

# Targeted Research on the Integration of Ideological and Political Education and Chinese Excellent Traditional Culture in Universities in Henan Province

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**Abstract:** This study aims to explore the integration of excellent traditional Chinese culture with ideological and political education in universities in Henan Province, focusing on the unique challenges and opportunities presented by the local context. Using a combination of quantitative and qualitative methods, the study analyzes the impact of cultural elements on political ideology and education in the region. The study contributes to a broader discussion of educational reform in China and provides insights for policymakers and educators seeking to develop well-rounded, culturally informed citizens.

**Keywords:** Ideological and political education; Traditional culture; Integration

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## 1. Introduction

The research uses quantitative methodologies to provide empirical proof of the efficiency of the integration of Chinese traditional culture into ideological and political education in Henan's higher education <sup>[1]</sup>. Henan is a great case study for comprehending the function of cultural heritage in contemporary education due to its historical relevance. The goal of the research is to provide guidance for curriculum and policymakers so that students receive an education that is both politically and culturally enriching. The results of the study will add to the conversation about the value of culture in education and how colleges should protect their cultural legacy while educating students about today's issues <sup>[2]</sup>.

## 2. Research hypothesis (RH)

- (1) RH1: Integrating Chinese excellent traditional culture and ideological and political education has a positive impact on students' values, cultural confidence, and cultural identity.

- (2) RH2: Effectively utilizing Chinese excellent traditional cultural resources in the educational system enhances students' personal development and social cohesion.
- (3) RH3: Practical and actionable strategies for integrating Chinese excellent traditional culture and ideological and political education lead to improved attitudes and engagement among students towards integrated cultural content.
- (4) RH4: The integration of Chinese excellent traditional culture and ideological and political education in vocational colleges results in more significant differences and benefits in students' attitudes, engagement, and personal development compared to previous cases without such integration.

### 3. Literature review

The integration of Chinese excellent traditional culture with ideological and political education in Henan Province's higher education institutions has been a focal point of scholarly discussion. This review draws on empirical studies and theoretical frameworks to shed light on this integration process, focusing on methodological approaches, educational impacts, and the incorporation of local cultural elements <sup>[1]</sup>. Yang and Cui explored the integration of Chinese culture into college English teaching, highlighting how embedding Chinese cultural elements can enrich language learning and reinforce students' cultural identity <sup>[3]</sup>. Similarly, Li and Villanueva discussed the integration of Chinese excellent traditional culture into history teaching, emphasizing its role in fostering students' cultural confidence and promoting Chinese traditional culture within the educational framework <sup>[4]</sup>.

The use of quantitative research methods in investigating the integration of traditional culture and ideological education is underscored in studies aiming to provide empirical evidence on the effectiveness of such educational strategies. For instance, Tian and Low reviewed evidence on critical thinking among Chinese university students, suggesting that cultural background alone cannot fully explain students' critical thinking performance, thus pointing to the complexity of integrating cultural elements into educational frameworks <sup>[5]</sup>. Zhou discussed the deep integration of information technology and education with Chinese features, emphasizing the importance of combining modern technologies with Chinese cultural elements to enhance educational experiences and outcomes <sup>[6]</sup>.

### 4. Methodology

This study used a quantitative approach to survey 400 university students in Henan Province on their attitudes and participation in the integration of Chinese excellent traditional culture with ideological and political education. A structured questionnaire containing 18 items with a 5-point Likert scale was used, and the data were analyzed with SPSS for reliability and validity and SmartPLS for examining variable relationships. Limitations include self-reported data biases and potentially limited generalizability.

The variables are as follows:

- (1) IV1: Cultural Fusion (CF) (Integration of Chinese excellent traditional culture and ideological and political education)
- (2) IV2: Utilization Resources (UR) (Utilization of Chinese excellent traditional cultural resources in the educational system)
- (3) IV3: Strategies Implementation (SI) (Practical and actionable strategies for integrating Chinese excellent traditional culture and ideological and political education)
- (4) IV4: Integration in Education (ID) (Integration of Chinese excellent traditional culture and ideological

and political education in vocational colleges)

(5) DV: Attitudes and Participation (AP) (Students' attitudes and participation regarding the integrated cultural content)

## 5. Findings

The reliability of the scale is demonstrated in **Table 1** by significant squared multiple correlations, high item-total correlations, stability despite item deletion, and a Cronbach's alpha over 0.975, indicating that it is a reliable tool for scholarly study on the integration of cultural content in education.

