

Analysis of the Structure and Factors of College Students' Identification with Red Culture Based on the Empirical Investigation of 8 Universities in Hunan Province

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ABSTRACT

Strengthening college students' identification with red culture is essential to implement the fundamental task of moral cultivation in universities, which is also conducive to improving college students' ideological and political accomplishment and has great significance in strengthening cultural confidence. Based on the questionnaire survey of 8 universities in Hunan Province, this paper analyzes the influencing factors and generating paths of college students' red cultural identity through the test of the structural equation model. The study finds that cognition, emotion, value and behavior all have an influence on red culture identification, besides, according to the survey, college students have the characteristics of "high identification and low behavior" in the spirit and values of red culture. Moreover, the three factors, family, college, and society influence students' red cultural identity differently. Therefore, it is necessary to strengthen young people's cognition and emotions and value education on red culture. Besides, creating a trinity of "family-school-society" red cultural education ecosystem will strengthen college students' red cultural identity and enhance their confidence.

Keywords: *College students, Red cultural identity, Empirical research, Value identification.*

1. INTRODUCTION

In recent years, due to the infiltration of Western forces, the impact of economic globalization, and the popularity of the Internet, the values of college students have been influenced to a certain extent, and the red cultural identity of college students has been affected to varying degrees. Red cultural identity is conducive to forming correct value concepts, spiritual beliefs, and behavior habits[1]. It is also a solid foundation for college students to firm their ideals and beliefs and establish socialist core values. Therefore, the red cultural identity of college students is not only an essential embodiment of the fundamental task of establishing morality and cultivating people in colleges and universities but also helps to improve the ideological and moral quality of college students and their cultural confidence, which is of great significance both in academic research and in reality.

This paper attempts to focus on the critical issues of the structure of red cultural identity to discover the essence of the question by exploring the structural issues of red cultural identity. This research explores the practical path of college students' red cultural identity education.

2. LITERATURE REVIEW

"Red culture" refers to a culture with Marxist Sinization as the core created by the Communist Party of China in leading the people in the democratic revolution, socialist construction, reform, and development for a long time. "Red cultural identity" is the people's confirmation, trust, and recognition of the spiritual culture of the Chinese Communists. It is manifested as cultural confidence, emotional support, psychological recognition, and behavior practice[2]. College students' identification with red culture is closely in line with the requirements of moral education in universities, which can establish socialist core

values, inherit red genes, strengthen ideals and beliefs, and enhance cultural confidence.

There is a need to form a common sense on the formation mechanism of red cultural identity. Most scholars believe that red cultural identity must go through the process of "cognition-emotion-behavior," a dialectical unity between internalization and externalization [3]. Peilian Wang [4] believes that to enhance students' motivation for red cultural identity, they need to meet their basic needs, pay attention to students' cognition and emotion, and constantly enhance external incentives to shape the consciousness of red culture. Fengang Wen[1] believes that cultural understanding is the cognitive basis of red cultural inheritance, cultural identity is the emotional guarantee, cultural practice is the ultimate goal, the emotional mechanism is the core of red cultural identity, and value identity is the main content of red cultural identity. From the perspective of tourism research, Jie Zhang, et al. [5] used a structural equation model to explore the relationship between tourism emotional experience, value perception, and college students' red cultural identity.

Above all, the following problems still exist: first, the reasoning argumentation accounts for the majority, and the empirical research results are few. Second, there are few studies on the correlation between cognitive identity, emotional Identity, value identity, and behavioral Identity; besides, value identity, as an essential content of cultural identity, is rarely involved in related studies. Third, the people's formation of red cultural identity is influenced by internal and external factors, but most studies only involve internal factors and do not consider the influence of external factors on students' red cultural identity. Therefore, this paper uses a structural equation model to explore the generation path of college students' red cultural identity, analyzes the roles and relationships between external factors and internal influencing factors, and proposes effective paths to promote college students' enhancement of red cultural identity.

3. METHODOLOGY

3.1 Method

This study mainly used SPSS20.0 and AMOS25 for statistical analysis. SPSS20.0 was used for reliability analysis of measurement items to measure the reliability of college students' red

cultural identity scale, and AMOS25 was used for confirmatory factor analysis and fitting test of the structural equation model.

