conducted to explore the predictive power of school connectivity on academic achievement. Finally, mediation analysis was performed to assess whether academic self-efficacy plays a mediating role in the relationship between school connectivity and academic achievement.

4. Data Analysis and Findings

4.1 Introduction

This section presents the analysis of quantitative data collected through questionnaires to examine the relationships among school connectivity, academic self-efficacy, and academic achievement among college students. The data analysis aims to provide a detailed understanding of the sample population's characteristics, explore the descriptive statistics of key variables, and investigate correlations and differences based on demographic factors such as gender, grade level, and place of origin. Additionally, advanced statistical methods, including regression and mediation analyses, are employed to test the hypothesized relationships and examine the potential mediating role of academic self-efficacy between school connectivity and academic achievement. The findings presented here offer empirical evidence to support the study's research objectives and contribute to a deeper understanding of the mechanisms influencing student academic outcomes in the context of China's higher education expansion. For the descriptive statistics of each variable, the mean and standard deviation of each variable were collected through a questionnaire survey, with the mean

ranging from 3.410 to 3.816. Among them, the mean of self-efficacy in learning ability was the lowest, while the mean of teacher support was the highest.

4.2 Data Analysis of the Quantitative Data

4.2.1 Correlation Analysis of Variables

According to the Pearson correlation coefficient test, there is a significant positive correlation ($p < 0.01$) between variables such as school affiliation, academic self-efficacy, learning ability self-efficacy, learning behavior self-efficacy, and academic achievement.

4.2.2 Analysis of Differences in Various Research Variables

Analysis of Gender Differences in Research Variables

According to independent sample t-test, there was no significant difference between genders only in the sub dimensions of teacher support and peer support in school connectivity ($p > 0.05$). However, there were significant differences between genders in school connectivity, school belonging, learning self-efficacy and its two sub dimensions, as well as academic achievement ($p < 0.05$). Girls had significantly higher average scores than boys in multiple dimensions.

Table 2 Analysis of Gender Differences in Various Research Variables (N=912)

Variable Dimension	Gender	Average Value	Standard Deviation	t	p
Teacher Support	Male	12.18	2.75	0.567	0.569
	Female	12.07	3.04		
Support from Classmates	Male	13.96	2.48	-1.938	0.054
	Female	14.31	2.93		
School Belonging	Male	16.92	4.09	-6.476	0.000
	Female	18.78	4.48		
School Connection	Male	54.01	8.93	-2.455	0.014
	Female	55.46	8.45		
Self efficacy in Learning Behavior	Male	37.59	8.31	-2.862	0.004
	Female	39.18	7.84		
Learning Ability, Self-Efficacy Dimension	Male	40.89	8.19	-2.981	0.003
	Female	42.50	7.72		
Learning Self-Efficacy	Male	78.98	14.67	-3.135	0.001
	Female	81.97	13.31		
Academic Achievements	Male	57.39	9.40	-2.406	0.016
	Female	58.97	10.17		

4.2.3 Analysis of Differences in Research Variables among Different Grades

According to one-way ANOVA, there was no significant difference ($p > 0.05$) in the dimensions of learning ability self-efficacy among different grades. However, there were significant differences ($p < 0.05$) in school connectivity, three sub dimensions, academic achievement, learning behavior self-efficacy, and learning self-efficacy among different grades. LSD post hoc tests showed that in terms of teacher support, school belonging, and learning behavior self-efficacy, the third year group was significantly higher than the second year group; In terms of peer support, school

connection, and academic self-efficacy, the third year group is significantly higher than the first and second year groups; In terms of academic achievement, freshmen and juniors are significantly higher than sophomores.

Table 3 Analysis of Dimensional Differences among Different Grades (N=912)

Variable Dimension	Freshman	Sophomore	Junior Year	F	p	LSD
Teacher Support	11.66±3.72	11.14±3.28	12.02±2.84	6.247	0.002	3>2
Support from Classmates	12.69±4.10	12.28±3.95	13.62±4.64	8.060	0.001	3>1, 2
School Belonging	17.79±4.82	16.93±4.71	18.24±5.89	5.280	0.005	3>2
School Connection	41.31±7.65	40.75±7.53	42.59±5.95	5.440	0.004	3>1, 2
Self Efficacy in Learning Behavior	38.68±6.94	38.91±6.76	40.52±7.37	6.452	0.002	3>2
Learning Ability, Self-Efficacy	41.13±7.56	40.71±7.05	42.11±7.34	2.911	0.055	3>2
Learning Self-Efficacy	79.80±12.11	79.62±12.05	82.62±12.83	5.816	0.003	3>1, 2
Academic Achievements	59.10±8.91	57.65±8.65	60.39±8.24	7.529	0.001	1,3>2

4.2.4 Analysis of Differences in Research Variables among Different Source Areas

According to one-way analysis of variance, there was no significant difference in learning behavior self-efficacy and academic self-efficacy among different student origins ($p>0.05$). However, there were significant differences in teacher support, peer support, school belonging, and school connectivity among different student origins ($p<0.05$). The average scores of urban students in teacher support, peer support, school connectivity, and academic achievement were significantly higher than those in rural areas.

