

# Exploring the Path and Strategies for Integrating Hubei Red Culture into Physical Education in Higher Vocational Colleges

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## ABSTRACT

This research study examined the level of cultural awareness among students from various academic backgrounds on Hubei Red Culture. Additionally, it evaluated the educational influence of incorporating Hubei Red Culture into modern educational environments. The findings indicated a modest degree of cultural awareness among students, with significant differences observed in relation to gender, field of study, and school affiliation. This highlights the need for tailored interventions to address these gaps in awareness and foster cultural diversity. In addition, the study found that the integration of Hubei Red Culture had a generally positive impact on students' cognitive, affective, psychomotor, and social learning aspects. However, there were challenges related to political sensitivity, resource accessibility, ideological balance, and relevance to a diverse audience. In order to fully address these findings, a program was suggested to improve cultural education, interdisciplinary learning, educator empowerment, and cultural awareness. The success of this program would be measured by increased cultural awareness, enhanced educational experiences, and improved inclusivity in the educational setting.

## KEYWORDS

Cognitive; Affective Psychomotor; Social Learning; Historical Knowledge Cultural Symbols and Artifacts Cultural.

## 1. INTRODUCTION

The Hubei Red Culture has significant historical and cultural importance within the nation of China. Originating from the province of Hubei, situated in the central region of China, its cultural heritage may be traced back to its significant involvement in the revolutionary activities that took place in China throughout the early 20th century (Shu, 2022). The province of Hubei emerged as a significant locus of revolutionary endeavors, exerting a crucial influence on the trajectory of contemporary China. The region in question had a significant surge in revolutionary sentiment during notable occurrences such as the Xinhai Revolution in 1911, resulting in the downfall of the Qing Dynasty and the subsequent formation of the Republic of China. The province of Hubei also assumed a pivotal position in the Wuchang Uprising, a momentous event that served as a notable prelude to the Xinhai Revolution. This uprising originated in Wuchang, now recognized as a district inside Wuhan, the capital city of Hubei province (Jing, Yuanjing, and Chengjie, 2020).

The phrase "Red Culture" denotes the revolutionary ethos and communist philosophy that were intricately interwoven with the aforementioned historical occurrences. The historical significance of Hubei lies in its role as a catalyst for China's transition into a modern country, since it saw the emergence of revolutionary movements, ideas, and influential individuals (He, Xiang, & Yu, 2013). The province's unwavering dedication to the principles of social fairness, political transformation, and the consolidation of national cohesion during periods of turmoil has profoundly influenced

China's cultural fabric. The Hubei Red Culture is characterized by its connection to significant individuals, notably Sun Yat-sen, also known as the "Father of the Nation," who played a vital part in the fall of the Qing Dynasty. Moreover, the province played a crucial role in the first phases of the Chinese Communist Party's formation, and a significant number of party officials originated from Hubei. The historical landmarks, museums, monuments, and cultural places throughout the province serve as a tribute to its revolutionary heritage. These locations serve as both repository for historical objects and papers, as well as platforms for the preservation and transmission of the ideology of the Chinese revolution to future generations.

## **2. RESEARCH METHODOLOGY**

### **2.1. Research Design**

The study employed a descriptive comparative technique to analyze and compare the extent of cultural awareness among students, as well as the educational implications of integrating Hubei Red Culture into modern educational environments. This methodology involved a detailed description and measurement of the variables being studied across multiple groups of participants, allowing for a comprehensive examination of their traits, levels of cultural awareness, and views on educational results. By employing this comparative paradigm, the research sought to identify potential discrepancies and correlations among these parameters, thereby providing valuable insights on the effectiveness of cultural integration and its impact on students' educational experiences. The choice of a descriptive comparative technique for the study design was determined by the specific aims of the investigation. This methodology was particularly suitable for examining the research questions related to students' cultural awareness and the educational implications of integrating Hubei Red Culture.

A descriptive comparative research enabled a systematic analysis of the distinctions and similarities among different groups. This study facilitated a comprehensive analysis of several factors, encompassing students' demographic attributes (such as gender, academic field, and institutional affiliations) and their levels of cultural consciousness. By conducting a comparative examination of these attributes in other populations, this methodology enabled the detection of patterns, trends, and potential links that may not have been easily noticeable in other research methods. Using a descriptive comparative methodology provided a thorough understanding of how different groups of students interpreted the integration of Hubei Red Culture in terms of their thinking, emotions, physical abilities, and social interactions. This approach allowed researchers to identify differences in these viewpoints among different profiles, offering insights into how cultural integration may have had varying impacts based on individual characteristics.

Moreover, this method facilitated the identification of both the challenges and opportunities associated with the integration of Hubei Red Culture. This research sought to gain significant insights on effective methods and areas for improvement by analyzing the experiences and perspectives of different student cohorts and teachers. As a result, these discoveries have helped provide informed suggestions for improving the curriculum.

