

The Influence of Education on the National Identity of Secondary Vocational Students

Zheyang Lin

School of Marxism, Fujian
Polytechnic Normal University,
Fuzhou, Fujian, 350300, China
really_ye@outlook.com

Abstract:

In order to explore the effect of Revolutionary Culture education on secondary vocational education students' national identity, this study used a pre- and post-test comparison experiment to randomly select 200 students from 2 secondary vocational schools in Fuzhou City, divided into an experimental group (Revolutionary Culture education political course) and a control group (regular Civic and Political Science course), and carried out a 7-week course intervention. The study used a self-developed secondary vocational school students' national identity scale to measure changes in the four dimensions of students' perception, performance, influence and practice, focusing on the interactions in time and intervention modality, and analysed the data by SPSS27.0. The results showed that Revolutionary Culture education significantly increased the level of students' national identity ($p < 0.001$). However, the enhancement of the affective dimension was relatively limited, indicating that students' internalisation of national identity still needs to be strengthened. This study confirmed the unique value of Revolutionary Culture education in the Civics and Political Science curriculum, and suggested that the path of emotional identity cultivation needs to be further optimised to promote the comprehensive internalisation of national identity. This curriculum intervention programme can effectively improve the status quo of national identity of secondary vocational school students, and has a positive contribution to the enhancement of the level of national identity of secondary vocational students.

Keywords: Revolutionary Culture Education, National Identity, Secondary Vocational Students, pre- and post-test comparison

1. Introduction

It is pointed out in the report of the 20th Party Congress that “We carry forward the spiritual genealogy of the Chinese Communists with the great founding spirit as the source, make good use of the red resources, carry out in-depth publicity and education on socialist core values, deepen the education on patriotism, collectivism and socialism, and make efforts to cultivate newcomers of the times who will take on the big responsibility of national rejuvenation.”^[1] A result of national identity for middle-school student aged 9 to 18 shows that primary and secondary vocational school students have a high sense of national identity, but a low sense of national identity, with a standard deviation greater than the mean.^[2] As socialism with Chinese characteristics enters a new era, Socialist China is gradually approaching the center of the world stage, we are economically intertwined with the world, and our cultures and ideas are also constantly colliding and influencing each other. Problems like national identity, national integration, cultural conflict, cultural penetration and so on have emerged one after another, and students are conflicted about their sense of belonging to the country. Revolutionary Culture is a valuable spiritual wealth nurtured by China’s revolutionary history, which contains rich ideological and political education resources and is of great significance to students’ ideological leadership. Revolutionary Culture education is a specific form of expression and practice of patriotism education, which guides students to establish correct ideals and beliefs, outlook on life and values, and strengthens the national identity of young students.

2. Revolutionary Culture Education and National Identity

2.1 Connotation of Revolutionary Culture education

Revolutionary Culture is the inheritance and development of excellent traditional Chinese culture, rooted in the Chinese land, forged in the great practice of Chinese revolution, construction and reform, forming a unique cultural system with distinctive Chinese characteristics. It is rich in moral and soul-building values, and provides a deep cultural heritage and strong spiritual power for ideological and political education in the new era.

Revolutionary Culture education is a kind of education activity with Revolutionary Culture as the content and patriotism and revolutionary tradition education as the core. Revolutionary Culture education is based on showing the common history of all ethnic groups under the leadership of the Communist Party of China, awakening the common memory of the people of all

ethnic groups, explaining and awakening the common sentiment that the red rivers and mountains are created by people of all ethnic groups, conveying the core spirit of the Revolutionary Culture and fostering the consensus of values, which is in line with the goal of promoting national identity, the content of which is in line with the form of which is in line with the coupling of the symbiosis.^[3]

2.2 Connotation of national identity

National identity is a subjective or internalised feeling of belonging to a certain country^[4], and it is the individual’s sense of group identity towards the country to which he belongs, as well as the psychological belonging to the emotions and values brought about by this sense of group^[5]. In psychology, Piaget and Weil pioneered the study of national identity by interviewing children aged 4-15 years.^[6]

National identity refers to a sense of belonging to a country based on the recognition of a person’s membership of a country, and the recognition and acceptance of the political system, history and culture, customs and traditions, and moral values of the country to which he or she belongs. Western scholars mainly interpret the connotation of national identity from the level of country, nation and individual. For example, Samuel Huntington pointed out in *The Promise of Imbalance* that the sense of national identity is the consciousness of all citizens, not the consciousness of individuals.