Table 4 Analysis of Differences in Research Variables among Different Source Areas (N=912)

Variable Dimension	Urban and Rural	Number of Cases	Average Value	Standard Deviation	t	p
Teacher Support	Rural Area	649	13.84	4.31	-2.32	0.020
	City	283	14.49	3.98		
Support from Classmates	Rural Area	649	16.61	5.07	-2.380	0.017
	City	283	17.39	4.64		
School Belonging	Rural Area	649	17.97	5.68	3.216	0.001
	City	283	16.82	4.96		
School Connection	Rural Area	649	46.96	5.38	-2.040	0.042
	City	283	47.72	5.63		
Self Efficacy in Learning Behavior	Rural Area	649	39.09	7.11	-1.930	0.053
	City	283	40.02	6.97		
Learning Ability, Self-Efficacy Dimension	Rural Area	649	41.23	7.37	-2.670	0.007
	City	283	42.59	7.60		
Academic Self-Efficacy	Rural Area	649	80.32	11.43	-1.850	0.064
	City	283	81.81	12.35		
Academic Achievements	Rural Area	649	59.13	9.47	-2.940	0.012
	City	283	61.35	8.78		

4.2.5 Regression Analysis of Various Variables

Finally, multiple regression analysis was conducted on the research variables to test the research hypotheses proposed in the previous section. Mainly observe R², F value, significance, and regression coefficient.

Regression Analysis of School Linkage on Academic Achievement

Under the control of demographic variables, school affiliation has a significant positive independent effect on academic achievement ($p < 0.05$), which also indicates that the higher the average score of questionnaire respondents in school affiliation, the higher their average score in academic achievement; R² is 0.627, indicating that in this study, the explanatory variables in the model have a certain degree of explanatory power for the dependent variable, with an explanatory power of 62.7%. According to the regression equation, the F-value is 68.251 and the P-value is 0.012, indicating that the linear relationship between the explanatory variable and the established dependent variable is significant. Therefore, it can be inferred that a linear regression model can be established.

Regression Analysis of School Linkage on Academic Self-Efficacy

Under the control of demographic variables, school affiliation has a significant positive independent effect on academic self-efficacy ($p < 0.05$), which also indicates that the higher the average score of questionnaire respondents in school affiliation, the higher their average score in academic self-efficacy; R² is 0.806, indicating that in this study, the explanatory variables in the model have a certain degree of explanatory power for the dependent variable, with an explanatory power of 80.6%. According to the regression equation, the F-value is 66.287 and the P-value is 0.001, indicating that the linear relationship between the explanatory variable and the established dependent variable is significant. Therefore, it can be inferred that a linear regression model can be established.

4.2.6 Analysis of Mediating Effects

Mediating Regression Analysis of Academic Self-Efficacy in School Linkage and Academic Achievement

Under the influence of control variables and independent variables, this regression test examined the effect of the mediator variable academic self-efficacy on the dependent variable academic achievement. The results showed that after controlling for the independent variable school linkage, the impact of the mediator variable academic self-efficacy on the dependent variable academic achievement passed a significance test at the 0.001 level, with a coefficient of 0.297. Moreover, after adding the mediator variable, the coefficient of school linkage decreased from 0.183 to 0.153. After adding the independent variable, the effect of the mediator variable academic self-efficacy on the dependent variable was significant ($\beta = 0.297$, $p < 0.05$); The hypothesis that academic self-efficacy partially mediates the relationship between school connection and academic achievement can be preliminarily verified.

Intermediary Inspection

According to the BOOTSTRAP test ($n = 5000$ times), the confidence interval for the indirect effect (0.122, 0.198) does not include 0, indicating that academic self-efficacy partially mediates the relationship between school linkage and academic achievement.