**Table 1.** Reliability indices of the dimensions

	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Squared multiple correlation	Cronbach's alpha if item deleted
AP1	65.2825	315.772	0.839	0.719	0.975
AP2	65.2925	316.077	0.832	0.699	0.975
CF1	65.2450	315.208	0.827	0.695	0.975
CF2	65.2475	317.505	0.811	0.665	0.975
CF3	65.2650	315.323	0.825	0.689	0.975
CF4	65.2775	316.577	0.817	0.680	0.975
UR1	65.2425	316.996	0.820	0.682	0.975
UR2	65.2875	314.987	0.838	0.714	0.975
UR3	65.2400	317.356	0.812	0.666	0.975
UR4	65.2800	317.280	0.809	0.668	0.976
SI1	65.2825	316.278	0.826	0.688	0.975
SI2	65.2225	319.111	0.812	0.670	0.975
SI3	65.2325	316.179	0.831	0.699	0.975
SI4	65.2325	316.134	0.834	0.708	0.975
ID1	65.2075	315.217	0.844	0.723	0.975
ID2	65.2500	316.504	0.827	0.695	0.975
ID3	65.2150	315.482	0.838	0.712	0.975
ID4	65.2275	317.058	0.824	0.689	0.975

As shown in **Table 2**, the mean and median values are relatively close for each item, indicating a symmetrical distribution of responses around the central point. The scale minimum and maximum are consistent across all items (1.000 to 5.000), suggesting a uniform rating scale was used (likely a 5-point Likert scale). The skewness values are close to zero for most items, indicating a relatively symmetric distribution of responses. Kurtosis values are also close to zero, which suggests that the distributions are not significantly peaked or flat. The table lists the Cronbach's alpha if each item is deleted. All values remain high, well above the generally acceptable threshold of 0.7, indicating high internal consistency of the scale. The dataset is complete with no missing data, confirming the scale's overall excellence in reliability.

**Table 2.** Demographic information of the students

	No.	Type	Missings	Mean	Median	Scale min	Scale max	Observed min	Observed max	Standard deviation	Excess kurtosis	Skewness	Cramér-von Mises P value
AP1	1	MET	0	3.808	4.000	1.000	5.000	1.000	5.000	1.237	-0.148	-0.934	0.000
AP2	2	MET	0	3.797	4.000	1.000	5.000	1.000	5.000	1.236	-0.042	-0.967	0.000
CF1	3	MET	0	3.845	4.000	1.000	5.000	1.000	5.000	1.271	-0.248-	-0.931	0.000
CF2	4	MET	0	3.842	4.000	1.000	5.000	1.000	5.000	1.218	0.050	-0.947	0.000
CF3	5	MET	0	3.825	4.000	1.000	5.000	1.000	5.000	1.271	-0.250	-0.923	0.000
CF4	6	MET	0	3.812	4.000	1.000	5.000	1.000	5.000	1.240	-0.170	-0.920	0.000
UR1	7	MET	0	3.848	4.000	1.000	5.000	1.000	5.000	1.222	0.047	-1.000	0.000
UR2	8	MET	0	3.803	4.000	1.000	5.000	1.000	5.000	1.264	-0.142	-0.957	0.000
UR3	9	MET	0	3.850	4.000	1.000	5.000	1.000	5.000	1.222	-0.050	-0.958	0.000
UR4	10	MET	0	3.810	4.000	1.000	5.000	1.000	5.000	1.228	-0.291	-0.852	0.000
SI1	11	MET	0	3.808	4.000	1.000	5.000	1.000	5.000	1.237	-0.072	-0.958	0.000
SI2	12	MET	0	3.868	4.000	1.000	5.000	1.000	5.000	1.162	0.079	-0.969	0.000
SI3	13	MET	0	3.857	4.000	1.000	5.000	1.000	5.000	1.234	-0.134	-0.953	0.000
SI4	14	MET	0	3.857	4.000	1.000	5.000	1.000	5.000	1.232	-0.036	-0.983	0.000
ID1	15	MET	0	3.882	4.000	1.000	5.000	1.000	5.000	1.248	-0.011	-1.030	0.000
ID2	16	MET	0	3.840	4.000	1.000	5.000	1.000	5.000	1.229	-0.049	-0.975	0.000
ID3	17	MET	0	3.875	4.000	1.000	5.000	1.000	5.000	1.247	0.066	-1.052	0.000
ID4	18	MET	0	3.862	4.000	1.000	5.000	1.000	5.000	1.214	0.059	-1.006	0.000

As shown in **Table 3**, all items (AP1, AP2, CF1–CF4, ID1–ID4, SI1–SI4, UR1–UR4) had high loadings on their respective structures (AP, CF, ID, SI, UR). High factor loadings (typically above 0.7) indicate that items strongly represent their respective structures. The loadings ranged from approximately 0.868 to 0.927, all of which were above the 0.7 threshold, indicating that each item was a good measure of its structure. Items related to the AP construct (attitude and participation) had the highest loadings, indicating that these items are strongly related to the underlying construct they are intended to measure.