The descriptive comparative technique offers a thorough framework for analyzing and comprehending complex relationships between variables and making meaningful comparisons among various groups. The main aim of the study was to assess the extent of awareness and educational impact. This technique provided the necessary depth and context needed to acquire substantial insights and generate well-informed judgments.

## 2.2. Sampling Method

The research employed a stratified random sampling methodology to enlist individuals for the investigation. The population under study consisted of physical education (PE) students enrolled at several universities throughout China, as well as PE professors that included Hubei Red Culture into their teaching methods. To ensure a representative sample, the population was divided into two distinct groups, namely students and instructors, using stratification. The researchers employed the method of proportionate allocation, a random sampling technique, to select volunteers from each stratum. This strategy considered the proportional size of each stratum compared to the overall population.

In order to ensure representation of a wide range of students, a thorough gathering of institutions was conducted with the aim of selecting a random sample of students from each institution. Likewise, a group of teachers who were acknowledged for integrating Hubei Red Culture into their teaching practices was identified. From this group, a subset of instructors was randomly selected for interviews.

By employing a stratified random sample technique, participants were selected from a wide range of institutions and educational environments, thus ensuring the inclusion of a broad and representative mix of students and instructors. By employing this methodology, the research achieved enhanced external validity, allowing for more accurate generalizations of the results to the broader community of students and instructors engaged with Hubei Red Culture in China.

## 2.3. Instrumentation

The study employed a diverse and comprehensive approach to gather extensive data. At first, the researcher developed a survey to assess the cultural awareness of students and their opinions regarding the educational consequences that arise from the integration of Hubei Red Culture. The poll encompassed a wide range of issues that explored diverse dimensions of cultural awareness, including the cognitive, emotional, psychomotor, and social elements of educational impact. In order to evaluate the impact of education, the study incorporated the "Aspects of Education System" scale, which was created by Sherry Lane (2022), as a separate variable.

A thorough validation approach was carried out to ensure the survey's validity and reliability. The instrument underwent content validity checks conducted by experts in the disciplines of cultural education and educational impacts. After incorporating expert feedback, the survey was sent to a pilot testing phase with a small group of students. The main goal of this phase was to identify and rectify any possible deficiencies or uncertainties in the survey instrument's questions.

In addition, interviews were conducted with educators who included Hubei Red Culture into their teaching methods in order to obtain a thorough understanding. The choice of teachers was intentional, considering their expertise and background, to ensure a broad representation of diverse educational settings. The semi-structured interviews were carried out utilizing a predetermined set of questions, enabling comprehensive discussions on participants' tactics, challenges, and viewpoints about the integration of Hubei Red Culture.

The study sought to gather comprehensive data from both students and instructors through the utilization of a self-designed survey, a validated external scale, and interviews. Employing a mixed-methods technique facilitated a thorough comprehension of cultural awareness, educational impact, and the challenges and strategies associated with integrating Hubei Red Culture into modern educational settings.

To determine whether the parametric test would be used to address the research objectives, an examination of normality, specifically the Shapiro-Wilk test, will be performed. When the p-values are greater than 0.05, parametric testing is used. If the p-values are less than 0.05 and the data does not fit a normal distribution, nonparametric tests will be used.

The current study's research questions are revisited. As a result, the results, as well as their analysis and interpretation, are presented.

Preliminary Analysis.

Reliability.

**Table 1. Cultural Awareness (Cronbach's Alpha)**

<b>Table A: Reliability Measurement – Cultural Awareness (Cronbach's Alpha)</b>			
<b>Construct</b>	<b>Cronbach's Alpha</b>	<b>No. of Item/s Deleted</b>	<b>No. of Items</b>
Historical	0.97	0	10
Identification of Cultural Symbols and Artifacts	0.98	0	10
Cultural Traditions and Practices	0.98	0	10
Geographic Context	0.98	0	10
Cultural Values and Beliefs	0.98	0	10

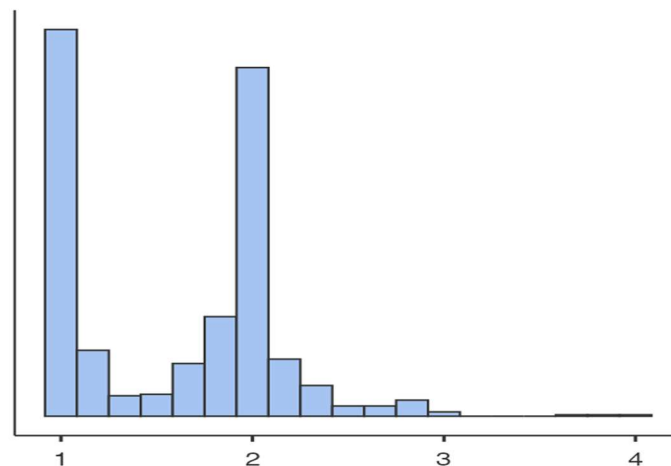
**Table 2. Educational Impact of Hubei Red Culture integration (Cronbach's Alpha)**