4.3 Summary of the Results

This study collected and analyzed quantitative data from 912 valid responses to explore the relationships among school connectivity, academic self-efficacy, and academic achievement among college students. The sample was diverse in terms of gender, grade level, and place of origin. Descriptive statistics showed that students reported the highest mean scores for teacher support and the lowest for self-efficacy in learning ability. Correlation analysis revealed significant positive relationships among school connectivity, academic self-efficacy, and academic achievement, indicating these variables are closely linked. Gender differences were significant across most variables except teacher and peer support, with female students generally scoring higher in school connectivity, self-efficacy, and academic achievement. Grade-level comparisons demonstrated that juniors exhibited higher scores in teacher support, school belonging, peer support, school connectivity, academic self-efficacy, and academic achievement compared to freshmen and sophomores. Regarding place of origin, urban students scored significantly higher in teacher support, peer support, school connectivity, and academic achievement than rural students. Multiple regression analyses confirmed that school connectivity significantly and positively predicts both academic self-efficacy and academic achievement, even after controlling for demographic variables. The explanatory power of the models was substantial, with R^2 values of 0.627 for academic achievement and 0.806 for academic self-efficacy. Mediation analysis further showed that academic self-efficacy partially mediates the effect of school connectivity on academic achievement. The bootstrap test confirmed the significance of this mediating effect, supporting the hypothesis that a supportive school environment enhances academic performance both directly and indirectly through improving students' confidence in their learning abilities. Overall, these results highlight the critical roles of school connectivity and academic self-efficacy in fostering students' academic success and suggest important demographic variations that should be considered in educational strategies and interventions.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

This study explored the relationships among school connectivity, academic self-efficacy, and academic achievement in the context of higher education in China. The findings reveal several key conclusions. First, school connectivity significantly predicts academic achievement, students who experience a greater sense of belonging and support within the school environment tend to perform better academically. Second, there is a significant correlation between school connectivity and academic self-efficacy, indicating that students who feel connected to their school are more confident in their learning capabilities. Third, academic self-efficacy is strongly associated with academic achievement, confirming that students' belief in their learning ability plays a central role in their academic success. Fourth, academic self-efficacy serves as a partial mediator between school connectivity and academic achievement, meaning that a supportive school environment can influence academic outcomes both directly and through its effect on students' self-efficacy. Finally, the study found significant demographic differences, such as gender, grade level, and place of origin, across the variables of school connectivity, academic self-efficacy, and academic achievement.

5.2 Discussion

The results confirm that school connectivity plays a vital role in academic achievement. Students who feel emotionally and socially connected to their schools are more likely to be

motivated, engaged, and successful in their studies. Prior research supports these findings, showing that students with strong school ties benefit from enhanced satisfaction, better peer and teacher relationships, and greater commitment to academic goals (Allen et al., 2016; Marrachini & Brier, 2017). The interpersonal microenvironment of the school, especially the quality of relationships with teachers and classmates, has been shown to lower dropout rates and improve overall academic performance (Somers et al., 2020).

The study also highlights the link between school connectivity and academic self-efficacy. Demographic characteristics, personality traits, and individual risk factors influence school attachment (Zhang Xiaomin, 2022). Students who feel valued and supported in the school environment are more likely to participate in learning and extracurricular activities, thereby developing stronger beliefs in their academic abilities (Taylor, 2001). These perceptions help buffer learning anxiety and provide resilience in the face of academic challenges (Luo Rong et al., 2013).

In line with previous research, academic self-efficacy emerged as a strong predictor of academic success. High self-efficacy boosts learning motivation, promotes effective learning strategies, and fosters academic resilience (Choi & Namok, 2005; Schunk et al., 2010). When students believe in their competence, they are more persistent, focused, and proactive in achieving academic goals.

Finally, this study confirms that school connectivity, academic self-efficacy, and academic achievement interact as a dynamic and interconnected system. A supportive school environment not only directly contributes to academic success but also indirectly enhances outcomes by strengthening students' self-belief and motivation.

5.3 Recommendation

Based on the findings, several recommendations are proposed for future practice and research:

1) Embrace a "Student-Centered" Teaching Philosophy

Educational institutions should strengthen the "student-centered" philosophy in curriculum and teaching design. Teachers need to be attentive to students' learning experiences and actively engage them in the teaching-learning process. Greater emphasis should be placed on mutual growth between students and educators, promoting an interactive and inclusive learning culture (Wang Guoxia, 2022; Zhou Tingyong & Zhou Zuoyu, 2018).

2) Leverage Role Models to Inspire Students

Schools should highlight exemplary teachers and students as positive figures and utilize alumni as valuable motivational resources. By incorporating speeches, mentorships, and social media outreach, institutions can cultivate a vibrant and aspirational campus culture. Additionally, improving infrastructure, enhancing learning environments, and creating more internship opportunities will strengthen school attachment and motivate student participation in academic and social activities.