3.2 Participants

From July to September 2023, this study conducted a random sampling survey on eight universities, namely Central South University, Hunan Normal University, Changsha University of Science and Technology, Central South University of Forestry and Technology, Hunan Women's University, Hunan Foreign Language Vocational and Technical College, Central South University of Forestry and Science and Technology, and Hunan Bio-Mechanical and Electrical Vocational and Technical College. 800 questionnaires were distributed, and 783 valid questionnaires were collected, with an effective recovery rate of 97.8%. Among them, male students accounted for 30.2%, female students accounted for 69.8%, first-year students accounted for 35.58%, sophomore students took up 33.89%, junior students accounted for 18.46%, while senior students accounted for 11.07%. Students majored in humanities and social sciences took up 45.84%, science and technology is 31.54%, and art majors is 22.62%. Among the students' political profile, 11.41% were party members (including probationary party members), 63.09 % were Communist Youth League members, and 22.15% were masses.

3.3 Variables

3.3.1 Dependent Variables

The existing research has yet to reach a unified consensus regarding the research dimension of cultural identity. Some scholars believe that cultural identity follows the process of "cognitive-emotion-ideation." [6] Huamin, Wang, et al. [7] believe that cultural identity follows the path of "cognition identity - emotion identity - value identity - behavior identity," which emphasizes the importance of behavioral identity. Fengang, Wen points [1] out that red culture plays a vital role in forming individual identity, value identity and behavior consciousness. He believes that value identity plays a vital role in behavioral identity. By constructing the model of red cultural identity, Zhang Jie [5] found that the emotional experience of red tourism will affect the perception of value. The perception of value plays an intermediary role in the emotional experience of red tourism and the red cultural identity. The emotional experience can

not directly affect the red cultural identity and follows the path of "emotional experience-value-perception-cultural identity."

This paper focuses on the logic of the subject's cultural identity, explores the factors of cultural identity, mainly draws on the above generation logic of cultural identity, and operates it into the following four dimensions:

Cognitive identity refers to the people having a specific understanding of red culture from the cognitive level. Therefore, referring to Huamin Wang[7]'s scale of traditional cultural identity and make some modifications according to the specific situation of this paper. Thus, the cognitive identity of red culture is practiced as "a spiritual form or value formed during the tenacious struggle of the Chinese people under the leadership of the Communist Party of China," "an important part of China's excellent culture," "the source of cultural confidence in the new era," "You are familiar with the list of people, things or stories related to Hunan red culture."

Emotional identification is a confirmation of common culture among people or groups, reflecting people's emotional belonging to a shared culture. Only when people like a kind of culture can they resonate and integrate it into their own cognition and value confirmation, thus producing a solid emotional affiliation. Therefore, referring to Zhengrui Jian's[8] scale, emotional identification can be measured through three indicators, "red culture makes me feel extremely proud," "I will be very sad if someone misunderstands red culture," and "red culture is worth inheriting for college students."

Value identification is a psychological choice in people's cognition. People's choice of culture contains their judgment of cultural value. Only when culture is recognized, accepted, recognized, and internalized can identity be formed. Therefore, refer to the scale "red stories can enhance one's patriotic feelings," "red history makes me realize why history and people choose the Communist Party of China," and "red history makes me realize that the Red Army made great sacrifices for the victory of the revolution," "red history makes me feel that a peaceful life was hard to achieve."

Identification is not only a theoretical issue but also a practical one. Behavior identification is that young people have a specific cognition of the object; they are willing to accept it emotionally and finally transform it into daily practical actions.

Therefore, referring to the scale of identification of traditional cultural behaviors by Huamin Wang [7] et al., the identification of red cultural behaviors can be measured as "I will spread red culture in daily life," "I will take the initiative to participate in red practice activities in daily life, such as red research," "I will inherit the spiritual core of red culture. And take it as my moral standard ", "I will take the initiative to participate in public welfare projects to protect and promote red culture."

The scale design of the above four dimensions adopts the Likert scale to measure college students' recognition of red culture. They will score 5 points for strongly agreeing with it, 4 points for relatively agreeing with it, 3 points for neither agreeing with nor disagreeing with it, 2 points for relatively disagreeing, and 1 points for extremely disagreeing with it.