2.3 The relationship between red cultural education and national identity

National identity emotion is a deep emotion and high degree of identification based on love and pride for the country, which is reflected in the depth of identification with the country’s culture, history, values and the loyal guardianship of national interests. It is an important source of national cohesion and centripetal force. With its core values of loyalty to the country, selfless dedication and support for national development, Revolutionary Culture plays a key role in shaping national identity emotions. Revolutionary Culture education guides young people to gain a deeper understanding of the country’s history and culture, enhances their sense of identity and belonging to the country, and cultivates socialist core values through the recounting of revolutionary history and heroic deeds. Revolutionary Culture education not only lets students know the development and achievements of the country, but also enhances their sense of national pride and national identity, prompting them to consciously safeguard the unity of the country and national solidarity. With its unique and profound cultural connotations, this form of education effectively enhances the individual’s sense of national identity and provides important spiritual support

for the cultivation of new-age youth.

3. Research design

At present, although the research results on “national identity” in China are quite fruitful, there are few in-depth studies on the influence of Revolutionary Culture education on students’ national identity, and there is a lack of empirical research. In view of the above, this study adopts the experimental method of pre- and post-test comparison. Based on the National Identity Scale compiled by Li Chunling and Liu Senglin in 2013 and related materials, the National Identity Scale for Intermediate Students was developed to deeply analyse the mechanism of the role of red cultural education on the national identity of Secondary Vocational Students in Fuzhou and its influencing factors. Meanwhile, a programme aimed at enhancing the sense of national identity of middle-level students was also designed and implemented to strengthen the patriotic feelings of Secondary Vocational Students.

3.1 Subjects

The data of this research comes from the experiment conducted in 2 secondary vocational school in Fuzhou City in 2024. The number of effective participants was 200, and two classes were randomly selected as the experimental group and the control group respectively. Among them, the ratio of male students to female students is 0.56:1, the age is concentrated in 16-17 years old, the proportion of members of the League is 9.6%, the proportion of students who believe in Marxism is 54.2%, and the proportions of students with rural household registration, students with township household registration, and students with urban household registration are 7.2%, 21.7%, and 71.1%, respectively.

3.2 Research Procedures

This study used a 2 (time: pre-test, post-test) \times 2 (intervention: experimental group, control group) mixed design. Firstly, a pre-test on the level of national identity was administered to the two classes before the course intervention was conducted, followed by a 7-week Civics course intervention on different themes (experimental class: Civics course around Revolutionary Culture education, control class: Civics course around philosophical and self-cognition and other personal ideological and political level enhancement) for each of the two classes. Each theme included an introduction of video materials, questions and reflections.

3.3 Testing tools

In the 1960s, the psychologist Pan Beans put forward the “four-factor theory”, he believes that the individual’s psychological structure consists of four basic factors: “knowledge - emotion - intention - action”, this viewpoint is widely recognised in the field of educational psychology and the field of education in China. The process of people receiving Revolutionary Culture education and forming good ideological and political character is the dialectical development process of knowledge, emotion, intention and behaviour inherent in the object of education.^[7] According to the National Identity Scale^[8] compiled by Li Chunling and Liu Senglin in 2013 and related information, the National Identity Scale for secondary vocational students was developed, which consists of 21 questions and contains four dimensions, namely, the cognition of national identity, the performance of national identity, the factors influencing national identity, and the degree of practice of national identity. A five-point Likert scale was used, with “5” to “1” indicating: strongly agree, agree, average, disagree, and strongly disagree, respectively.