3) Address Study Limitations and Expand Research Scope

This study was limited to a single regular undergraduate institution, which may restrict the generalizability of the findings. Future research should include a wider variety of university types (e.g., vocational colleges, elite universities) and examine other variables that influence school connectivity and academic performance. Longitudinal studies or repeated measures may also help capture deeper trends and causal relationships across different student populations.

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The Influencing Factors of Internationalization Strategy of Fu Yao Group

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IJMBE International Journal of *Special Issue*
Management, Business, and Economics

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Abstract

The internationalization of Chinese enterprises has accelerated rapidly in response to China's economic reforms and government initiatives such as the "Going-Out" strategy, "Made in China 2025," and the "Belt and Road" Initiative. These policies have encouraged Chinese companies to expand globally through foreign direct investment, strategic alliances, and cross-border acquisitions. This study examines the case of Fu Yao Group, one of China's leading automotive glass manufacturers, to explore the key factors influencing successful internationalization. Employing a quantitative research approach, the study identifies four core drivers: international management, international talent, international branding, and international innovation. These interrelated factors are found to be instrumental in shaping Fu Yao's global strategy and expansion. International management provides a strategic framework that facilitates agile operations across diverse cultural, legal, and economic environments. It involves building flexible organizational structures, fostering cross-cultural communication, and implementing compliance systems that minimize risk while optimizing performance. International talent acts as the engine of execution, offering localized insights, global networks, and cross-cultural competence critical to market penetration and innovation. Branding, meanwhile, enhances market trust, credibility, and customer engagement. Fu Yao's emphasis on quality and service consistency has established a strong brand reputation, attracting international customers and partners. Innovation plays a catalytic role by driving product development and technological advancement, enabling the company to stay competitive in fast-changing global markets. The study contributes both theoretical and practical insights to the literature on corporate internationalization. While previous research often treats these factors independently, this study demonstrates how their integration creates a synergistic effect that enhances strategic coherence and operational success. Based on these findings, recommendations are provided for Chinese firms seeking sustainable global expansion. These include developing global management systems, investing in international talent, building strong brand identities, and pursuing independent technological innovation. Fu Yao Group's experience offers a valuable blueprint for similar manufacturing enterprises navigating the complexities of international markets and striving to build long-term global competitiveness.

Keywords: Internationalization Strategy, Chinese Enterprises, International Management, Global Competitiveness

1. Introduction

1.1 Background and Importance of the Problem

Following China's accession to the World Trade Organization (WTO), the pace of its economic liberalization and international integration has accelerated markedly. This milestone not only opened the door for foreign companies to enter the Chinese market but also encouraged Chinese enterprises to pursue global expansion more actively. Central to this transformation is China's "going-out" strategy, which has served as a catalyst for enterprises to expand their operations abroad through foreign direct investment, mergers and acquisitions, and strategic partnerships. As a result, many Chinese companies have significantly increased their presence in international markets and enhanced their global competitiveness (Li & Xue, 2022). In addition to external strategies, internal policy initiatives such as the "Made in China 2025" plan have played a vital role in shaping the direction of enterprise internationalization. This initiative prioritizes the upgrading of industrial capabilities, the improvement of product quality, and the acceleration of technological innovation. By pushing firms toward higher value-added production and innovation-driven growth, this policy framework has encouraged enterprises to pursue overseas expansion not only as a market opportunity but also as a strategic necessity for long-term development (Wu et al., 2017; Li & Xue, 2022). Similarly, the "Belt and Road" Initiative has provided additional impetus for Chinese companies to internationalize by fostering infrastructure development, policy coordination, and economic cooperation along the designated routes. These efforts have created new platforms for global engagement and strengthened China's role in international trade networks.

However, the rapid pace of globalization has introduced both opportunities and significant risks. While many Chinese firms have benefited from increased access to international markets, they also face new challenges such as fluctuating exchange rates, tightening foreign regulations, rising trade protectionism, and geopolitical instability. Furthermore, the complexity of navigating foreign markets has highlighted the importance of cultural understanding, cross-border management capabilities, and strategic adaptability. A strong cultural identity and the ability to integrate into diverse market environments have emerged as key determinants of success in the global landscape. In this context, Chinese multinational corporations must formulate robust globalization strategies that are responsive to external uncertainties while leveraging their internal strengths. Companies must not only consider economic and operational factors but also align their strategic direction with long-term development goals, brand positioning, and technological innovation.

The internationalization journey of Fu Yao Group, one of China's leading automotive glass manufacturers, offers a compelling case for study. The company's expansion into international markets, including the establishment of production bases in the United States and Germany, showcases both the achievements and the obstacles encountered in the globalization process. By analyzing Fu Yao Group's strategic approach, management decisions, and market integration efforts, this research seeks to generate insights into how Chinese enterprises can succeed globally while maintaining their core values and achieving sustainable development.