3.3.2 *Independent Variable*

Individual identity is both affected by internal factors and external factors. University, society, and family are the external factors that greatly influence college students' lives and play an essential role in the red cultural identity. In terms of independent variables, this study mainly analyzes the influence of external factors on college students' red cultural identity from three aspects: the mass media students are exposed to, the education of red culture, and the attitude of families towards red culture. The measurement indicators mainly refer [9] to the scale of family, colleges, and social factors.

The mass media that college students commonly use are WeChat public accounts, the Internet, Weibo, and Tiktok. In this paper, reading time 6-7 days per week counts for 5 points, 4-5 days for 4 points, 2-3 days for 3 points, one day for 2 points, and never read-related content counts for 1 point.

The school's education on red culture is measured from four aspects: related ideological and political classes, lectures, campus cultural activities, and practical activities on red culture. To measure this, five points for always, 4 points for often, 3 points for sometimes, 2 points for seldom, and 1 point for never.

To measure the influence of family members on students' identification of red culture from three aspects: the importance of red commemorative festivals, the understanding of red stories, and the situation of watching red TV programs. Five points for strongly agreeing, 4 points for agreeing, 3

points for not being clear, 2 points for not agreeing, and 1 point for strongly disagreeing. The

measurement items corresponding to each dimension are shown in “Table 1” below:

Table 1. Latent variables and corresponding items of the model

Latent variable	Measurement item
Red Cultural Cognitive Identity (CI)	a spiritual form and value concept formed during the tenacious struggle of the Chinese people under the leadership of the Communist Party of China an important component of China's fine culture the source of cultural confidence in the new era You can list people, things or stories related to Hunan red culture
Red Culture Emotional Identification (EI)	Red culture makes me feel incredibly proud I feel sad if people misunderstand red culture Red culture deserves to be inherited by college students
Red Culture Value Identification (VI)	Red stories can enhance one's patriotic feelings The red history makes me realize why history and people choose the Communist Party of China The red history makes me feel that a peaceful life does not come easy
Red Cultural Behavior Identification (BI)	I will propagate red culture in my daily life I will participate in red practice activities in my daily life I am willing to promote the innovative development of red culture I will inherit the spiritual core of red culture and take it as my moral standard I will take the initiative to participate in public welfare projects to protect and promote the red culture
College Factor (CF)	Content about red culture taught in ideological and political classes Lectures about red culture organized by colleges Red cultural activities organized by the colleges
Family Factors (FF)	Families take Red Remembrance holidays very seriously The family knows the red culture story very well Families often watch red TV programs
Social Factor (SF)	Number of days per week to read red culture-related content on wechat public accounts Number of days per week to read red culture-related content on Weibo Number of days per week to read red culture-related content on Tiktok Number of days per week to read red culture-related content on other media

4. STATISTIC ANALYSIS

4.1 Reliability Analysis

In this study, the main factors are measured in the form of a scale, so the test of the data quality of the measured results is an important premise to ensure the significance of subsequent analysis. Firstly, the internal consistency of each dimension is analyzed by the Klonbach coefficient reliability test. The Klonbach coefficient ranges from 0 to 1, and the higher the value of the test result coefficient, the higher the reliability. Generally, if the reliability coefficient is below 0.6, it is considered to be untrustworthy, so the questionnaire needs to be redesigned or the data needs to be collected again

and analyzed again. A reliability coefficient between 0.6 and 0.7 is considered credible, a reliability coefficient between 0.7 and 0.8 is considered relatively credible, a reliability coefficient between 0.8 and 0.9 is considered very credible, and a reliability coefficient between 0.9 and 1 is considered very credible.

In this analysis, the results of the reliability analysis are shown in “Table 2”. The reliability of college students' red cultural identity and each secondary dimension are all within the range of 0.7-1. Therefore, it indicates that the scale used in this study has good internal consistency and reliability.