<b>Table B: Reliability Measurement – Educational Impact of Hubei Red Culture integration (Cronbach's Alpha)</b>			
<b>Construct</b>	<b>Cronbach's Alpha</b>	<b>No. of Item/s Deleted</b>	<b>No. of Items</b>
Cognitive Aspect	0.98	0	10
Affective Aspect	0.98	0	10
Psychomotor Aspect	0.99	0	10
Social Aspect	0.98	0	10

**Table 3. Normality Test**

<b>Table C Normality Test</b>			
	<b>Shapiro-Wilk</b>		
	<b>N</b>	<b>W</b>	<b>p</b>
Historical Knowledge	771	0.83	< .001
Identification of Cultural Symbols and Artifacts	771	0.81	< .001
Cultural Traditions and Practices	771	0.81	< .001
Geographic Context:	771	0.81	< .001
Cultural Values and Beliefs	771	0.81	< .001
Cognitive Aspect	771	0.81	< .001
Affective Aspect	771	0.80	< .001
Psychomotor Aspect	771	0.80	< .001
Social Aspect	771	0.81	< .001

Tables A and B provide the reliability measurement, particularly the Cronbach's alpha of the scales, cultural awareness that is composed of historical knowledge, identification of cultural symbols and artifacts, cultural traditions and practices, geographical context, and cultural values and beliefs, as well as the educational impact of Hubei Red culture integration based on cognitive aspect, affective aspect, psychomotor aspect, and social aspect. Cronbach's alpha, abbreviated as CA, is one of the statistics used to evaluate the reliability of constructs or their internal consistency (Roldan & Sanchez-Franco, 2012; Kock, 2015). Cronbach's alpha must be equal to or greater than 0.70 for Cronbach's alpha to be able to determine whether or not a measurement is reliable (Fornell & Larcker, 1981; Nunnally, 1978). The data analysis revealed that all of the domains for the two scales met the reliability criterion and were considered to be good items with good internal consistency, with CA values ranging from 0.97 to 0.98.



**Figure 1.** Analysis of the histogram

The normality test, specifically the Shapiro-Wilk test, produces p-values less than 0.05, indicating that the scores are not normally distributed. Moreover, the analysis of the histogram shows that the data is positively skewed. As a result, non-parametric tests such as the Mann-Whitney U and Kruskal-Wallis tests were used to determine whether there were significant differences in the variables when the respondents were grouped based on their demographic factors.

## 2.4. Statistical Treatment and Analysis

The collected data underwent a rigorous statistical treatment and analysis to extract meaningful insights and develop reliable conclusions from the study. A variety of statistical approaches were employed to analyze the quantitative data produced from the survey. The data analysis involved utilizing descriptive statistics, specifically means, standard deviations, and frequencies, to present a concise overview of the responses pertaining to students' cultural awareness and their perspectives on the educational impact resulting from the integration of Hubei Red Culture. Moreover, inferential statistics, such as correlation analysis, t-tests, and maybe analysis of variance (ANOVA), were employed to examine the relationships between different variables, including those derived from the "Aspects of Education System" scale that was included in the survey.

The objective of the suggested quantitative analysis was to gain a comprehensive understanding of the correlations and patterns in the data, in order to provide insights into the level of cultural awareness and the perceived impact of cultural integration on students. The statistical analysis aimed to find and assess significant variations and associations that contributed to addressing the research queries and fulfilling the study's goals. This study employed robust statistical methodologies to derive empirically validated findings that could enhance educational practices and strategies for the incorporation of Hubei Red Culture in modern educational environments.

### 3. SUMMARY

- 1) The varying representation of student-respondents in terms of gender, academic disciplines, and school connections highlights the necessity for inclusive and tailored educational approaches to cater to the varying backgrounds and profiles of students.
- 2) The students limited cultural awareness of Hubei Red Culture indicates the possibility of improving their knowledge and comprehension of this cultural legacy.
- 3) The variations in cultural awareness across students, as determined by their profiles, emphasize the significance of focused educational interventions to narrow disparities and foster cultural competency, particularly among male students and those from diverse courses and school connections.
- 4) The overall beneficial educational effects of integrating Hubei Red Culture are promising. However, it is important to prioritize the promotion of discourse on cultural diversity within the educational environment in order to fully realize the advantages of cultural integration.
- 5) The varying educational impact based on student profiles highlights the need for tailored solutions to address gender inequities, course-specific variances, and school impacts in order to enhance the educational experience for all students.
- 6) The difficulties faced by teachers in incorporating Hubei Red Culture into their lessons highlight the significance of establishing inclusive and respectful classroom settings, providing appropriate resources, and employing teaching methods that effectively combine historical and ideological viewpoints while making the material applicable to diverse student populations.

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