1.2 Research Question

What are the key factors influencing the successful internationalization of Chinese enterprises in the context of globalization and how can lessons from the Fu Yao Group's experience inform future globalization strategies for similar companies?

1.3 Research Objective

The objective of this research is to examine the challenges and opportunities faced by Chinese enterprises in the process of internationalization, with a particular focus on the Fu Yao Group. By analyzing its strategies, successes, and setbacks, this study aims to provide insights and practical recommendations that can guide other Chinese enterprises in formulating effective globalization strategies that respond to international market dynamics, cultural differences, and emerging global risks.

2. Literature Review

2.1 Related Concepts and Theories

2.1.1 Internationalization Strategy Theory

Internationalization strategy refers to an enterprise's strategic efforts to extend its operations and market presence beyond domestic borders to compete in global markets (Tallman & Pedersen, 2015). The strategy involves maximizing profits by leveraging international resources and responding to global market demands. Influencing factors include political stability, economic conditions, cultural dynamics, and technological advancements. Enterprises typically adopt either a multi-domestic strategy, focusing on local market adaptation and decentralized operations, or a global strategy, emphasizing centralized efficiency and global integration (Głodowska et al., 2019).

2.1.2 International Management

International management encompasses the development and execution of cross-border business strategies to allocate resources globally and navigate legal, cultural, and operational complexities (John & Lawton, 2017). This involves strategic planning, market research, cultural integration, global team building, and financial risk management (Tallman & Pedersen, 2015).

2.1.3 International Talent

International talent is defined as individuals with global awareness, cross-cultural communication skills, and innovative thinking. Key attributes include international knowledge, cross-border capabilities, and an inclusive mindset (Wu et al., 2017; Li & Xue, 2022). Universities and corporations play crucial roles in cultivating such talent to meet the needs of global economic integration.

2.1.4 International Brand

An international brand is a strategic asset shaped by consumer perceptions, cultural associations, and product identity. A positive brand image improves loyalty, market expansion, and new product acceptance (Putra et al., 2020; Kotler & Gertner, 2022). In digital markets, electronic word-of-mouth further amplifies the impact of brand image on consumer behavior (Chen et al., 2021).

2.1.5 International Innovation

Innovation in international settings depends on a firm's openness to external knowledge, cross-border collaboration, and investment in global R&D (Dalziel, 2012; Hurtado-Torres et al., 2018). Key indicators include core technological competence, independent R&D output, and technological diversification. These factors are vital to maintaining long-term competitive advantage in global markets.

2.2 Literature Surveys

Williamson (1975) introduced the concept of gradual internationalization, emphasizing cost comparisons between market transactions and internal control. Petrou et al. (2020) and Hervé et al. (2020) emphasized the strategic role of internationalization in enterprise operations and the need for capable and diverse management teams to navigate international environments.

Research shows that internationalization enhances competitiveness by improving resource allocation, market responsiveness, and innovation. However, successful execution requires alignment with organizational strengths and sensitivity to foreign markets' regulatory and cultural landscapes (Głodowska et al., 2019).

Studies on international talent focus on education and corporate training strategies to develop global competencies (Boardman & Vining, 2020). Meanwhile, branding literature has evolved from consumer attitude models (Selnes, 1993) to multidimensional views that highlight the influence of culture, perception, and digital communication (Anand & Delios, 2002; Gligor & Bozkurt, 2021).

In the area of innovation, globalization has accelerated R&D decentralization and the formation of global innovation networks. Enterprises like Fu Yao Group leverage international innovation to gain competitive edges by developing unique technologies and reducing time-to-market (Bahoo et al., 2020; Sika & Othoo, 2022).

2.3 Conceptual Framework

Based on the literature, this study constructs a conceptual framework centered on four key dimensions that influence the internationalization strategy of Fu Yao Group:

- 1) International Management – Strategic planning, risk management, and organizational restructuring to support cross-border operations.
- 2) International Talent – The role of skilled professionals with global competencies in driving international success.
- 3) International Brand – The influence of brand perception and recognition in global markets.
- 4) International Innovation – Technological advancement and R&D capability as critical competitive drivers.

These dimensions are interrelated and collectively contribute to the effectiveness of an enterprise's internationalization strategy.

A visual model (if required) can be added to represent these variables and their hypothesized relationships.

2.4 Research Hypothesis

Based on the conceptual framework and literature review, the following hypotheses are proposed:

H1: International management has a significant effect on the internationalization strategy of Fu Yao Group.

H2: International talent has a significant effect on the internationalization strategy of Fu Yao Group.

H3: International brand has a significant effect on the internationalization strategy of Fu Yao Group.