Definition of national identity dimensions. Cognition of national identity refers to the understanding of the meaning of national identity, agreeing with the policies of the country, maintaining national unity, understanding the national system of government, etc.; manifestation of national identity refers to the expression of national identity, such as the enhancement of the comprehensive national power, the inheritance and development of national culture, and measures to cope with epidemics, etc.; influences on national identity refers to the conditions that will raise or lower the sense of identity with the country, such as collectivism, family revolutionary education, national unity education, national identity and the importance of national identity values, family revolutionary education, national unity and mainstream film and television works, etc.; the degree of practice of national identity refers to the way to practice national identity in study, life and work, such as whether to actively contribute to the development of the country to the best of one’s ability, whether to join hands with the enemy when the national interests are infringed upon, and whether to care about the country through different carriers, such as television and mobile phones. etc.

3.4 Experimental Procedure

Firstly, the subjects were required to take the pre-test before the intervention started and the post-test at the end of the intervention when they shared their learning experience, and the test tasks were to fill in the National Identity Scale for Secondary vocational Students.

Secondly, the subjects in the experimental group will carry out the 7-week intervention and share their experiences, and the subjects in the control group will also complete the same course sessions and learn different course contents and share their experiences.

4. Analysis of research data

4.1 Data processing

SPSS27.0 was used to process and analyse the data in this study. Repeated-measures ANOVA was used to test the interaction between course intervention modality and time, and paired-samples t-test was used to compare the differences in the scores of the two sample groups of subjects before and after the intervention.

4.2 Data analysis

After the reliability and validity calibration, the Cronbach's alpha of the dimensions of national identity perception, national identity performance, national identity influencing factors, and the degree of practice of national identity is in the range of 0.673~0.829, the overall reliability is 0.835, and the KMO value is 0.75, which passes the test of sphericity, and the scale has a good reliability and validity.

4.3 Research analyses

4.3.1 Data processing

In this study, repeated measures ANOVA was conducted with measurement time (pre-test - post-test) as a within-subjects variable, group (experimental group - control group) as a between-subjects variable, and level of national identity as a dependent variable.

4.3.2 Data Analysis

Repeated-measures ANOVA showed that the main effect of measurement time was significant for national identity level, $F(1,40)=774.70, p<.001, \eta_p^2=0.951$, indicating that the posttest scores ($M=369.43$) were significantly higher than the pre-test ($M=326.64$).

The group main effect was significant, $F(1,40)=69.70, p<.001, \eta_p^2=.635$, with the experimental group scoring significantly higher overall ($M=359.57$) than the control group ($M=336.50$).

The time \times vention mode interaction was significant, $F(1,40) = 69.70, p<.001, \eta_p^2 = .635$, indicating a different trend in pre- and post-test changes in the experimental and control groups (see Figure 1)

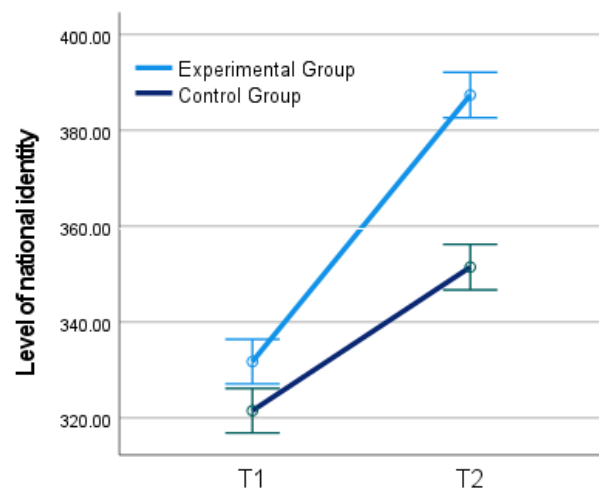


Figure1.Levels of national identity in the experimental and control groups before (T1) and after 7 weeks(T2) of the intervention. Error lines represent standard errors.

Table 1.Repeated-measures ANOVA for the level of national identity

Group	Time effect		Time		Time effect	
	F	P	F	P	F	P
Experimental group	774.70	<0.001	69.70	<0.001	69.70	<0.001
Control group						

5. Research Conclusion

This study designed an intervention programme for the effect of Revolutionary Culture education on the level of national identity of secondary vocational students. The post-intervention results show that Revolutionary Culture education has a significant effect on the improvement of the national identity level of middle school students.