Table 2. Test the reliability and validity of the model

Latent Variables	Observed variables	Factor load	Alpha coefficient	AVE	CR
University Factor (CF)	CF1	0.935	0.905	0.9367	0.8316
	CF2	0.935			
	CF3	0.864			
Family Factor (FF)	FF1	0.831	0.852	0.8916	0.7332
	FF2	0.912			
	FF3	0.823			
Social factor (SF)	SF1	0.866	0.835	0.8743	0.6989
	SF2	0.832			
	SF3	0.809			
Red Cultural Cognitive Identity (CI)	CI1	0.884	0.871	0.9058	0.7622
	CI2	0.874			
	CI3	0.861			
Red Cultural Emotional Identification (EI)	EI1	0.811	0.836	0.882	0.7138
	EI2	0.883			
	EI3	0.839			
Red Cultural Value Identification (VI)	VI1	0.801	0.812	0.8549	0.6627
	VI2	0.823			
	VI3	0.818			
Red Cultural Behavior Identification (BI)	BI1	0.817	0.739	0.8371	0.6316
	BI2	0.758			
	BI3	0.808			

SPSS software was used to analyze the reliability and validity of the questionnaire. The analysis found that the Alpha coefficients of cognitive, affective, value, and behavior identification were 0.871, 0.836, 0.812, and 0.739

respectively, indicating high reliability. In addition, Amos24.0 was used to test the structural equation model for confirmatory factor analysis. Results are shown in the following “Table 3”:

Table 3. Model fitting test

	RMSEA	CFI	IFI	RFI	TLI
Reference values	Less than 0.05	Greater than 0.9	Greater than 0.9	Greater than 0.9	Greater than 0.9
Model	0.036	0.989	0.989	0.933	0.985

From the “Table 3”, the index of the model fits good, the value of CFI is 0.989(>0.9), IFI is 0.989(>0.9), RFI is 0.933(>0.9), TLI is 0.985(>0.9), RMSEA is 0.036(<0.5), therefore, it is reasonable to divide students’ red cultural identity into four dimensions.

the P value is less than 0.01. Through the validity analysis, BI5 failed to pass the validity test, and the load in both dimensions was higher than 0.5, which belonged to invalid items. The remaining items were valid items with a load higher than 0.5 in one dimension, which passed the validity test.

4.2 Validity Analysis

SPSS was used to analyze four potential variables: cognitive identification, emotional identification, value identification, and behavioral identification, as it is shown in “Table 4”, the KMO value is 0.938, indicating that the data is good and

Table 4. KMO and Bartlett tests

Kaiser-Meyer-Olkin measure of sampling adequacy		938.
Bartlett's sphericity test	Approximate Chi-square	8383.313
	df	253
	Sig.	000.

5. RESULTS AND DISCUSSION

5.1 Analysis of the Path of Red Cultural Identity

According to the survey, students who majored in humanities and social science have a higher cognition of red culture, while majored in art have a lower cognition of red culture. Party members (including probationary party members) and Communist Youth League members have a higher cognition of red culture than the general public.

"Table 2" shows that the validity and reliability of students cognition identity is the highest while the behavior identity is the lowest, therefore, college students have the characteristics of "high degree in identification and low degree in behavior" in the spirit and values of red culture. Most people have a high emotional identification and value identification of red culture, but in terms of behavior identification, Party members (including probationary party members) and Communist Youth League students have higher behavior identification. The mass behavior identification is lower, mainly because the traditional education methods can not adapt to their characteristics and needs, especially the one-way indoctrination of ideological and political education, can not arouse students' curiosity and thirst for knowledge. In addition, due to the isolation of time and space in history, college students regard that history belongs to the past and is far from their own lives so they can not resonate with it. In addition, under the influence of materialistic values, such as hedonism, pragmatism, it is likely to impact college students' values. Under the current situation of "internal pressure" such as employment pressure, peer pressure, and academic pressure, many college students are unwilling to spend too much time and energy to recall the past. Therefore, they prefer spending more time enjoying the present or improving various skills to implementing the red culture in daily life.

The cognitive identification of red culture has a lower effect on behavior identification than that

mediated by emotion and value. As the situation changes in the new era, various thought and opinions on the Internet, which will inevitably have a particular impact on young people. Therefore, young people's cognition of red culture needs to be more comprehensive and specific since many young students only partially understand red culture's characteristics and meaning. In terms of cognitive mode, most young students are exposed to red history or red stories through classes, videos, lectures and related activities, but these activities need to be more systematic, comprehensive, and continuous. Therefore, even if young students have a certain degree of cognition on red culture, they need to be more internalized and externalized on the behavior level.