H4: International innovation has a significant effect on the internationalization strategy of Fu Yao Group.

3. Research Methodology

3.1 Research Design

This study adopts a quantitative research design to investigate the key factors influencing the internationalization strategy of Fu Yao Group. Quantitative methods allow for the systematic collection and statistical analysis of data, providing objective insights into patterns and relationships within the targeted variables. This design was chosen to ensure the reliability, replicability, and generalizability of the findings within the organizational context.

3.2 Population and Sample

The population for this study includes employees of Fu Yao Group who have been with the company for more than two years, encompassing various roles such as management, technicians, front-line staff, and other relevant personnel. A random sampling method was applied to select participants, ensuring an unbiased representation of the broader population. The study aimed for a sample size of 400 participants, which is considered sufficient to achieve statistical significance and reliability in the results. Ultimately, 351 valid responses were obtained, yielding a recovery rate of 87.75%.

3.3 Research Instruments

The primary instrument used in this study was a structured questionnaire designed to collect quantitative data relevant to the research objectives. The questionnaire utilized a five-point Likert scale, with responses ranging from 1 (strongly disagree) to 5 (strongly agree). The items were formulated to assess employees' perceptions of internal and external factors affecting Fu Yao Group's internationalization strategy. The questionnaire was pre-tested for clarity and relevance before full deployment.

3.4 Data Collection

Data were collected through the Wen Juan Xing online platform, a widely used tool for administering surveys in China. The questionnaires were randomly distributed online to eligible employees within the target population. To encourage participation and enhance response accuracy, anonymity and confidentiality were assured. Out of 400 distributed questionnaires, 351 valid responses were collected and used for further analysis.

3.5 Statistics Used for Data Analysis

The collected data were analyzed using descriptive and inferential statistical methods. Descriptive statistics such as mean, standard deviation, and frequency distributions were employed to summarize the demographic characteristics and response trends. Inferential statistics, including correlation analysis and regression analysis, were conducted to test the relationships between variables and to identify key factors influencing Fu Yao Group's internationalization strategy. All analyses were carried out using SPSS software.

4. Data Analysis and Findings

4.1 Introduction

This chapter presents the analysis and interpretation of the quantitative data collected to explore the factors influencing the internationalization strategy of Fu Yao Group. The purpose of this analysis is to identify the relationships between key variables, namely, international management, international talent, international brand, international innovation, and the internationalization strategy, and to assess the significance and strength of these relationships. To ensure the reliability and validity of the data, several statistical tests were conducted. These include reliability testing using Cronbach's Alpha, validity assessment through the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity, correlation analysis to evaluate the strength and direction of relationships between variables, and multiple regression analysis to examine the influence of independent variables on the dependent variable (internationalization strategy). The findings provide empirical evidence supporting the hypothesis that internal capabilities such as management, talent, branding, and innovation positively contribute to the successful internationalization of Fu Yao Group. The analysis also confirms that the survey instrument used in the study demonstrates high internal consistency and is suitable for further factor analysis and model testing. The following sections (4.2 onward) provide detailed insights into the results of each statistical test and the implications for Fu Yao Group's strategic international development.

4.2 Data Analysis of the Quantitative Data

This study utilized Cronbach's Alpha as an indicator to assess the reliability of the questionnaire. A Cronbach's Alpha value greater than 0.8 indicates that the scale is reliable. The closer the Cronbach's Alpha value is to 1, the higher the reliability of the measurement results and the smaller the error. Through data analysis, Cronbach's Alpha values for the influencing factors of international management, international talent, international brand, international innovation, and internationalization strategy are 0.834, 0.871, 0.861, 0.874, and 0.856, respectively. The internal consistency of the questionnaire is good, and its reliability is high.

Table 1 Variate Reliability Test

Variate	Cronbach's Alpha	N of Items
International Management	0.834	5
International Talent	0.871	5
International Brand	0.861	5
International Innovation	0.874	5
Internationalization Strategy	0.856	6

Survey data shows that the overall KMO value is 0.872, with a significance level of 0.000, which is less than 0.05 and reaches a significant level, indicating that factor analysis can be conducted. According to the factor analysis results of the variables, the cumulative explanatory rates for the influencing factors of international management, international talent, international brand, international innovation, and internationalization strategy are 84.543%, with significance levels greater than 0.5. This suggests their suitability for factor analysis. The factor analysis yields four valid factors: international management, international talent, international brand, and international innovation.