Whether it is the control group in the Civics programme, which focuses on the improvement of personal ideological and political level such as philosophy and self-knowledge, or the experimental group in the Civics programme, which focuses on the education of the Revolutionary Culture, the students' national identity level is improved to different degrees after the intervention, which proves the impor-

tance and positive effect of the Civics programme on the development of the national identity of the secondary vocational students.

However, there is a significant difference between the two in terms of intervention effect. Before the intervention, there was no significant difference between the experimental group and the control group in terms of total scores and scores of dimensions of national identity level, showing similar starting levels. After the intervention, the experimental group scored higher than the control group in the total score of national identity level and the four dimensions of national identity: cognition and performance, influence, and action, with a significant difference ($P < 0.05$). Cohen's d value was also in the range of the medium effect in these dimensions, indicating that the Civic Education Programme around Revolutionary Culture education was in the range of the Civic Education Programme around philosophy and self-knowledge and other personal ideological and political level enhancement in these dimensions..

Also during the analysis of the results, it was found that students scored higher on the cognitive and action dimensions of national identity and lower on the influence dimension. Students' good performance in the cognitive and action dimensions of national identity reflects that they have a clear and accurate understanding of the knowledge and values related to national identity and can actively practice the requirements of national identity in their daily behaviour. This shows that Revolutionary Culture education has achieved remarkable results in knowledge transfer and behavioural guidance, and that students have not only formed a correct understanding of national identity, but also been able to transform it into concrete behavioural manifestations through participation in learning and educational activities.

However, scores on the influence dimension of national identity, which usually involves emotional connection, deep identification with values, and a sense of pride and belonging to the country, were low. This phenomenon may imply that students have not yet reached a high level of identification on the affective dimension, although they show national identification cognitively and behaviourally. Their emotional experience and inner identification with national identity may not be deep enough to be fully internalised into a stable emotional attitude and values.

6. Research Measures

Marx once pointed out, "Man creates the environment, and likewise, the environment creates man." Creating a strong red cultural atmosphere on campus can have an indirect impact on the ideological concepts and behavioural

habits of secondary vocational students, such as source enlightenment and inculcation cultivation, which has a positive role in promoting the realization of ideological and political education goals^[9]. Schools should open up the existing red cultural resources within the school, while actively combining the quality of red resources in the region with the relevant units to carry out close cooperation, to enhance the sense of identity and participation of students. At the same time, in the daily classroom teaching, teachers should cleverly integrate the classic red cultural stories, touching red characters and other red historical information into the teaching content, avoiding rigidity, naturally combining with the theme of the course, realising the organic fusion of theoretical knowledge and practical experience, and ensuring that the introduction of the red cultural elements is both natural and rich in educational significance. Thicken the patriotism of secondary vocational students, further enhance the nurturing effect of Revolutionary Culture in classroom teaching, and truly let Revolutionary Culture become the nourishment of students' ideological growth.^[10]

7. Conclusion

This study verified the positive impact of Revolutionary Culture education on secondary vocational students' national identity by examining the interaction between curricular intervention modality and time. Especially in the cognitive and behavioural dimensions, the performance is outstanding, but there is still room for improvement in the emotional dimension. This result reflects the shortcomings of the current Civic Education in the cultivation of "emotional identity", in which students may "know what to do", but have not yet fully formed a 'heartfelt identity and pride'. This 'cognitive-emotional' gap suggests to us that national identity education can not only stop at knowledge instillation and behavioural guidance, but also need to build a more infectious and resonant educational ecology. The sense of national identity is not inherent in every person, but is a sense of belonging that is slowly cultivated through communication between people and society under a certain social culture, in order to achieve an understanding of one's own culture and inner balance.^[11]

The unique value of Revolutionary Culture, as the spiritual gene pool of the Chinese nation, is being able to achieve a spiritual dialogue between the youth and the nation through vivid emotional elements. Future education should fully explore the emotional code of Revolutionary Culture, innovate educational carriers and methods, stimulate the emotional resonance of young people in the convergence of history and reality, cultivate a deep sense of family and country in the same frequency resonance between the individual and the country, enhance the effectiveness of ideological and political education, and culti-

vate socialist builders and successors.

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