**Table 3.** The model with factor loadings

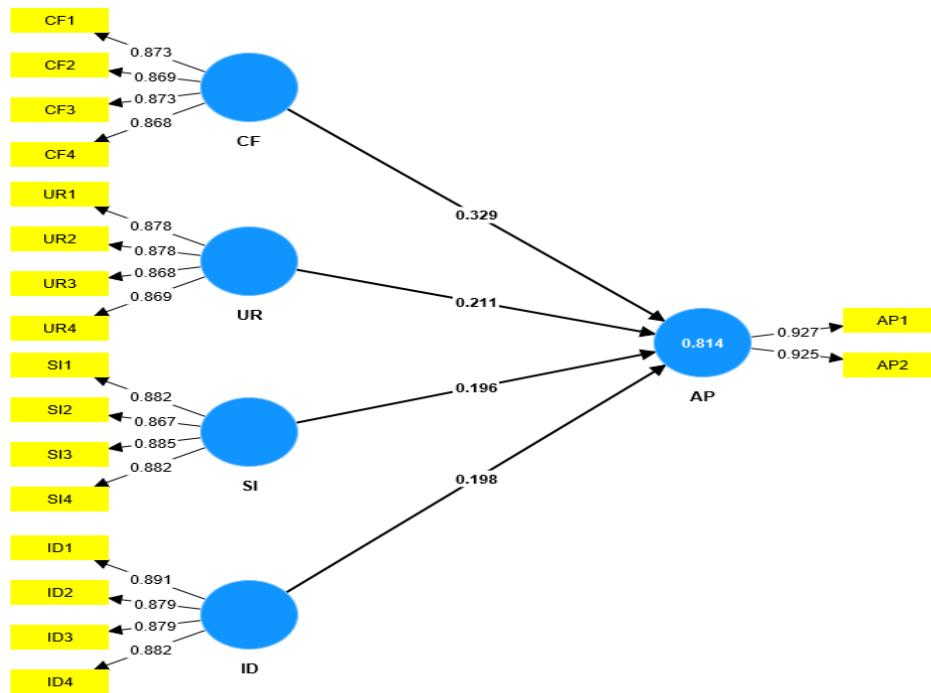
	AP	CF	ID	SI	UR
AP1	0.927				
AP2	0.925				
CF1		0.873			
CF2		0.869			
CF3		0.873			
CF4		0.868			
ID1			0.891		
ID2			0.879		
ID3			0.879		
ID4			0.882		
SI1				0.882	
SI2				0.867	
SI3				0.885	
SI4				0.882	
UR1					0.878
UR2					0.878
UR3					0.868
UR4					0.869

As shown in **Table 4**, Cronbach’s alpha and composite reliability (rho\_a and rho\_c) values ranged from good to very good (0.834 to 0.934), indicating that the constructs have good internal consistency and reliability. All values of the extracted average variance (AVE) exceeded the 0.5 threshold, indicating that most of the variance captured by each structure is due to assumed factors rather than errors. This indicates good convergent validity.

**Table 4.** The results of internal consistency reliability and convergent validity analysis

	Cronbach’s alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
AP	0.8340	0.8340	0.9230	0.8580
CF	0.8940	0.8940	0.9260	0.7580
ID	0.9060	0.9060	0.9340	0.7790
SI	0.9020	0.9020	0.9320	0.7730
UR	0.8960	0.8960	0.9280	0.7620

As shown in **Figure 1**, The SEM demonstrates robust standardized loadings and positive route coefficients, suggesting a reliable prediction of the dependent variable (AP) by the independent variables (CF, UR, SI, and ID). With values ranging from 0.196 to 0.329, cultural fusion (CF) has the largest impact on attitudes and participation (AP). The reliability of the scale is confirmed by the AP composite reliability of 0.814. To properly assess the prediction power and importance of the model, additional statistical analysis—such as *R*-squared and *P* values—is required.



**Figure 1.** The graphic representation of the model with path coefficients and explained variance

## 6. Discussion

The results of the study offer robust evidence that the constructs—Attitudes and Participation (AP), Cultural Fusion (CF), Integration in Education (ID), Strategy Implementation (SI), and Utilization of Resources (UR)—are valid and reliable measures within the context of integrating Chinese excellent traditional culture into ideological and political education in Henan Province’s higher education institutions. The high Cronbach’s alpha and composite reliability scores indicate strong internal consistency across the constructs, underscoring the reliability of the measures used. Additionally, the Average Variance Extracted (AVE) values exceed the threshold of 0.5, confirming that the constructs have a high level of convergent validity.

## 7. Conclusion

In conclusion, this study’s methodology and findings demonstrate the effectiveness of integrating Chinese excellent traditional culture with ideological and political education in enhancing student engagement and attitudes. The strong psychometric properties of the measurement model used in the study underline the reliability and validity of the research instruments, providing valuable benchmarks for future scholarly work in this domain.

## Disclosure statement

The authors declare no conflict of interest.

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