Table 2 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.872
Bartlett's Test of Sphericity	Approx. Chi-Square	2402.58
	df	125
	Sig.	0.000

The correlation coefficient between international management and internationalization strategy is 0.671, indicating a strong positive correlation. There is also a significant positive correlation between international management and international brands. This suggests that effective international management can enhance the company's internationalization strategy. The correlation coefficient between international talent and internationalization strategy is 0.743, indicating a stronger positive correlation. This implies that international talent typically possesses broader horizons and innovative capabilities, which can drive the company to enhance its internationalization strategy. The correlation coefficient between international brand and internationalization strategy is 0.753, showing a strong positive correlation. By emphasizing the shaping of international brands, companies can improve their internationalization strategy. The correlation coefficient between international innovation and internationalization strategy is 0.747, indicating a significant positive correlation. Innovation within the company can further support the implementation of the Internationalization strategy.

Table 3 Correlation between Variables (Pearson Correlation Matrix)

	International Management	International Talent	International Brand	International Innovation	Internationalization Strategy
International Management	1				
International Talent	.655**	1			
International Brand	.634**	.742**	1		
International Innovation	.643**	.774**	.741**	1	
Internationalization Strategy	.671**	.743**	.753**	.747**	1

Note: * Correlation is significant at the 0.05 level (2-tailed). ** Correlation is significant at the 0.01 level (2-tailed).

The standardized regression coefficient (Std. Beta) for international management is 0.702, indicating a significant positive impact of international management on the internationalization strategy. The standardized regression coefficient for international talent is 0.673, suggesting that international talent is also an important positive influencing factor. The standardized regression coefficient for international brands is 0.647, demonstrating a positive impact of international brands on the internationalization strategy. The standardized regression coefficient for international innovation is 0.657, indicating that international innovation similarly has a positive effect on the internationalization strategy.

The significance levels of all independent variables are 0.000, far below the commonly used significance levels (such as 0.05 or 0.01), showing that the impact of these independent variables on the internationalization strategy is statistically significant. The Variance Inflation Factor (VIF) values of all independent variables are less than 2, indicating that there is no serious multicollinearity issue among the independent variables. The R Square (coefficient of determination) is 0.755, indicating that the independent variables in the model can explain 75.5% of the variability in the dependent variable. The Adjusted R Square (adjusted coefficient of determination), which considers the impact of the number of independent variables on the model's explanatory power, is still relatively high at 0.769, suggesting that the model has a good fit.

In summary, international management, international talent, international brand, and international innovation affect Fu Yao Group's internationalization strategy. These factors all have significant positive impacts on the internationalization strategy, and the model overall has good explanatory power and fit.

Table 4 Model Summary

Item	Unstd. B	Std. Beta	t	Sig.	VIF	F
	0.742		7.163	0.000		44.47 ***
International Management	0.754	0.702	6.240	0.000	1.037	
International Talent	0.671	0.673	6.631	0.000	1.053	
International Brand	0.632	0.647	6.671	0.000	1.441	
International Innovation	0.671	0.657	6.663	0.000	1.163	
R Square	0.755					
Adjusted R Square	0.769					

Note: *P<0.05, **P<0.01, ***P<0.001

4.4 Summary of the Results

The results of this study provide clear insights into the internal factors influencing Fu Yao Group’s internationalization strategy. Based on responses from employees across different departments and levels, four main areas emerged as critical contributors: international management, international talent, international branding, and international innovation. The analysis confirmed that effective international management plays a foundational role in guiding the company’s global strategy. It ensures structured planning, coordinated decision-making, and efficient resource allocation, all of which are vital for successful international expansion. International talent was identified as another important driver. Employees with global experience and perspectives contribute to innovative thinking and strategic adaptability, helping the company respond to complex international challenges and opportunities. The development and promotion of an international brand were also shown to support Fu Yao Group’s global presence. A strong brand reputation helps establish trust, attract customers, and differentiate the company in competitive markets. Lastly, international innovation emerged as a key enabler of strategic growth. Innovation not only supports the development of new products and technologies tailored to global markets but also fosters a culture of continuous improvement and competitiveness. Overall, the findings highlight that Fu Yao Group’s international success depends on a combination of strong internal management capabilities, globally competent talent, effective branding, and a commitment to innovation. These elements collectively reinforce the company’s ability to expand and sustain operations in international markets.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

This study empirically examines the key factors influencing Fu Yao Group’s internationalization strategy, identifying four core drivers: international management, international talent, international branding, and international innovation. The research confirms that these factors are interdependent and collectively shape Fu Yao’s global expansion. International management lays the strategic foundation by fostering adaptive operations across diverse cultural, legal, and economic environments. The establishment of flexible organizational structures and robust compliance mechanisms enhances operational efficiency and risk mitigation. International talent serves as the driving force in executing international strategies. Professionals with cross-cultural competencies and global expertise play a vital role in product localization, market entry, and innovation through knowledge exchange. International branding significantly enhances market influence and trust. Fu

Yao's emphasis on consistent product quality and service excellence has contributed to building a strong global brand image, which provides a competitive edge in attracting customers and forming strategic partnerships. International innovation acts as a catalyst for sustainable growth. Through global R&D collaboration and advanced technology integration, Fu Yao continuously develops innovative products, enabling agile responses to shifting market demands and maintaining its industry leadership.