5.2 Analysis of External Influencing Factors of Red Culture Identity

The influence of university factors on red cultural identity is more significant than that of family and society. Colleges and universities can strengthen the education of red culture through the combination of external stimulus and internal motivation. Students' awareness of red culture can be enhanced through ideological and political lessons, campus culture and social activities. Moreover, with the help of relevant festivals and anniversaries, themed educational activities and ritual activities may create a red cultural atmosphere and enhance emotional identification. In addition, colleges and universities can use both external and internal incentives to enhance red culture education, such as formulating relevant practice credits and volunteering work and promoting party membership to enhance students' inner intention. Therefore, colleges and universities have a more significant impact on promoting red cultural behavior identity than families and society.

The society has a impact on students' cognition identification, emotional identification, and value identification of red culture, but it has no direct impact on behavioral identification. Through this study, 78% of students mainly learn red culture on the Internet, but through further analysis, it is found

that only 8% of students often browse mainstream media such as People's Daily Online, Xinhuanet.com, and China Youth Net every week, and nearly 80% of students browse red cultural-related content 2-3 days a week on average. Although students' lives are deeply affected by the internet, the influence of mainstream media is still limited, and most students pay little attention to red culture. In addition, with the popularization of the internet, information sharing on media platforms such as Weibo, WeChat, and XiaoHongshu gradually presents the characteristics of decentralization. Everyone can share opinions and comments, which lead to the multi-dimensional growth of information dissemination. However, to some extent, it also forms a "vacuum zone" for the voice of red culture, where anyone can raise doubt about it. Inevitably, some Western infiltration forces will take advantage of the loophole.

The family has a influence on students' cognition identification, emotion identification, value identification, and behavior identification of red culture. Parents' thoughts and behaviors will significantly impact young people. A healthy family atmosphere is of great significance to the formation of students' good habits. In addition, family education can help people tell the right from the wrong. According to the survey, the family's view of red culture will affect students' attitudes which is higher than the social influence on students. However, only 46% of students often talk about red culture in their families, indicating that families need to pay more attention to red culture and red spirit and form a good atmosphere of red culture and education.

6. SUGGESTIONS ON ENHANCING COLLEGE STUDENTS' IDENTIFICATION WITH THE RED CULTURE

It is necessary to strengthen the coherence of cognitive education to build a solid foundation of red culture. In the Internet era, there is a need for young students to understand the historical evolution and era significance of red culture. Besides, guiding students to deeply understand red culture's values and spiritual meaning is necessary. Moreover, the behavior identification of red culture is the highest level of identification. Honglan Liao [10] believes that red cultural identity needs to promote the inheritance and development of red culture through organized ritual activities and continuously promote individual practice.

Therefore, through "political ceremonies" and "political festivals," the red cultural symbols are expressed in a situational and evolutionary way using images, videos, objects, and other media.

There is an urgent need to innovate inheritance of red culture and promote the reproduction of it. The reproduction of culture will innovate the historical and past culture in form, which is more in line with the current students' cultural aesthetic so that it can be integrated with students' lives. Colleges and universities should extensively and deeply strengthen the study of red culture through social practice, field work, and social investigations, in order to help young people understand the spiritual connotation behind red culture. Furthermore, colleges try to promote red culture education through the scientific and reasonable setting of appropriate general compulsory courses, red culture courses, and modern social development. In addition, through new media, the Internet and social platforms, colleges need strengthen the integration of red culture with campus culture and adopt popular ways to innovate the expression of red culture.

There is a need to establish a "family-university-society" red culture education ecosystem to strengthen the systematization and continuity of red culture education. The research found that families, colleges and society have a certain degree of influence on college students' cultural identity. Therefore, colleges should play the leading role in the red culture education, and strengthen the systematic and continuous study of it. Enhancing network education can promote the full-time coverage of red culture education. Besides, give full play to the role of student cadres, party members, and other groups on improving the attractiveness of red culture education. In terms of the family education, on the one hand, parents should master scientific methods, enhance their education skills, and influence students imperceptibly. On the other hand, they should strengthen communication with the universities, enhance mutual trust, and form a consensus with colleges. At the social level, the mass media should combine red education with new media, and try to combine the red culture with young people's lives. Therefore, only family, colleges, and the society continuously work together can enhance college students' red culture identification.

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