5.2 Discussion

Four interdependent factors fundamentally shape Fu Yao Group's internationalization process: international management, talent, branding, and innovation. International management provides the strategic backbone for global operations. It enables agility across various cultural, legal, and economic environments by establishing adaptable organizational structures, fostering cross-cultural communication, and enforcing compliance systems that manage risk and leverage global opportunities (Lahiri et al., 2020). The integration of global resources supports cost efficiency and strategic alignment, forming a resilient foundation for international growth. International talent acts as the execution engine of the international strategy. Talent equipped with cross-cultural competencies and global insight bridges communication gaps, ensures precise localization, and enhances innovation capacity. These professionals contribute industry-specific knowledge and global networks that facilitate risk identification, market entry, and technology application (Bahoo et al., 2020). Furthermore, they help foster a corporate culture grounded in diversity and collaboration. Brand equity represents a vital competitive asset in global markets. A strong international brand builds customer trust, enhances product recognition, and facilitates business expansion through strategic partnerships and market differentiation. As Banerjee (2017) notes, consistent quality and service are critical for building and maintaining brand credibility in international markets. Innovation serves as a dynamic catalyst for sustained growth. Through global research collaboration, strategic acquisitions, and advanced technology adoption, Fu Yao Group continuously introduces new and improved products and processes (Putra et al., 2020). This enables the company to respond flexibly to changing global market dynamics and sustain a competitive advantage. Collectively, these four elements form a virtuous cycle in which strategic management directs resources, talent executes the vision, branding builds global presence, and innovation sustains long-term competitiveness. This integrated framework is essential for Chinese manufacturing enterprises seeking to enhance their international presence. Additionally, this research contributes new knowledge by addressing a gap in current literature. While existing studies explore individual elements of internationalization, few investigate how management, talent, branding, and innovation synergistically drive the global expansion of Chinese manufacturers. By using Fu Yao Group as a case study, this research offers practical and theoretical insights that can guide similar enterprises in navigating international markets and building sustainable competitiveness.

5.3 Recommendation

Based on the findings and analysis, the following recommendations are proposed to enhance Fu Yao Group's and similar enterprises' internationalization efforts:

1) Building an Enterprise Global Management System

To thrive in a global environment, enterprises must establish a comprehensive management system that integrates strategic synergy, organizational agility, and cultural adaptability. This includes:

- Forming strategic alliances to acquire advanced technologies such as lean manufacturing.
- Establishing think tanks to analyze market trends for informed strategic positioning.

- Optimizing multinational team structures and standardizing operational processes for efficiency.
- Cultivating cross-cultural talent and developing early warning mechanisms for risk management.

By implementing such a system, enterprises can strengthen their resilience and achieve long-term global competitiveness.

2) Emphasizing the Cultivation of International Talent

International talent is a core strategic asset in global competition. Enterprises should:

- Develop industry-academia collaborations to cultivate professionals with global vision and technical expertise.
- Construct localized teams and introduce international management professionals to build cross-cultural capacity.
- Establish training programs and incentive systems that support cultural adaptability and global leadership development.

These initiatives will help enterprises build a talent pipeline capable of driving innovation and market responsiveness.

3) Building Brand Characteristics and Leveraging Influence

Branding plays a critical role in global competitiveness. Companies should:

- Strengthen product and service quality to build a differentiated and trustworthy brand image.
- Emphasize corporate social responsibility, economic, environmental, and social, to create a sustainable brand identity.
- Use multi-channel marketing strategies to expand global reach and improve customer engagement.
- Undertake corporate citizenship initiatives to enhance social recognition and brand loyalty across international markets.

4) Pursuing Independent Technological Innovation

To maintain long-term international competitiveness, enterprises must prioritize independent innovation. Fu Yao Group's philosophy of "independent innovation, R&D application" offers a model. Companies should:

- Invest in developing proprietary technologies and protecting them through robust patent portfolios.
- Foster global R&D collaboration and technical exchange to accelerate innovation cycles.
- Focus on continuous improvement in product quality, process efficiency, and responsiveness to global market trends.
- Embrace innovation as a long-term strategy for breaking through technological monopolies and securing global market share.

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